

12 Steps to promote effective Classroom Management

Anita McCormick, Ph.D.
Texas A&M University

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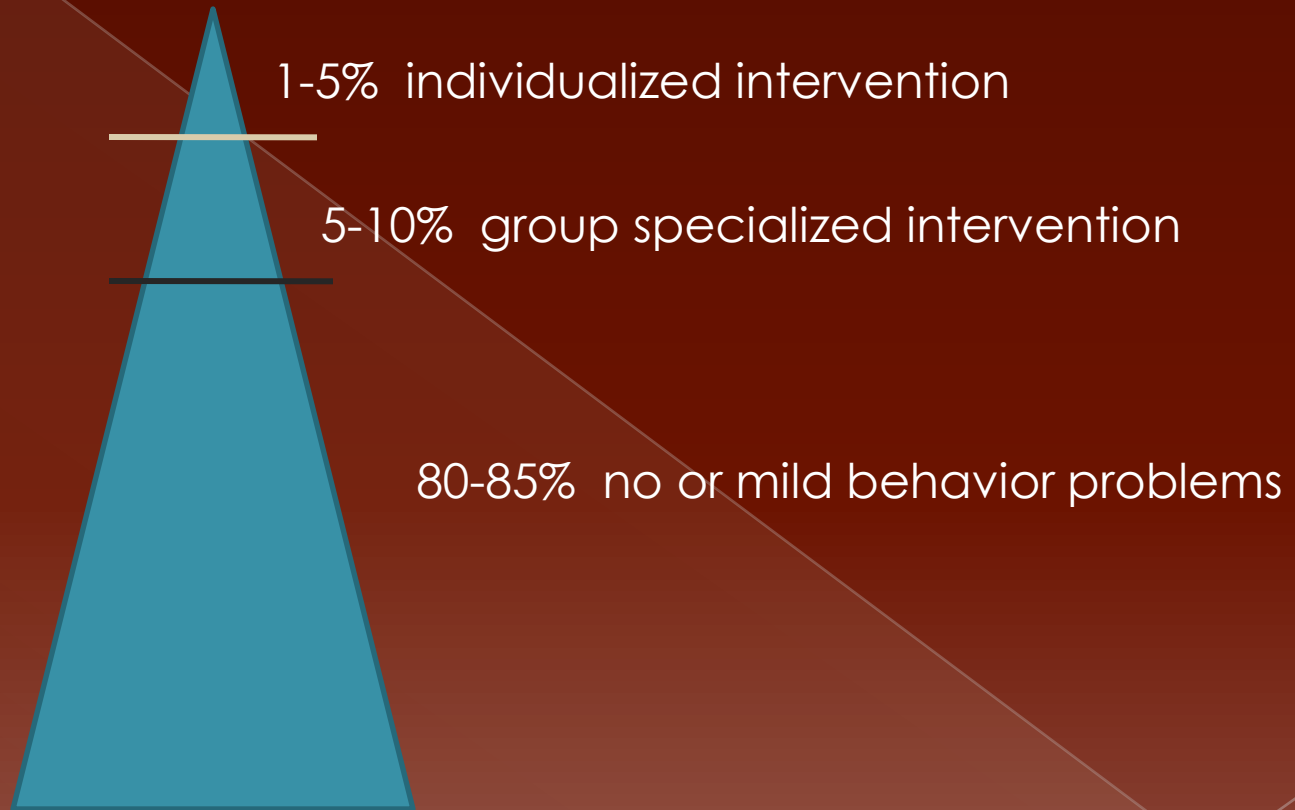
Recap

- Definitions

- > Discipline is a coordinated effort that enforces the behavioral expectations of all students within the school in different settings.
- > Behavior management is the reduction or alternation of undesirable behavior within the school setting.
- > Behavior modification is the substitution of an undesirable or disruptive behavior for a desirable behavior.

- All schools should have disciplinary guidelines and we should strive to achieve behavior modification in those students that exhibit inappropriate or undesirable behaviors.

Behavior Pyramid



Crone & Horner, 2003

3 Important Issues about Tier I Intervention

- Effort has to be coordinated, specifically communicated and has to involve school-wide stake holders
- Has to start at the beginning of the school year
- Has to be applied consistently across settings and students

What to do in Tier II?

- Interventions specifically designed for a group of students/classroom.
- This intervention is in addition to the school wide expectations and discipline
- Length of implementation depends on need and response from students
- Behavioral issues in the classroom are *directly linked* to instructional strategies

Frequently Used Behavior Strategies that Always Fail

- Raising your voice or yelling
- Insisting on having the last word
- Sarcasm
- Pleading or threatening
- Nagging
- Commanding or demanding
- Ignoring deliberate violations or inconsistent reinforcement

12 Steps to Effective Classroom Management

adapted from Jones, T. (2007) & Miller, H., (2006)

- ◎ 1. Consider your physical environment
 - > Lay out conducive to the type of lecture/class
 - > Fosters communication between students
 - > Allows for physical proximity from teacher
 - > Static vs. fluid monitoring
 - > Creates 'blind spots'
 - > Creates opportunity for covert interactions
 - > Reduce distracting materials (objects and information)

Step 2

- ◉ Develop a set of written expectations you can live with and enforce.
 - > Create rules and expectations collaboratively
 - > Create them the first day of class
 - > Make sure they are enforceable, fair and easy to follow
 - > No more than 5 rules
 - > Post them visibly
 - > Create a 'Bill of Rights'
 - > Develop consequences for rule infringement

Step 3

- ◉ Be consistent, consistent and consistent
 - > Remind them frequently and
 - > Hold them to high expectations
 - > *No one* is exempt from following the rules
 - > Enforce rules promptly and equitably
 - > Create opportunities for students to experience success both in learning and behavior

Step 4

- ◎ Be patient with yourself and your students
 - > They have had 7 months of this current strategy, it will take some time to change it.
 - > There is natural resistance in change.
 - > Some days are going to be easier than others at first
 - > Monitor yourself and your responses to students' behaviors
 - > Try new strategies and plans, some may not work initially – don't give up - behavior is idiosyncratic
 - >

Step 5

- Don't talk too much.
 - > Idle students are restless students.
 - > Break class into two or three segments, with different activities, lectures or presentations.
 - > Consider transitions between segments
 - > Prepare more material than you will need
 - > Consider using cooperative learning groups (peer tutoring)

Step 6

- ◉ Begin at the very beginning and end at the very end.
 - > Set an agenda or road map
 - > Free time is a bonus and has to be earned
 - > Disruptions should cost
 - > Non verbal cues speak louder than yelling
 - > Post “What I can do when I am through” options – enforce!

Step 7

- ◉ Discipline students privately and quietly
 - > Limit disruption to the class to a minimum (name dropping)
 - > Avoid confrontation in the classroom – perfect setting for power struggles
 - > Make punishment or consequence consistent with infraction
 - > Beware of unintentionally reinforcing behavior by intervening
 - > Develop contingency plan or contract if necessary
 - > Expect restitution for behavior

Step 8

- Model behaviors that you expect
 - > It's easier to get easier
 - > Do the rules you posted apply to you as well?
 - > Be assertive in your interactions with students
 - > I-statements
 - > Expectations for behavior not for lack of behavior
 - > Explicitly demonstrate self-discipline and self-monitoring skills
 - > Ample use of praise

Step 9

- ◉ Keep your sense of perspective and sense of humor
 - > Humor releases tension and frustration
 - > Beware of sarcasm or ridicule
 - > Be willing to laugh at yourself (even if you do it private)
 - > Try to start fresh every day

Step 10

- Try to keep your interactions with students in the 3/1 ratio
 - > Provide frequent and accurate behavior feedback to students
 - > Be descriptive and specific
 - > Recognize success or progress frequently
 - > Increase interaction with students when appropriate

Step 11

- ◉ Make parents your allies
 - > Call early and often
 - > Express “concern” but be specific and descriptive
 - > Describe expectations in action terms
 - > Solve school difficulties at school
 - > Enlist parents’ support when communicating with their children about school expectations

Step 12

- Know when to ask for help
 - > You are not the only one with strong-willed adolescents
 - > Share strategies and approaches
 - > Know when classroom strategies are not what you need – more individualized interventions

When classroom management doesn't work?

- Consistent behavior management in the classroom will work for 85% of the students
- What to do with those that don't respond or continue to have behavior difficulties?
- Individual intervention plan based on
 - > Functional Behavior Assessment