12 Steps to promote effective Classroom Management

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

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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

1-5%  individualized intervention

5-10%  group specialized intervention

80-85%  no or mild behavior problems

Crone & Horner, 2003
3 Important Issues about Tier I Intervention

- Effort has to be coordinated, specifically communicated and has to involve school-wide stakeholders.
- 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
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
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