Introduction

Management Struggles

Transcript:

Many teachers wish that they could devote more time to instruction, and less time to managing behavior. Research shows that teachers who use proactive classroom management strategies can decrease misbehavior while increasing constructive behavior (Henley, 2006; Zuckerman, 2007; Allday, 2011). In addition, a 2008 study revealed that teachers who used proactive strategies reported lower levels of stress (Clunies-Ross, Little, & Kienhuis, 2008).

Simply put: teachers who are able to prevent misbehavior are more effective and happier than teachers who just respond to misbehavior.
**Check for Understanding**

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**Transcript:**

Before we dive in, let’s do a “pulse check” to see what you already know about proactive classroom management. Label each statement using a “T” for true or an “F” for false.

**Feedback**

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» Proceed
Preventing Misbehavior

Key Vocabulary

Click on each term to see its definition. Click “Proceed” when you are ready to move on to the next section.

Proactive Classroom Management System

Transcript:

Here are some terms that will appear throughout the rest of this module. Select each card to see its corresponding definition.

Proactive Classroom Management System

Click on each term to see its definition. Click “Proceed” when you are ready to move on to the next section.

A teacher uses strategies designed to prevent misbehaviors before they occur (Good, 2006).

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For a complete list of references, refer to the On-Demand Module ‘Basic Proactive Classroom Management Strategies.’
Reactive Classroom Management System

Click on each term to see its definition. Click "Proceed" when you are ready to move on to the next section.

A teacher only responds once a student has already misbehaved.

Misbehavior

Click on each term to see its definition. Click "Proceed" when you are ready to move on to the next section.

Any behavior that interferes with the learning or well-being of the student him or herself, or someone else.
Being Prepared

Research shows that when teachers take time to prepare, students are less likely to misbehave.

(Zuckerman, 2007; Wehby and Lane, 2009)

Transcript:

Before we examine specific strategies, let’s talk about the impact that simple preparedness can have on student behavior.

Research shows that when teachers take time to prepare, students are less likely to misbehave. Teachers can be prepared by: creating an effective classroom management system, establishing routines, and planning effective daily lessons. In many ways, being prepared is a starting point for all proactive classroom management strategies.

Introduction to the Strategies

Checks for Understanding

Opportunities to Respond

Proximity

(Allday, 2011; Wehby & Lane, 2009)
Let’s explore three simple proactive strategies that will give you the biggest “bang for your buck” when implemented properly. They are checks for understanding, opportunities to respond, and proximity. You will now learn about each of these strategies.

**Checks for Understanding**

**What is it?**

The checks for understanding strategy allows students to verbalize upcoming expectations and gives the teacher feedback on the clarity of his or her instructions.

Transcript:

The checks for understanding strategy allows students to verbalize upcoming expectations and gives the teacher feedback on the clarity of his or her instructions.
Why does it work?

1. Provide explicit directions including what to do and how to do it.

2. Require students to verbalize an understanding of the directions.

Transcript:

In the context of classroom management, checking for understanding is made up of two components. First, the teacher establishes clear expectations for a behavior or academic activity by giving explicit directions. Second, the teacher checks that all directions are understood before cueing students to begin.

Minor misbehaviors often occur when students are unclear about directions or desired behavioral expectations. One way to do this is to call on students to repeat different steps of your directions. Be strategic about this. Just asking students, “Are there any questions?” or, “Give me a thumbs-up if you understand” doesn’t allow them to verbalize an understanding of what they’re supposed to do.
Conclusion

Transcript:

Asking students to verbalize their understanding of the expectations for an activity is a form of proactive management. Students are less likely to misbehave if they know what to do and how to do it (Allday, 2011).

Opportunities to Respond

What is it?
Transcript:

Opportunities to respond are a group of engagement strategies that give students a chance to respond to academic prompts and interact with peers in a meaningful and structured way.

Why does it work?

Transcript:

Students tend to lose focus, get off-task, and misbehave when they are forced to sit and listen for extended periods of time. Opportunities to respond help students use verbal engagement as a means for reaching academic outcomes.
When should I use it?

Transcript:

Regardless of which strategy a teacher is using, it's important to remember that opportunities to respond should be embedded into each phase of the lesson so that students have a chance to continually process and synthesize learning.

Opportunity to Respond Strategies
Transcript:

Select each strategy for a brief description. When you are ready, select “Proceed”.

Think-Pair-Share

Think-Pair-Share:
Description: Gives students time to process information and form a response before sharing. The process should take about two minutes. Here are the steps:

1. Teacher poses question
2. Students think independently
3. Students pair and share with partner
4. Teacher gets class’ attention
5. Teacher calls on students to share

Choral Response

Choral Response
Description: Allows the teacher to gauge understanding by having everyone answer at the same time (Lemov, 2010).

1. Pre-teach a gesture or word that will clearly cue the class to respond chorally.
2. Teacher poses a question with one response.
3. Initiate the response by cueing students using the word or gesture from step one.
Sentence Frames

How?

Transcript:

When planning an OTR strategy in your lesson, ask yourself the following questions:

1. Why this particular OTR?
2. Why should I use it now?

Since each of the strategies serve a different purpose, they should be used intentionally during different portions of a lesson.
Conclusion

Transcript:

OTR’s are an effective form of proactive management because they make students too engaged to misbehave.

Proximity

What is it?

Proximity

(Allday, 2011)
Transcript:

We now come to our final proactive classroom management strategy: proximity. Proximity is the use of your physical presence as a cue for students to begin or return to a desired task or behavior.

**Why does it work?**

- Makes the teacher accessible
- Prevents misbehavior
- Provides a cue for students

Transcript:

Proximity is effective because: it makes the teacher accessible to students, the teacher’s physical presence can help prevent misbehavior, and the teacher’s physical presence serves as a cue for students to begin or return to a task.
When Should I Use it?

Transcript:

Because proximity serves a cueing function for students, teachers should use it after they give students a clear set of directions. The teacher’s physical presence reminds students to get started, and also makes the teacher available if there are questions.

Proximity can also be used during a lesson or activity to reinforce directions or expectations that have already been given.

Finally, proximity can be used to pre-correct a behavior. Pre-correction is when a teacher recognizes that a student is about to misbehave and takes action to stop a behavior before it occurs.
Step 1

Transcript:
Here are 5 easy steps teachers can take to ensure the proper use of proximity. First, be sure that your classroom is arranged so that you are able to access all students with ease.

Step 2

Transcript:
Second, break the “plane”. Move beyond the 5-foot area in front of your classroom.

(Lemov, 2010)
**Step 3**

Transcript:

Third, face as much of the class as possible. Even while helping a student, avoid turning your back to the majority of the class.

**Step 4**

Transcript:

Fourth, circulate with purpose; don’t just wander. Use proximity with the entire class.
**5 Engage with all students while you circulate.**

**Transcript:**

Fifth, be aware. Engage with **all** students while you circulate in order to redirect behaviors, clarify directions, or check for understanding.

**Missteps**

**Transcript:**
Remember that the overarching purpose of proximity is to provide support for all students. If a teacher only uses proximity with students who misbehave it communicates negative assumptions about these students. It sends the message: “I am expecting you to misbehave.” This can affect the students’ self-image, as well as your classroom culture.

Conclusion

Transcript:

Proximity has the potential to be a powerful proactive strategy when used correctly. Proximity lets students know that the teacher is always close by for academic support - or behavior redirection, if necessary.
## Conclusion

**Revisit Check for Understanding**

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**Transcript:**

If you were able to correctly label each statement, well done! Select “Proceed” to continue. If not, select “Review” to see an explanation of why each statement is true or false.

**Feedback 1**

Assigning consequences is reactive, not proactive.
**Feedback 2**

Establishing procedures helps to decrease misbehaviors.

**Feedback 3**

Students aren’t able to verbalize their understanding using this strategy.
Feedback 4

Proximity should be used to support all students.

Feedback 5

When students are actively engaged in content, they are less likely to misbehave.
Conclusion

Transcript:

A teacher who approaches classroom management with a proactive frame of mind believes that it is part of his or her job to expect and support responsible student behavior.

Ultimately, using proactive classroom management will set students up for academic success, cut down on misbehavior, and make your classroom a more productive and positive place.