



Classroom Management

BASED ON LRBI TECHNICAL ASSISTANCE MANUAL

Classroom Management

What to expect

- LRBI Technical Assistance Manual
- Four pillars of Effective classroom management page 27-37
 1. Establish expectations/rules
 2. Explicitly teach expectations and rules
 3. Systematically reinforce expectations and rules
 4. Correct behavioral errors
- Classroom check list



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- All students academically and socially when their classroom and school environments are *positive, preventive and responsive*. (Guerra & Williams 2003; Horner, Sugi & Anderson, 2010; Zina Weissberg, Wang, & Walberg, 2004)
- Schools/classrooms with effective behavior systems invest in preventing behavioral problems by establishing expectations/rules and by teaching and reinforcing appropriate behavior.

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If a child does not know how to read, we teach.

If a child does not know how to swim, we teach.

If a child does not know how to multiply, we teach.

If a child does not know how to drive, we teach.

If a child does not know how to behave, we...

Teach?...Punish?

“Why can’t we finish the last sentence as automatically as we do the others?” John Herner

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Pillar 1: Establish expectations/rules

Well-defined classroom rules and procedures are the foundation for effective behavior support and academic skill instruction.

Characteristics of effective and proactive classroom rules.

- Prioritize expectations by limiting to three to five classroom-wide rules
- State expected behaviors positively
- State explicitly what the behavior look and sounds like
- Make rules observable and measurable.
- Post the rules publicly for all to see.
- Whenever possible relate them to schoolwide rules.

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Pillar 2: Explicitly teach expectations/rules

Most educators recognize the need for explicit and effective instruction of academic skills. However, the need for formalized practice and procedures for explicitly teaching behavioral expectations is not as commonly recognized.

➤ Points to consider

- Keep a record of plans for future planning
- Keep notes during the teaching to improve when re-teaching
- Plan for re-teaching opportunities
- Plan for how following the expectation/rule will be positively acknowledged
- Plan for how failure to follow the expectation/rule will be corrected and re-taught.

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Pillar 2: Explicitly teach expectations/rules

- Suggested instructional sequence for teaching behavioral expectations
 - Define expectation/rule
 - Provide rationale for expectation/rule
 - Teach critical discrimination of expectation/rule (model example and non-example)
 - Practice the behavior (in setting where behavior is required, if possible)
 - Discuss what will happen when expectation/rule are followed and are not followed
 - Give parent/guardian feedback

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Pillar 2: Explicitly teach expectations/rules

In addition to establishing class rules well-defined classroom procedures are also needed

- ❖ There are six tasks related to organizing the classroom for success
 - Arrange an effective daily schedule
 - Create a positive physical space
 - Use an attention signal
 - Design effective beginning and ending routines
 - Manage student assignments
 - Manage independent work periods

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Pillar 2: Explicitly teach expectations/rules

- ❑ Benefits of teaching classroom procedures
 - Increase instructional time by preventing problem behavior
 - Frees teachers from correcting misbehavior
 - Improves classroom climate
 - Creates shared ownership of the classroom
 - Develops self-discipline

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Pillar 3: Systematically reinforce expectations/rules

Reinforcement systems should be aligned with expectations/rules and of sufficient intensity to build/maintain desired behavior

❖ IFEED-AV rules for reinforce expectations/rules

- ✓ I= Immediate
- ✓ F= Frequent
- ✓ E= Enthusiasm
- ✓ E= Eye contact
- ✓ D= Descriptive
- ✓ A= Anticipation
- ✓ V= Variety

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Pillar 4: Correct behavioral errors

- Consequences for behavioral errors should be addressed using a hierarchy of reductive techniques
- Reductive technique- research-validated technique that will temporarily stop or reduce problem behavior
- Reductive techniques should be used in a partnership with proactive strategies for teaching replacement behaviors

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Pillar 4: Correct behavioral errors

- ❖ Principles that influence the effectiveness of reductive techniques
 - The rate of reinforcement of appropriate behaviors should be high
 - Find an incompatible behavior to replace misbehavior
 - Identify the early signs of misbehavior

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Pillar 4: Correct behavioral errors

What If? Chart

Positive Consequences

- Verbal Praise
- Point Systems
- Extra Classroom Privileges
- Tangible Rewards
- Public Notifications
- Home Communications

Negative Consequences

- Redirection
- Precision Request
- Loss of Free Privilege
- Interclass Time Out
- Document of Conduct
- Out of Class Time Out/Detention