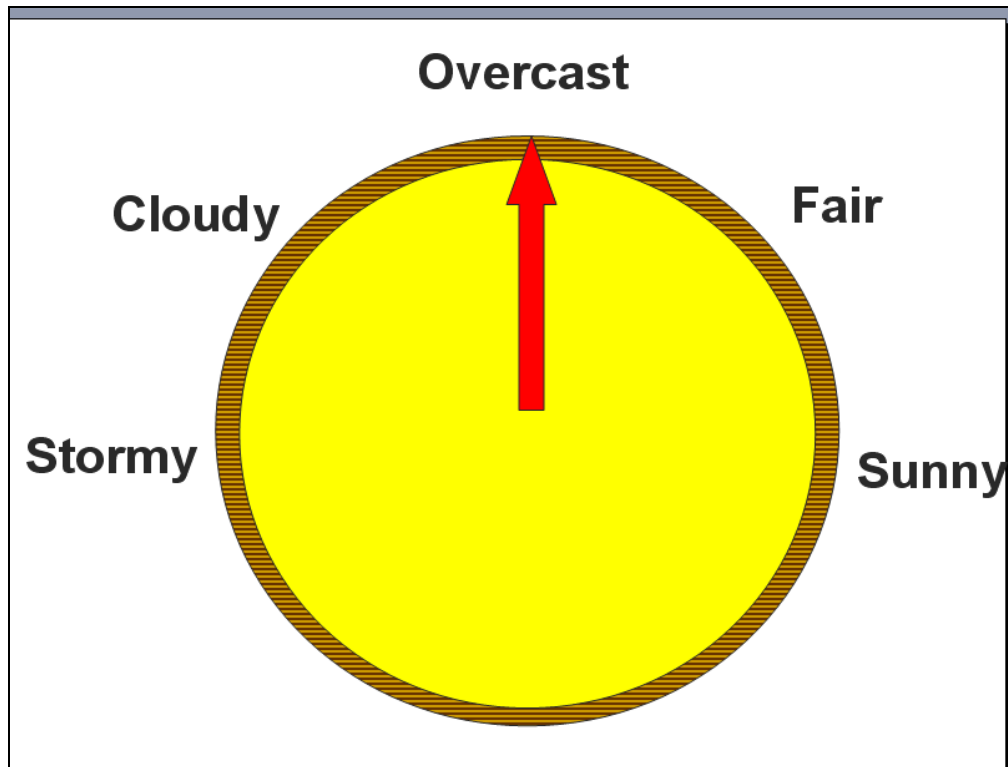


Proactive Classroom Management Strategies

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What is the climate in your classroom?

Climate Factors

1. Consequences _____ %
2. Clear Parameters _____ %
3. Monitoring Skills _____ %
4. Positive teacher-student relationships _____ %

Basic Students Needs

- **Belonging:** the need to love, share, cooperate, and fit in with others.
- **Freedom:** the need to make choices and decisions.
- **Fun:** the need to laugh, to explore, and find meaning in life.
- **Power:** the need to feel important, be respected, and be in control.

Two Weeks of Strategies

Day 1 Preventative Strategy

- Call students by name
- Keep eye contact with students
- Touch students
- Have opening and closing procedures
- Teach/practice procedure and expectations:
 - **Teach** (“You are to be in your seats by 8:10 and beginning the morning board assignment.”)
 - **Practice** (“Let’s try that.”)
 - **Give Feedback** (“That took a bit too long.”)
 - **Rehearse** (“Let’s try it again.”)

Time Out

It’s never too late to get a class under control. Call a time out and discuss procedures and consequences. Make sure students understand your expectations with firm limits (body language). Go back to Day 1 and start again.

Days 2-3 Supportive Strategies with Least Approach: Practice

Days 4-5 Positive Consequences: Feedback, rehearse appropriate consequences, class meetings.

Days 6-10 Testing the Limits: Know what to do and when to do it.

4-3-2-1 Cooperative Group Strategy

On the board, write:

4
3
2
1

When group gets loud, erase the 4, if it continues erase the 3, then the 2, then the 1. Tell class they have lost their opportunity to work together as a group today, but we will try it again tomorrow. Then give students an independent activity for the next 3-5 minutes. The next day start the cooperative activity with this statement, “Remember, yesterday we lost the opportunity to work in groups, but we will try it again today.”

PEP Strategy

P = Proximity: Be as close to students as possible giving praise and direction.

E = Eye Control: Make direct eye contact when delivering a message.

P = Privacy: Never correct anyone in front of others.

PEP Cards

Each P.E.P. card has a message written on it. These may include words of praise (i.e., Good job), reminders (i.e. Remember to head your paper like the example on the board), words of redirection (i.e. Please stay on task), or an actual consequence (See me after class).

How to use the P.E.P. cards

1. Carry the cards in your pocket (they are small enough) or keep them in a place that they will be accessible to you.
2. As you make your way around the classroom, place a card on the student(s) desks. Make sure you make eye contact with that student when you place the card on the desk. Use them like you would if you were giving verbal praise, redirection etc...
3. Make your way around the room at a natural pace and pick the card(s) up from the desks of the students in which they have been placed.
4. Continue this throughout the day.

PAT Time (Preferred Activity Time)

PAT Time is time students earn to play an educationally focused game. Students earn points by their positive behavior that related to PAT minutes. Keep a log of the minutes earned on the board for all to see. Minutes can be earned based on behavior, following directions, compliment from adult, homework success, respect to visitor, etc.

Neon Notebook

Buy a brightly colored folder or notebook. Explain that this is your Neon Notebook in which you keep names of students who misbehave. If a name is in the notebook, the student will be given a written assignment. Keep the notebook clearly displayed on your desk. When a student is not behaving appropriately, pick up the notebook. Give the student one chance to modify his behavior, if that doesn't happen; write his/her name in the notebook. At the end of the day (class), asks the student to repeat the classroom agreement, ***"I will not do anything that prevents me or others from learning or prevents the teacher from teaching."*** Tell student, ***"Obviously you know what is expected."*** Up the ante on the written assignment for each offense. If it continues, ask the student to have his/her parent sign the assignment.

Parent Communication:

Dear _____,

Your child, _____, misbehaved today by _____. It is not in his/her best interest or the best interest of the class for this behavior to continue. I wanted to make you aware of the situation.

Teacher Signature

Getting Their Attention:

- ***"Clap once if you can hear me, clap twice if you can hear me, clap three times if you can hear me, clap four times if you can hear me."***
- ***"Raise your hand if you can hear me."***
- ***"I'll wait."***