### Positive Classroom Management

1. Develop a coherent list of expected behaviors (4-5 rules)
2. Equip students with skills needed to execute appropriate behavior
3. Continually assess the success of an implementation
4. Create and sustain a positive environment in which all of this can take place

#### Positive Expected Behaviors

<table>
<thead>
<tr>
<th>Kind</th>
<th>Cafeateria</th>
<th>Safe</th>
<th>Cooperate</th>
<th>Respect</th>
<th>Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>Wait in line, be polite, allow everyone to sit</td>
<td>Walk, hands and feet to self, watch out for others, open doors slowly, food on tray</td>
<td>Follow directions, sit at assigned table, wait to be dismissed</td>
<td>Only eat your own food, clean up after yourself</td>
<td>Calm voices, eat slowly</td>
</tr>
<tr>
<td>Playground</td>
<td>Invite others, be inclusive, accept skill difference, teach rules</td>
<td>Use equipment appropriately, stay in designated areas</td>
<td>Agree on game rules before you play, follow rules, take turns</td>
<td>Do not change rules mid-game, appropriate language, line up when whistle blows</td>
<td>Problem-solve conflicts, return quietly</td>
</tr>
</tbody>
</table>

All students are aware of the expectations for each setting – post in classroom and around school, review regularly
<table>
<thead>
<tr>
<th>EBP</th>
<th>Goal</th>
<th>Title</th>
<th>BB Loc</th>
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</thead>
</table>

### Identify Problem Behavior and Conditions that Prompt and Reinforce it (pg. 14)

**Concretely describe the problem behavior and its effects on learning**
- Define *specific behavior*
- Pinpoint *contexts* in which it occurs
- Identify the *degree* to which it *interferes with learning*
- Based on learning history: is this a *performance* or *skill* deficit?

**Observe and record the frequency and context of problem behavior**
- *Time* of day, classroom *location*, subject, *difficulty* of task, presence of peers/adults

**Identify what prompts and reinforces behavior**
- *Curricular* variables (task too hard, easy, boring, etc)
- *Social* variables (group small/large, individual, presence of particular people)
- *Setting* variables (time of day/week, distractions at home/class, student physical state)

**Tally-Mark Data Collection Sheet (pg. 20)**

### Modify classroom environment to decrease problem behavior (pg. 22)

**Re-visit, Re-practice, and Reinforce classroom expectations**

**Concrete positively stated guidelines**
- Arriving/leaving classroom
- Distributing/returning materials
- Requesting help
- Transitions
- Experiencing interruptions (fire-drill, substitute teachers)
- Working independently/in-groups

**Encourage instructional momentum**
- Modify specific environmental variables that precede problem behavior
<table>
<thead>
<tr>
<th>Teach and reinforce new skills to increase appropriate behavior and preserve positive classroom climate (pg. 29)</th>
</tr>
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<tbody>
<tr>
<td><strong>Identify where the student needs explicit instruction for appropriate behavior</strong></td>
</tr>
<tr>
<td><strong>Teach skills by providing examples, practice, and feedback</strong></td>
</tr>
<tr>
<td><strong>Manage consequences so that reinforcers are provided for appropriate behavior and withheld for inappropriate behavior</strong></td>
</tr>
<tr>
<td>• Small rewards frequently</td>
</tr>
<tr>
<td>• Quick deliver after positive behavior</td>
</tr>
<tr>
<td>• Reward behavior, not individual</td>
</tr>
<tr>
<td>• Salient reinforcers and gradually reduce/eliminate rewards</td>
</tr>
<tr>
<td>EBP</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>Behavioral expectations, student-specific, frequent positive student-teacher interaction, PBIS</td>
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</tbody>
</table>

**Classroom Management Strategies:**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
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</thead>
</table>
| 1. Increase ratio of positive to negative teacher to student interactions | • At least 4 to 1  
• Positive interaction every 5 minutes  
• Follow correction for rule violation with positive reinforcer for rule following |
| 2. Actively Supervise at all times | • Move continuously  
• Scan continuously & overtly  
• Interact frequently & positively  
• Positively reinforce rule following behaviors |
| 3. Positively interact with most students during lesson | • Physical, verbal, visual contact  
• Group v. individual  
• Instructional & social |
| 4. Manage minor (low intensity/frequency) problem behaviors positively & quickly | • Signal occurrence  
• State correct response  
• Ask student to restate/show  
• Disengage quickly & early |
| 5. Follow school procedures for chronic problem behaviors | • Be consistent & business-like  
• Precorrect for next occurrence |
| 6. Conduct smooth & efficient transitions between activities | • Taught routine  
• Engage students immediately |
| 7. Be prepared for activity | • Prepare filler activities  
• Know desired outcome  
• Have materials  
• Practice presentation fluency |
| 8. Begin with clear explanations of outcomes/objective | • Advance organizer  
• Point of reference |
| 9. Allocate most time to instruction | • Fill day with instructional activities  
• Maximize teacher led engagement |
<p>| | |</p>
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</table>
| 10. Engage students in active responding | • Write  
  • Verbalize  
  • Participate  |
| 11. Give each student multiple ways to actively respond | • Individual v. choral responses  
  • Written v. gestures  
  • Peer-based  |
| 12. Regularly check for student understanding | • Questions  
  • Affirmative gestures  
  • Written action  |
| 13. End Activity with specific feedback | • Academic v. social  
  • Individual v. group  |
| 14. Provide specific information about what happens next | • Homework  
  • New activity  
  • Next meeting  |
| 15. Know how many students met the objective/outcomes | • Oral  
  • Written  
  • Sample  |
| 16. Provide extra time/assistance for unsuccessful students | • More practice  
  • More instruction  |
| 17. Plan for next time activity conducted | • Firm up outcome  
  • New outcome  
  • Test  |

*See blackboard for link to website, positive learning environments checklist, effective classroom plan, and environmental inventory checklist.*