THE EDUCATION STATE

VICTORIA State Government | Department of Education

Universal Supports: Positive Classroom Management Strategies

Teach

Tell
- Expectation
- Specific skill
- Context
- Rationale

Show
- Non-examples
- Examples

Practise
- Guided
- Independent

Monitor
- Remind
- Supervise
- Feedback

"When teachers know and use positive and preventative management strategies, many of the commonly reported minor classroom behaviors can be avoided."

BRENDA SCHEUERMANN & JUDY HALL, 2008

1 Classroom Expectations

- Align with school expectations
- Student negotiated
- Clearly posted
- Explicitly taught
- Monitored
- Specifically reinforced

They should be:
- observable
- measurable
- positively stated
- understandable
- always applicable

2 Classroom Procedures and Routines

Procedures are the process for how things are done. When taught to fluency, they help students to form routines to efficiently and smoothly accomplish tasks.

- Classroom attention signal
- Entering/exiting the classroom
- Transitions
- Lining up
- Getting teacher assistance
- Handing out/collecting materials
- Greeting visitors

3 Encouraging Expected Behaviour

To effectively recognise and encourage students when they display expected behaviours and to create a positive school environment where learning flourishes.

1. **Non-contingent attention**
2. **Specific positive feedback**
- Contingent
- Immediate
- Frequently to build behaviour
- Intermittently to maintain behaviour
- Ratio of at least 4:1 positive to corrective feedback

3. **Tangible reinforcement system to build**
- Relatedness
- Competence
- Autonomy

4. **A continuum of reinforcers**
- Frequent
- Intermittent
- Occasional

4 Discouraging Inappropriate Behaviour

A teaching opportunity to clarify and re-teach expectations.

All responses should be:
- consistent
- least Intrusive strategy
- specific, yet brief
- quiet and respectful

Indirect – unobtrusive and carried out quickly to minimise disruption to instruction:
- non/minimal verbal cue
- proximity
- ignore

If these do not change behaviour utilise direct instructional approaches:

- **Re-direct:** a brief, clear, private verbal reminder of the expected behaviour. Use classroom/school matrix language.
- **Re-teach:** builds on the re-direct by specifically instructing exactly what should be done.
- **Provide choice:** statement of two alternatives.
- **Student conference:** re-teaching or problem solving.

5 Active Supervision

- Moving
- Scanning
- Interacting

6 Opportunities to Respond

An instructional question, statement or gesture made by the teacher seeking an active response from students.

- Verbal responses
- Non-verbal responses
- Student response systems
- Guided notes
- Wait time

Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.

7 Activity Sequence and Choice

- **Task interspersal** – use a 1:3 ratio of easier tasks to more difficult tasks.
- **Behavioural momentum** – begin with easier tasks to build momentum for more challenging activities.
- **Academic choice** – activities, materials, who to work with, where they will work and what to do when finished.

8 Task Difficulty

- **Assignment length or time** – offer periodic breaks.
- **Response mode** – provide an alternative.
- **Increased instruction or practise** – provide more teaching or guided practice.

"Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy, or curriculum."

RANDY SPRICK, JIM KNIGHT, WENDY REINKE & TRICIA MCKALE, 2006

Teacher behaviours that strengthen relationships with students:

- communicating privately, in close proximity with the student
- listening
- eye contact
- pleasant voice tone
- smiles
- friendly gestures, e.g. high five, fist bump
- use of students' names