

Working with . . .

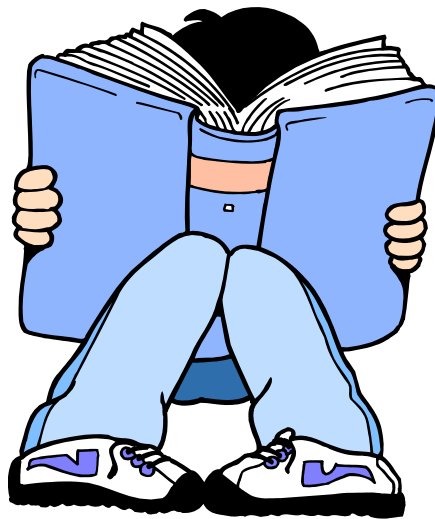
Classroom Management

FACT SHEET

Important to Set the Tone Early!!!

-Adults have the most influence over student's behaviour, afterwards peers take on more central role

The most effective way to change student behavior is to change teacher behavior.



Employ a different way of thinking...

Rather than thinking of management problems in the classroom as *student issues*, think of them as *classroom issues*

- ⦿ Helps focus on preventative/proactive measures
- ⦿ Employs positive psychology
- ⦿ Focuses on what is in the teachers control

Effective classroom management is the foundation for academic success. Providing students with a calm yet engaging environment will maximize their academic gains and keep the teacher from pulling their hair out!!!

Preparation is one of the main components of properly managing a classroom. By being prepared, the teacher can minimize disruptions from the students and maximize the breadth and depth of coverage for the subject material.

Time management is another key feature of getting the most out of your students. Allocating the "right" amount of time for each activity, maintaining momentum, and keeping to a routine is very important.

This is a good point, but can you give an example?



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Positive Reinforcement:

Children love attention from or time with the teacher. Use this to your advantage and reward on task or appropriate behavior with rewards (research does indeed show that this works and is an essential step in the process of helping students to become self-regulated). If ‘tangible; rewards (stickers, prizes, etc) are not an option, then use praise, preferred activity time, group prizes, time with the teacher (e.g. recess snack), etc to let students know you recognize their efforts.

Classroom Management Techniques

Behavior interventions should begin with techniques that interrupt instruction as little as possible, yet help to change or stop the behavior. We recommend that teachers identify a hierarchy (what you try first, second, third, etc) of techniques they will use to redirect misbehavior, particularly with misbehaviors. Discreet, quick cues can often be used to redirect a student, while not alerting other students to the misbehavior and maintaining the flow of instruction. Ultimately, the key to these techniques is to use them in a respectful way. Engage students to help you choose strategies (e.g. what silent symbols to use) that they find meaningful. The following techniques may be useful to incorporate into your own “hierarchy” of techniques.

Indirect (low key techniques)

1. **Seating arrangements:** these can be used preventatively and or proactively to encourage on task behavior.
2. **Proximity Control:** moving near the student may be all that is needed to redirect their energy and get back on task.
3. **Visual reminders:** A mark on the whiteboard, a cue to a symbol that reminds students what their task is, or simply pointing to the student’s work
4. **Send signals:** Use your eye contact, body language, or pre-arranged signals to remind the student of the task at hand.
5. **Humour:** Respectful use of humour can alert students to mild issues (like noise level) and redirect efficiently. Just be careful not to disrupt the instruction or the work environment.
6. **Show Interest:** Seatwork can be a difficult time for many students. Maintain student composure by circulating and commenting on their work “e.g. what a creative approach! What do you think you could do next?”
7. **Praise-Prompt-Leave:** Quickly respond to escalating off task behavior by approaching the student, praising them for something they have done well, asking them (or suggesting if needed) what the next step might be, and then leaving them with a vote of confidence in their ability. For example, “Well done, you are already on question 4, now you just have 4 more questions to complete, and I’ll bet you can do them by the time I return”
8. **Overlapping:** Addressing more than one situation at a time. Eg, using proximity control while you guide a group project.
9. **Ignoring:** Ignore misbehavior in particular when it is not impacting others and when the purpose may be seeking attention. Reinforcing the behavior you are looking for, while ignoring a minor misbehavior is particularly effective with younger children, and also avoids reinforcing the unwanted behavior (even corrective attention is good to an attention seeker, and may prompt them to do it again).
10. **Restructuring:** change the activities from highly stimulating to calming before moving onto the next activity

Source:

Beyond survival : a restorative justice approach to classroom management / Reekie, Frederick Alexander. Kendall, Diane Joy. Bayne, Lynn. Meier, Anne. University of Saskatchewan. Dept. of Educational Psychology. Saskatchewan Valley School Division. University of Saskatchewan. Centre for School-Based Experiences. Saskatoon, SK : University of Saskatchewan, 2002. 3rd ed.

Direct techniques: These are more intrusive, and may be more useful for repeated difficulties or issues when the student has clearly lost self-control. Try to maintain respectful tone with students for these techniques, as delivering them from a 'power' or control' stance might create power struggles (SEE conduct disorder handout).

1. **Review classroom rules:** Ask, "what is the class rule about this?" Make sure you follow through on consequences.
2. **Clear Desists:** ask the student to stop and preferably, provide the alternative behavior. "please stop talking and finish your seat work"
3. **Broken Record Technique:** repeat expectations until the child complies. Give the child time to comply, and avoid a negative tone if you use this.
4. **Removal of the "seductive" object:** remove distractors and return to student at an appropriate time, with a clear direction about your wishes for this object.
5. **Visually Tracking Misbehavior:** Record infractions of rules by using a checklist or tally method in a visible location. You can also track positive behavior if this approach is too negative, however, some children do better with a balanced (positive and negative) approach.
6. **Removing the student:** Allows the student to regain control privately with respect. A time out space within the classroom is preferable as you are still able to supervise the student effectively (putting kids in the hall generally means we can't see them, and with a misbehaving student, that's a safety concern). Debrief with the student after he or she has calmed and returned to work.
7. **Eye contact while saying student Name:** simple, yet still works, although it does tend to draw attention to the student and stop instruction.