

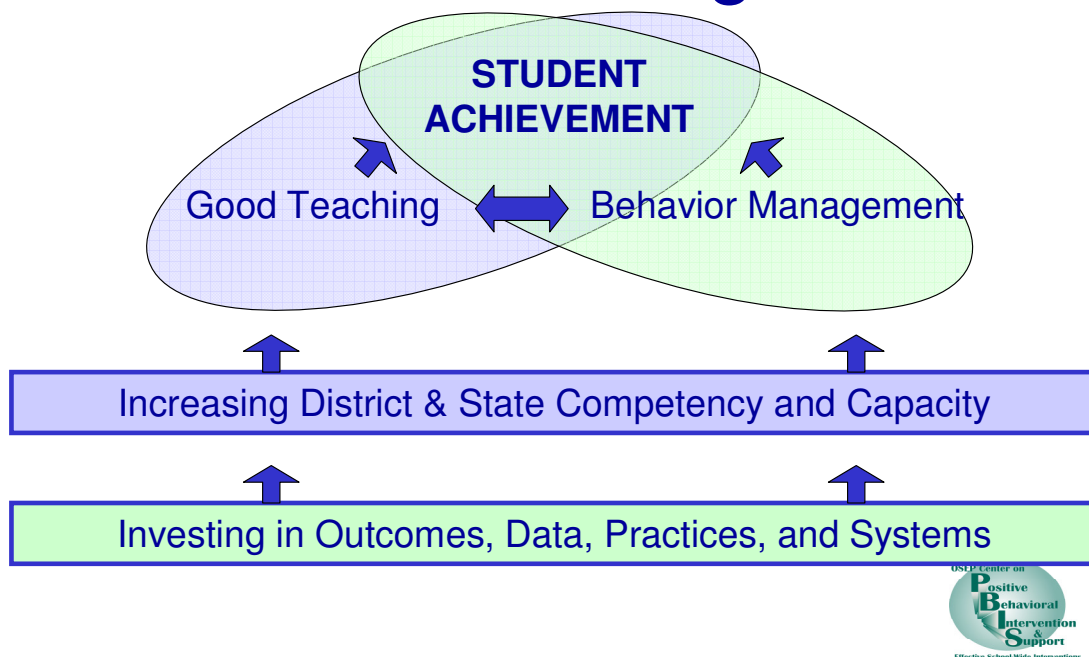
Basics of Classroom Management

Please find attached four general considerations for enhancing classroom management. This information is guided by the following principles:

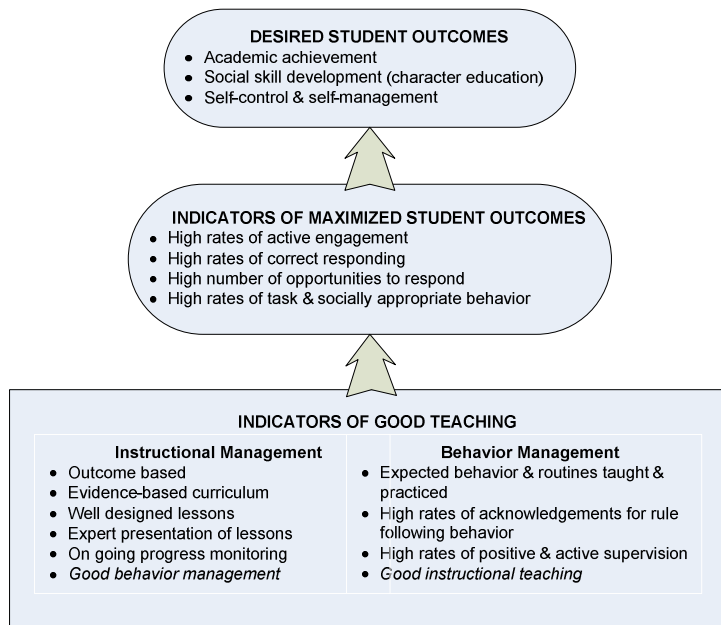
- Research should guide best practice.
- Application of best practices must be contextualized (e.g., language, ethnicity, social culture, etc.).
- Research and best practice should be based on defensible theory and clear conceptual logic.
- Skill acquisition and fluency are the result of explicit instruction and frequent guided and reinforced practice in real applied settings.
- Generalized use of best practices that have been acquired in training context should not be assumed.
- Good instruction and behavior/classroom management are reciprocally related.
- Measurable outcome indicators (data) are needed to judge the need and impact of a practice.

1. **Maximizing academic achievement and outcomes** is related to the interaction of effective instructional and social behavior management practices. However, implementation capacity must be available at the systems level (i.e. school, district, and state). To ensure that the supports are available for establishing this capacity, investments are needed in measurable outcomes, data decision making, evidence-based practices, and efficient systems.

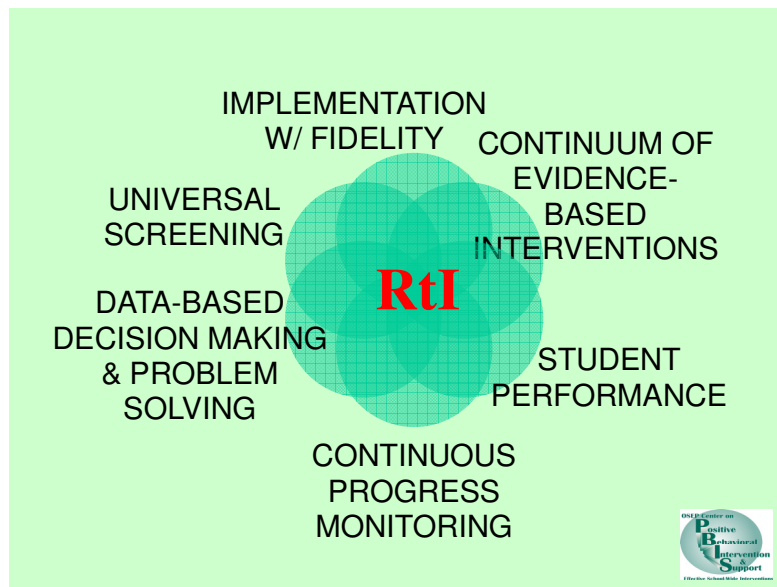
Main Messages



2. Schools are in the business of maximizing academic achievement and social skill competence. These outcomes are likely if students are highly engaged, given numerous opportunities to respond correctly, and have high rates of task appropriate social behaviors. Desired student outcomes are linked to good teaching (i.e., **effective instructional and behavioral management**).



3. Effective classroom teachers approach **behavior management as a formal** part of their classroom instructional management: (a) explicit, (b) formal, (c) positive, (d) preventive, and (e) data-based. To operationalize this approach, the responsiveness-to-intervention (RtI) logic is applicable.



4. Although what we know about effective classroom management practices has a long history with a diverse range of recommended practices, the empirical literature is relatively highly variable. However, a review of this literature produces a relatively concise list of “**best**” **practices**,” what have been organized in a self-assessment checklist.

Classroom Management: Self-Assessment¹

Teacher _____		Rater _____		Date _____	
Instructional Activity				Time Start _____	
				Time End _____	
Tally each Positive Student Contacts		Total #	Tally each Negative Student Contacts		Total #
Ratio ² of Positives to Negatives: _____ to 1					

Classroom Management Practice	Rating
1. I have arranged my classroom to minimize crowding and distraction	Yes No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction.	Yes No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)	Yes No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction.	Yes No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.	Yes No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.	Yes No

¹ Revised from Sugai & Colvin

² To calculate, divide # positives by # of negatives.

Basics of Classroom and Behavior Management

The following table provides a summary of considerations and practices for effective behavior and classroom management:

CONSIDERATION	PRACTICE	STRATEGIES EXAMPLES
Preparation	Teach and reinforce SW expectations	<ul style="list-style-type: none"> • Emphasize observable classroom behaviors • Reinforce specific and observable classroom wide behaviors • Practice and acknowledge observable behaviors in nonclassroom settings • •
	Teach and acknowledge classroom examples of SW expectations	<ul style="list-style-type: none"> • Use SW teaching matrix • Focus on observable behaviors for specific classroom contexts/situations • •
	Teach, practice, and acknowledge classroom routines	<ul style="list-style-type: none"> • Describe, model, practice, and acknowledge, for example, (a) entering the class, (b) cue for teacher attention, (c) transitioning between activities, (d) instructional materials, (e) handling completed assignments and homework, (f) grading • •
	Teach and practice continuum of consequences for rule violations	<ul style="list-style-type: none"> • Teach procedures for handling classroom v. office/administrator rule violations • Teach continuum of classroom consequences for rule violations, for example, (a) restatement of expected behavior, (b) brief business-like verbal reprimand, (c) brief removal from positively reinforcing activity/setting, (d) temporary loss of privileges, (e) contact parent, (f) involve administrator, etc. • •
	Teach and practice parent involvement	<ul style="list-style-type: none"> • Welcome and review positive expectations with each parent/family • •
	Arrange physical environment for success	<ul style="list-style-type: none"> • Efficient traffic patterns • Easy active supervision • Maximize teaching and engagement • Minimize distractions • •
	Teach necessary social skills	<ul style="list-style-type: none"> • Teach how to (a) solve problems, (b) ask for assistance, (c) get attention from others, and (d) reduce/remove stressful conditions • •
	Screen and prepare for students who might have behavior or academic risk factors	<ul style="list-style-type: none"> • Review records • Communicate with previous teacher • Adapt specialized programs to present context • •

Prevention (Before)	Initiate with positive	<ul style="list-style-type: none"> • Provide efficient/easy/review academic request/task • Greet and acknowledge social behavior • •
	Assess for readiness	<ul style="list-style-type: none"> • Screen for learning deficits, misrules, disabilities • Teach prerequisites to fluency • •
	Align instruction with skill levels	<ul style="list-style-type: none"> • Accommodate for students with deficits/disabilities • •
	Ensure effective instructional practices and design	<ul style="list-style-type: none"> • Arrange for appropriate and regular allocation of time for instruction • Enable high rates of active engagement • Enable high rates of academic success • Continuously monitor progress toward outcomes • •
	Anticipate errors	<ul style="list-style-type: none"> • Pre-teach for academic errors • Precorrect for social behavior errors • •
	Establish successful momentum	<ul style="list-style-type: none"> • Give doable/easy before difficult task • •
	Inform and acknowledge parent/family	<ul style="list-style-type: none"> • Send home monthly/weekly positive student and classroom information • •
Redirection (Early)	Reteach	<ul style="list-style-type: none"> • Clarify outcome • Model/describe desired behavior • •
	Change context	<ul style="list-style-type: none"> • Rearrange setting • Modify task demands • Provide new task/request • Provide time to respond • •
	Reinforce approximations	<ul style="list-style-type: none"> • Acknowledge others engaged in desired task • Point out correct aspects of behavior • Reinforce other acceptable behavior • •
	Increase reinforcement	<ul style="list-style-type: none"> • Increase frequency, amount, predictability, and individualization • •

Intervention Plans (Anticipate)	Work and implement as team	<ul style="list-style-type: none"> • Include family members, community resources, local specialists, etc. • Develop comprehensive intervention plan for cross setting implementation • Invest in building local implementation competence and fluency • •
	Assess for intervention	<ul style="list-style-type: none"> • Determine academic strengths and weaknesses • Identify triggering antecedent and maintaining consequences (functional assessment) • Identify effective, relevant, and efficient reinforcers • •
	Involve peers	<ul style="list-style-type: none"> • Teach, practice, acknowledge • Systematically and slowly fade adult monitoring and supervision • •
	Teach and monitor self-management	<ul style="list-style-type: none"> • Self-assessment of antecedents, behaviors, and consequences • Self-manipulation of antecedents • Self-manipulation of consequences • Teach, practice, acknowledge • Systematically and slowly fade adult monitoring and supervision • •
	Make desired behaviors and consequences more overt	<ul style="list-style-type: none"> • Use behavior contracts to make agreements about criteria and consequences for desirable and undesirable behavior overt and clear • Provide continuum of positive reinforcers: (a) frequent to infrequent, (b) predictable to unpredictable, (c) tangible to social to self-managed • •
	Provide richer forms of positive feedback	<ul style="list-style-type: none"> • Use token economies to support social reinforcement • •
	Teach and implement group based contingency systems	<ul style="list-style-type: none"> • Give reinforcer based on (a) each member of group meeting minimum criteria, (b) randomly selected member of group satisfying criteria, or (c) average of subset of larger group meeting minimum criteria • •

Chronic (Prepare, Prevent, Anticipate)	Arrange environment for success	<ul style="list-style-type: none"> • Teach for engagement and correct responding • Remove/eliminate triggers • •
	Precorrect problem contexts	<ul style="list-style-type: none"> • Provide opportunities for early academic and behavior success • Offer alternative for early signs of problem • •
	Defuse/redirect early	<ul style="list-style-type: none"> • Remove triggers of problem behavior • Prompt previously taught social skills • •
	Avoid escalating	<ul style="list-style-type: none"> • Disengage • Give doable alternatives • •
	Plan for crisis/emergency	<ul style="list-style-type: none"> • Develop, practice, and teach individualized crisis prevention and intervention strategies • •

