

# Evidence-based Classroom Management Strategies

## Five Positive, Proactive Strategies for the Classroom

### 1 - Maximize structure in the classroom

- a. Predictable routines and procedures for student and staff.
- b. Environment elicits appropriate behavior;  
Minimize crowding and distractions.
  - Easy traffic flow
  - Adequate supervision.
  - Designate staff and student areas.
  - Seating arrangements for various activities (groups, centers, independent work).



### 2 - Teach, monitor, and reinforce expectations and rules

- a. Aligned with school-wide expectations
- b. Positively stated
- c. Rules operationally defined
- d. Explicitly taught, modeled, reinforced
- e. Active supervision



### 3 - Actively engage students

- a. High rates of opportunities to respond
- b. Link engagement with outcome objectives
- c. Evidence based practices for active engagement
  - Direct Instruction
  - Computer Assisted Instruction
  - Class-wide Peer Tutoring
  - Guided notes
  - Response Cards



## 4 - Continuum of classroom-implemented strategies to acknowledge appropriate behavior

- a. Specific and Contingent Praise
- b. Group Contingencies
- c. Behavior Contracts
- d. Token Economies



## 5 - Continuum of classroom-implemented strategies to respond to inappropriate behavior

- a. Error Corrections
- b. Differential Reinforcement
- c. Planned ignoring
- d. Time out from reinforcement



### References:

1. Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.
2. Oliver, R., Wehby, J., and Reschly, D., (2011). Teacher classroom management practices: effects on disruptive or aggressive student behavior. Campbell Systematic Reviews.
3. Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., and Sugai, G., (2008). Evidence-based practices in classroom management: Considerations for research to practice. Education and Treatment of Children, 31, 3, 351-380.

*Educators learn how to create a safe, positive learning environment where students behave responsibly and take accountability for their conduct. They explore strategies to organize and manage the classroom with increased confidence and a calm sense of control. Through professional development, educators discover how to create a learning environment in which their students can excel, and in which they can go home feeling a sense of accomplishment.*

*This professional development is designed for K–12 teachers, special-subject teachers, administrators, counselors, resource teachers, and substitutes. Contact the Education Company for a Free Discipline Discussion.*

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