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Small Group Strategies

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Additional Resources

Top 17 Classroom Management Strategies that should be emphasized in every classroom

Strategy	Description
1. Increase ratio of positive to negative teacher to student interactions	● At least 4 to 1 ● Positive interaction every 5 minutes ● Follow correction for rule violation with positive reinforcer for rule following
2. Actively Supervise at all times	● Move continuously ● Scan continuously & overtly ● Interact frequently & positively ● Positively reinforce rule following behaviors
3. Positively interact with most students during lesson	● Physical, verbal, visual contact ● Group v. individual ● Instructional & social
4. Manage minor (low intensity/frequency) problem behaviors positively & quickly	● Signal occurrence ● State correct response ● Ask student to restate/show ● Disengage quickly & early
5. Follow school procedures for chronic problem behaviors	● Be consistent & business-like ● Precorrect for next occurrence
6. Conduct smooth & efficient transitions between activities	● Taught routine ● Engage students immediately
7. Be prepared for activity	● Prepare filler activities ● Know desired outcome ● Have materials ● Practice presentation fluency
8. Begin with clear explanations of outcomes/objective	● Advance organizer ● Point of reference
9. Allocate most time to instruction	● Fill day with instructional activities ● Maximize teacher led engagement
10. Engage students in active responding	● Write ● Verbalize ● Participate

11. Give each student multiple ways to actively respond	● Individual v. choral responses ● Written v. gestures ● Peer-based
12. Regularly check for student understanding	● Questions ● Affirmative gestures ● Written action
13. End Activity with specific feedback	● Academic v. social ● Individual v. group
14. Provide specific information about what happens next	● Homework ● New activity ● Next meeting
15. Know how many students met the objective/outcomes	● Oral ● Written ● Sample
16. Provide extra time/assistance for unsuccessful students	● More practice ● More instruction
17. Plan for next time activity conducted	● Firm up outcome ● New outcome ● Test

Effective Teaching Strategies

- There are high rates of engaged time
- There are high rates of student success
- Teacher maintains student attention
- There are smooth and effective transitions
    - teach rules about transition
    - pre-corrects & advanced organizers
- Clear group rules
    - stated positively
    - stated succinctly
    - stated in observable terms
    - made public
    - enforced
    - small number
    - taught
- Positive climate
    - communicate expectations for achievement
    - safe, orderly, and focused environment for work
    - smooth group prevention management strategies
- Rapid pacing
- Frequent questioning
- Appropriate feedback given to students
    - always provide immediate feedback in the acquisition phase
    - always provide precise feedback
    - combine feedback with instruction
- There are high expectations for student learning
- Incentives and rewards are used to promote excellence
- Personal interactions between teachers and students are positive

Promoting Positive & Effective Learning Environments
Classroom Checklist
(Lewis)

Instruction

- ● Advanced organizers given
- ● Specific explanations and clear instructions given
- ● Lesson well paced
- ● Student attention maintained throughout lesson
- ● Opportunity for student practice
- ● Frequent and detailed positive feedback given to students
- ● Appropriate error correction and review strategies employed

Classroom Management

- ● Precorrects given
- ● Active positive interactions with students
- ● Positive feedback given to students
- ● Smooth transitions between lessons/activities
- ● Differential reinforcement used appropriately
- ● Non Instructional time is kept to a minimum
- ● Positive, predictable, orderly learning environment maintained
- ● Classroom rules posted and enforced consistently and equitably
- ● Individual behavior change strategies implemented appropriately

Effective Classroom Plan

(Newcomer & Lewis)

List Classroom Rules:	
1.	
2.	
3.	
4.	
5.	
Are they observable, measurable, positively stated, with no question about meaning? *Do the rules coincide with school-wide expectations?*	
Identify Procedures for Teaching Classroom Rules: How and when will they be taught?	**Record dates taught & reviewed**
Identify your attention signal:	**Date taught**
Determine your daily/hourly schedule	
Is your schedule posted?	

Identify Student Routines (e.g. requesting assistance, entering class, sharpening pencils, class dismissal, passing in papers, grading papers, transitions, working with peers, etc.) List routines and steps Date Taught	
Identify Teacher Routines (e.g. greeting & escorting students, signaling for attention, giving directions, providing feedback or corrections, grading, etc. List routines and steps Date Taught	

Identify procedures for encouraging appropriate behavior:	
Whole Group	
Individual Student	
Identify procedures for discouraging problem behaviors	

ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:
1 = inconsistent or unpredictable ....5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
● Work centers are easily identified and corresponds with instruction	1 2 3 4 5
● Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility	1 2 3 4 5
Attention: Does the teacher gain the attention of the students prior to instruction?	
● A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
● Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
● Materials are prepared and ready to go.	1 2 3 4 5
● Pre-corrects are given prior to transitions.	1 2 3 4 5
● Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
● Students engaged at high rates during individual work	1 2 3 4 5
● Down-time (including transitions) is minimal	1 2 3 4 5
Behavior Management: Does the teacher have universal systems of PBS in place?	
● Rules are posted	1 2 3 4 5
● Rules are referred to at appropriate times	1 2 3 4 5
● Students receive verbal praise for following rules	1 2 3 4 5
● Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1 2 3 4 5

●	Continuum of consequences for encouraging expected behaviors	1 2 3 4 5
●	Continuum of consequences for discouraging expected behaviors	1 2 3 4 5
●	Maintains a 4:1 ratio of positive to negative statements	1 2 3 4 5
Routines: Does the teacher have procedures and routines that are clear and consistently followed?		
●	Start of class	1 2 3 4 5
●	Working in groups	1 2 3 4 5
●	Working independently	1 2 3 4 5
●	Special events (movies, assemblies, snacks, parties)	1 2 3 4 5
●	Obtaining materials and supplies	1 2 3 4 5
●	Using equipment (e.g. computer, tape players)	1 2 3 4 5
●	Managing homework and other assignments	1 2 3 4 5
●	Personal belongings (e.g. coats, hats)	1 2 3 4 5
●	Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room	1 2 3 4 5

Curriculum and Content: Does the teacher implement effective instruction strategies?	
● Assignments can be completed within allotted time period	1 2 3 4 5
● Content presented at student level resulting in high rates of engagement	1 2 3 4 5
● Frequently checks student learning for understanding	1 2 3 4 5
● Instructional focus builds on student's current and past skills	1 2 3 4 5
● Gives clear set-up and directions for task completion	1 2 3 4 5

Based on the observation, summarize strengths and weaknesses of universal PBS implementation in the classroom.