

Classroom Management Strategies

Classroom Management is about procedures becoming routines. Management can be enhanced when procedures are explained to students, modeled for students, practiced by students, and reinforced by practicing again and again. Procedures, that are learned, establish routines and routines give structure to instruction. Implementation of the following strategies leads to a positive, productive learning environment.

- Establish a well-organized and structured classroom environment that promotes concentration, study, and learning (1)
- Create an environment where students feel free and/or safe to make mistakes (2)
- Design a friendly, accepting atmosphere where students and teachers treat each other with respect and mutual support (3)
- Arrange the classroom furniture to allow the teacher quick access to each student (4)
- Maintain the best air flow to keep students comfortable and alert (5)
- Play soft music to create a calm, relaxed pace, and tone for the classroom when appropriate (6)
- Use clarity when giving directions and deliver instruction in an organized manner to avoid confusion as confusion leads to problems and problems lead to misbehavior (7)
- Establish communication with parents for sharing information, developing interest, soliciting help and cooperation, and creating accountability (8)
- Get to know students as soon as possible and use their names when addressing them (9)
- Stand at or near the entrance to the classroom and greet students upon entry (10)
- Teach and practice housekeeping procedures (e.g., turning in assignments, homework procedures, restroom protocol, sharpening pencils, trash disposal) (11)
- Teach expectations in a formal manner through modeling, role-playing, and repeated practice beginning on the first day of school (12)
- State expected behaviors clearly by defining what the behaviors should look like and sound like (13)
- Post rules and/or expectations using visual and written prompts and refer to them frequently (14)
- Maintain a visual schedule and refer to the schedule often (15)
- Provide verbal and nonverbal signals to remind students of rules and expectations at the beginning of a lesson or activity (16)
- Use positive statements to reinforce desired behavior (e.g., "Great job working with your partner

- and completing the task on time.") (17)
- Give sincere praise often (18)
- Use gentle reminders to address inappropriate behavior (19)
- Use a calm, firm voice when redirecting a student (20)
- Utilize humor as opposed to reaction to de-escalate potential problems (21)
- Avoid sarcasm, criticism, threats, and arguments to prevent students from feeling trapped (22)
- Refrain from taking misbehavior personally which could impair good judgment (23)
- Conference with a student privately when conversing about misbehavior (24)
- Engage in active supervision by interacting with students while walking around the room and amongst the students (25)
- Teach students self-management skills and support those who tend to struggle (26)
- Use signals to gain or redirect attention of students (e.g., clapping pattern, playing music, raising hand) (27)
- Assign peer partners to provide student support as needed (28)
- Prepare students in advance on how to work in groups or with partners by explaining the expectations/procedures of the assigned task and individual roles within the group (29)
- Alternate between active and passive activities to promote a high level of student engagement (30)
- Scan room frequently, remain cognizant of what students are doing at all times, and provide specific feedback (31)
- Have efficient transition procedures in place (32)
- Remind students of upcoming transitions or of any changes in the schedule (33)
- Compliment students verbally for compliance with expectations (34)
- Provide specifically written acknowledgements to students (e.g., notes on students' desks, comments on papers, or notes mailed to students and parents) (35)
- Engage students in purposeful, routine tasks upon entry to the classroom (e.g., morning arrival, after lunch, after a school event, changing classes) (36)
- Have meaningful transition activities for students when assigned tasks are completed (37)
- Minimize interruptions while students are working on an assigned task (38)
- Use pacing and engaging activities to eliminate boredom and frustration (39)

- Assign classroom responsibilities and jobs to promote a sense of belonging (40)**
- Build a sense of community, teamwork, and interdependence among students (41)**
- Prepare students for an upcoming substitute by discussing expectations (42)**
- Develop a positive relationship with students to demonstrate how much you care, as students typically work earnestly to please teachers whom they respect, like, and trust (43)**
- Play a variety of music to calm, to relax, to stimulate thinking, or to signal a change in activities (44)**
- Incorporate move-around breaks and exercises into the schedule following extended seat activities (45)**