

# Proactive Classroom Management Strategies

Top



Ten

Creating environments that are Safe, Predictable,  
Positive and Consistent.

Adapted from the work of Dr. Clay Cook, "16 Proactive Classroom Management Strategies"  
and resources from PBIS Technical Assistance Center.

## Set classroom behavioral expectations aligned to school-wide expectations.

- Post behavioral expectations
- Teach behavioral expectations
- Review behavioral expectations
- Monitor to see if expectations are known by every student
- Use data to determine when additional instruction and review of expectations are needed



## Define and teach predictable classroom routines

- Invent and teach routine for student attention cueing
- Invent and teach routine for transitions
- Invent and teach routine for homework
- Invent and teach routine for getting assistance (from teacher or peers)
- Invent and teach routine for group work
- Invent and teach routine for individual work
- Use data to determine which routines need to be re-invented, re-taught, and reinforced
- Post a visual schedule of classroom activities



## Strategically establish positive relationships with all students in the class.

- Smile and be nice
- Deliver positive greetings at the door to establish and maintain relationships and positive climate
- Learn about each and every student ~ simply knowing the name of each student is not enough for a meaningful relationship
- Deliver five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio)

## Encourage expected behavior by using a variety of strategies to provide specific feedback.

- Deliver five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio)
- Use data to determine which skills or behaviors need increased feedback



## Use effective communication for discouraging inappropriate behavior with an instructional approach

- Use pre-correction
- Use redirection
- Use proximity
- Use cues
- Use student choice delivered in a non-threatening way
- Use data to plan for students or groups of student who need additional supports



## Organize an orderly and productive classroom

- Organize students to activate each other as learning resources
- Organize easy flow in/out of room
- Consider optimal seating arrangement
- Consider limiting distractions



## Scaffold task difficulty while providing feedback and support

- Use targets at a variety of cognitive complexities
- Adjust task difficulty to match variety of cognitive complexity
- Scaffold tasks by modeling and providing guided and independent practice at the appropriate level



## Use active supervision techniques

- Continually monitor students by scanning, moving and interacting frequently
- Provide positive and corrective feedback while interacting
- Deliver five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio)



## Provide students with numerous opportunities to respond to teacher questions

- Use Turn and Talk
- Use Think-Pair-Share
- Use Choral Response
- Randomize asking of students
- Use build-on
- Use student evidence data to guide instructional decision making



## Develop Classroom Culture for Academic and Social Emotional Learning

- Live at analysis
- Activate students as owners of their learning
- Activate students as learning resources for one another
- Normalize mistake making as essential to learning (productive struggle)
- Explicitly teach SEL
- Model SEL competencies with students
- Model SEL competencies with adults
- Model your own metacognition
- Infuse SEL competencies into everyday academic lessons

