#### Proactive Classroom Management Strategies



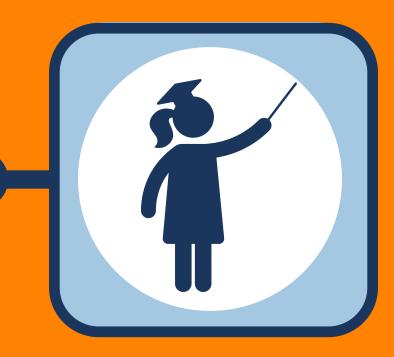
Adapted from the work of Dr. Clay Cook, "16 Proactive Classroom Management Strategies" and resources from PBIS Technical Assistance Center.

### 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



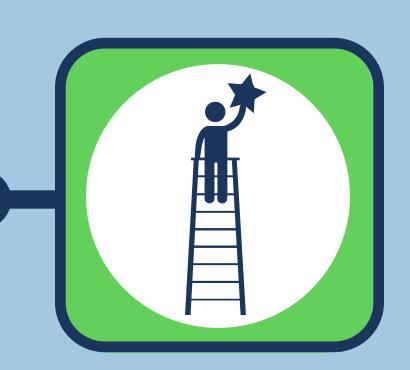


#### Organize an orderly and productive classroom

- 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

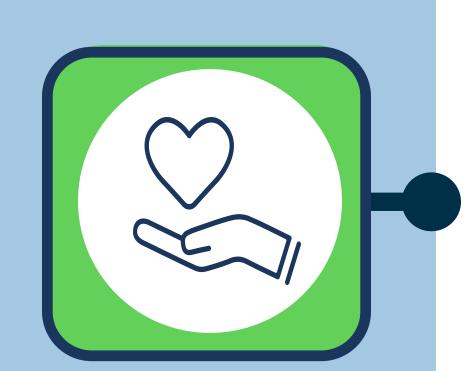
- Continually monitor students by scanning, moving and interacting frequently
- Provide positive and corrective feedback while interacting
- Deliver five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio)



# 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