

## Evidence-based Classroom Management Strategies

### Five Positive, Proactive Strategies for the Classroom

#### 1. Maximize structure in the classroom

- a. Predictable routines and procedures for student and staff
- b. Environment elicits appropriate behavior; Minimize crowding and distractions
  - Easy traffic flow
  - Adequate supervision
  - Designate staff and student areas
  - Seating arrangements for various activities (groups, centers, independent work)

#### 2. Teach, monitor, and reinforce expectations and rules

- a. Aligned with school-wide expectations
- b. Positively stated
- c. Rules operationally defined
- d. Explicitly taught, modeled, reinforced
- e. Active supervision

#### 3. Actively engage students

- a. High rates of opportunities to respond
- b. Link engagement with outcome objectives
- c. Evidence based practices for active engagement
  - Direct Instruction
  - Computer Assisted Instruction
  - Class-wide Peer Tutoring
  - Guided notes
  - Response Cards

#### 4. Continuum of classroom-implemented strategies to acknowledge appropriate behavior

- a. Specific and Contingent Praise
- b. Group Contingencies
- c. Behavior Contracts
- d. Token Economies

#### 5. Continuum of classroom-implemented strategies to respond to inappropriate behavior

- a. Error Corrections
- b. Differential Reinforcement
- c. Planned ignoring
- d. Time out from reinforcement

### References:

1. Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide* (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.
2. Oliver, R., Wehby, J., and Reschly, D., (2011). *Teacher classroom management practices: effects on disruptive or aggressive student behavior*. Campbell Systematic Reviews.
3. Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., and Sugai, G., (2008). *Evidence-based practices in classroom management: Considerations for research to practice*. *Education and Treatment of Children*, 31, 3, 351-380.

## Evidence-based Classroom Management Strategies

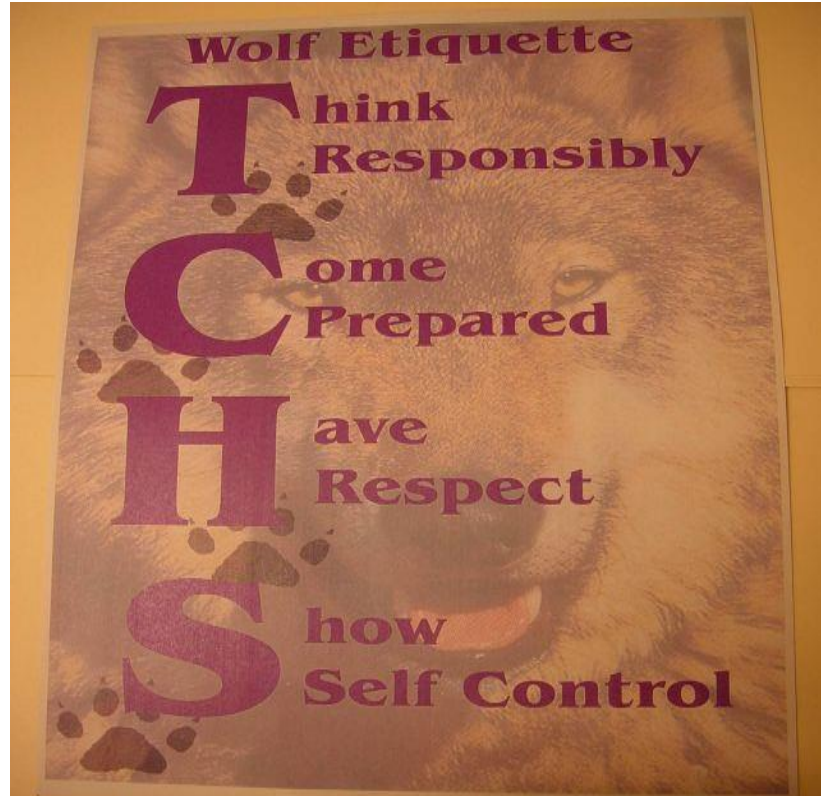
### 1. Maximize Structure

- a. Predictable routines & procedures
- b. Minimize crowding and distractions
  - Traffic flow
  - Adequate supervision
  - Staff & student areas
  - Seating for various activities

Teacher: Ms. Peach		Grade: 5 <sup>th</sup>	Date: 2015-2016
<b>Tier 1 Expectations</b> <i>(Posted)</i>	<b>Classroom Rules</b> <i>(Posted)</i> 3-5 observable, positively stated behaviors aligned with expectations		
1. Be Respectful	<ul style="list-style-type: none"> <li>• Stay on-task and work quietly</li> <li>• Raise hand and wait to be called on</li> </ul>		
2. Be Responsible	<ul style="list-style-type: none"> <li>• Have all necessary materials prior to start of lesson</li> <li>• Follow teacher directives</li> </ul>		
3. Be Safe	<ul style="list-style-type: none"> <li>• Stay in assigned area</li> </ul>		
<b>Procedures</b> <i>(Clearly described and posted)</i>			
<b>Classroom Communication:</b>			
<ol style="list-style-type: none"> <li>1. Raise your hand to ask a question or to gain help or assistance from the teacher</li> <li>2. Wait to be called before speaking</li> <li>3. Remain in seat or designated area during all instructional times (whole group, small group, independent work)</li> </ol>			
<b>Completed Assignment and Homework:</b>			
<ol style="list-style-type: none"> <li>1. Place completed homework in appropriately labeled bin on back shelf prior to starting bell work</li> <li>2. Place completed daily assignments in appropriately labeled bin on back shelf at the end of each lesson/activity</li> </ol>			
<b>Lunch:</b>			
<ol style="list-style-type: none"> <li>1. Put work materials away in proper place</li> <li>2. Push in chair when called to line up</li> <li>3. Secure money or 'ticket' prior to lining up after being called</li> </ol>			
<b>Restroom:</b>			
<ol style="list-style-type: none"> <li>1. Use the restroom prior to coming to class; <b>OR</b> Only during individual seatwork</li> <li>2. Take 'tag' prior to leaving class</li> <li>3. Replace 'tag' on hook upon return</li> </ol>			

### 2. Expectations and Rules

- a. Post
- b. Teach, model, practice, reinforce
- c. Formal lesson plans
- d. Embed into academics



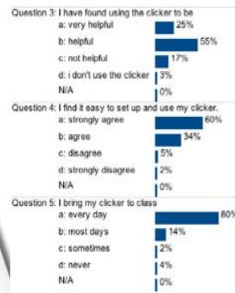
## Evidence-based Classroom Management Strategies

### 3. Actively Engage Students

- High rates of opportunities to respond
- Pacing/instructional momentum
- Direct Instruction
- Computer Assisted Instruction
- Class-wide Peer Tutoring
- Guided notes
- Response Cards

### Active Engagement Tools

#### Clickers



#### Response Boards and Cards



#### Gestures



### 4. Strategies to acknowledge appropriate behavior


- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies



## Evidence-based Classroom Management Strategies

### 5. Strategies to respond to inappropriate behavior

- a. Error Corrections
- b. Differential Reinforcement
- c. Planned ignoring
- d. Time out from reinforcement

- 
1. Eye contact
  2. Proximity control
  3. Active engagement
  4. Remind/reteach expectation and rules
  5. Redirect to desired task
  6. Reward around student
  7. Planned ignoring
  8. Self-Monitoring
  8. Cool-off pass
  9. Failure to earn reward
  10. Change seating
  11. Reflection time
  12. Time away from group