

Evidence-based Practices in Classroom Management: *What our Teachers Should Know*

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Maximizing structure

- Physical arrangement
- Décor, organization
- Routines (embedded structure)
- Organization is also part of maximizing structure.
- Maximizing structure is an **antecedent** strategy.

Establishing and teaching expectations

- Each classroom should have 3-5 positively expectations for students to follow.
- Once a teacher has chosen expectations for his or her classroom, these expectations need to be defined within the context of the classroom routines.
- Teachers need to provide the same level of constructive feedback when teaching social behavior that they do when teaching academic behavior.
 - Reteach, test, provide feedback
 - Give the same level of encouragement
 - Minor behavior errors should be corrected like academic errors.

Increase academic engagement

- Teachers need to provide high rates of **opportunities to respond**.
- Have teachers consider various observable ways to engage students.
- All aspects of teachers' instruction (i.e., the teacher's own behavior) can influence student behavior.

Encouraging appropriate behavior

- Need to make connection between **reinforcement** and **appropriate behavior**.
- Then, teachers can shift toward *natural reinforcement*.
- Teachers need to be fluent with a **continuum** of strategies to reinforce appropriate behavior, including specific and contingent praise.

Discouraging inappropriate behavior

- Teachers need to be fluent with a **continuum** of responses.
- A teacher's first response to minor behavior error should be **specific and contingent error correction**.

Considerations when responding to problem behavior

- Punishment cannot be used in isolation; teachers must also teach and reinforce the appropriate behaviors that they expect from their students.
- Teachers cannot assume that traditional punishments will reduce problem behaviors.
- Frequent use of punishment can lead to a hostile learning environment.

Culture and relationship-building

- All of us (teachers and students) have had some formative experiences that impacted our culture.
- We need to understand our own culture in order to ensure our classroom management is culturally relevant.
- Relationship-building strategies include (a) knowing and using students' names; (b) engaging in nonacademic conversations with students; (c) actively listening to students; (d) correcting errors in a positive, constructive manner; and (e) smiling and being enthusiastic about the content being taught.

Remember, make sure your pre-service teachers are ready to:

- Be **proactive** and **positive**.
- Look for opportunities to reinforce students' appropriate behavior.
- Be enthusiastic. Smile a lot.
- Think about difficult behavior **functionally** and think about what can change in the environment to decrease that behavior.