

Essential Skills for Classroom Management

1. Establishing Expectations:

To clearly articulate and demonstrate the boundaries of pro-social behaviour.

2. Instruction Giving:

To give a clear direction about what to do.

3. Waiting and Scanning:

To wait for 5-10 seconds after you give an instruction.

4. Cueing with Parallel Acknowledgement:

To acknowledge students' on-task behaviour with the intention of prompting another to follow suit.

5. Body Language Encouraging:

To intentionally use your body language to encourage students to remain on-task.

- Praise, Prompt for what to do next, Push off

6. Descriptive Encouraging:

To encourage students to become more aware of their competence by commenting on their behaviour.

7. Selective Attending:

To intentionally give minimal attention to off-task behaviour.

Eg. "I'll speak with Mark when I am ready." Post Lesson Discussion

Post Lesson or Re-Entry Discussion Questions:

1. What did you do? or, What happened?
2. Which rule did you break?
3. What do you need to do to fix things?
4. What might you do differently next time?
5. What do you think I should do if you do that again?

8. Verbal and Non-Verbal Redirecting to Learning:

To redirect student behaviour using positive non-confrontational methods.

- Am I in control of myself?

9. Giving A Choice:

To respectfully speak to a student who is disrupting others to remind them of the available choices and their natural consequences.

- close proximity – go for the ear
- use firm measured tone
- walk away – scan back – allow about 15 seconds – follow up

10. Following Through:

Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment.

- Follow the processes set in the school's Responsible Behaviour Plan
- Use re-entry questions when student is moved in the classroom or out of the classroom.

Teachers should establish an evenness (balance) in their use of verbal and non-verbal language to acknowledge appropriate behaviour and correct inappropriate behaviour.