

# CLASSROOM BEHAVIOR

## Classroom Management

### **Expectancies:**

Assure students have a clear understanding of what is expected of them. Positive behavior is greatly enhanced when the teacher has instructed the students in what is expected of them. Students need to become familiar with the expectations of the teacher as quickly as possible. Getting students to engage in desired behavior is greatly enhanced when they know what is expected of them. Expectations should be kept to a minimum of four or five. Expectations should be stated in a positive and in instructional terms. Particularly younger elementary students need to be reminded of the expectations within the context of each situation. Remind them of proper behavior when waiting in line, going from one location to another, bathroom behavior, and working and on task behavior.

### **Importance of Task:**

Getting student on task as quickly as possible makes it much easier to get and to keep students engaged in learning. When students are actively involved with learning, they will seldom have the time to get into trouble. The more free time students have the greater the likelihood that they will create classroom disruptions.

### **Determining the Difference between Minor and Major Student Behavior Misbehavior:**

Teachers need to distinguish between minor and major disruptive student behavior. If the student's behavior is just merely annoying or irritating, it is usually minor misbehavior. Minor misbehavior can be best dealt with by ignoring it and recognizing other students' positive behavior. Purposely ignoring minor and insignificant student misbehavior and then recognizing positive student behavior is an essential tool in creating and maintaining a positive classroom environment. Teachers should use caution in bringing attention to minor classroom behavior, since it usually strengthens the unwanted behavior.

Major disruptive behavior occurs when a student or student interfere(s) with student learning. This cannot be permitted. Even with major disruptive behavior, correction should be done quickly and privately, whenever possible. Stopping the behavior quickly and getting student to repeat what is expected of them is essential in getting students to be cooperative and to minimize classroom disruptions.

### **Management by Wandering Around Proximity:**

Walking around the classroom and being in close proximity to students is a good way to manage a positive classroom.

### **Teacher Behavior Maturity:**

Teachers should remain professional, model positive behavior even when under stress, and maintain a calm and serene demeanor.

### **Maintaining a High Rate of Positive Interaction:**

Research shows that 90% of the positive things that students do in the classroom go unrecognized. Maintain a high rate of positive interactions with students. This will greatly enhance the probability of a positive classroom environment.

### **Acknowledge Positive Behavior at Irregular and Unexpected Intervals:**

Acknowledge positive student behavior when it is not expected. Verbal praise should be done in a casual manner. Students should praise the value as well as the behavior. Values such as hard work, kindness, and dependability should be recognized.

### **Continual Teacher Reflection:**

Highly effective teachers reflect upon lessons, student learning, and classroom environment on a continual basis. Teachers carefully analyze situations and devise strategies in which the instruction can become more effective in the future.

## Managing Behavior in the Classroom

- ☑ **The Key to effective behavior management is to acknowledge and reinforce positive behavior.**
- ☑ If possible, **ignore any unacceptable behavior.** You often reinforce and therefore increasing the undesirable behavior by calling attention to it. For some children a negative reaction is better than no reaction.
- ☑ If you must take action to stop a behavior, let that child know s/he is doing something unacceptable by **a raised eyebrow, a frown, or a shake of your head.**
- ☑ Move closer to the child who is misbehaving (often effective) or the child closer to you (not as effective).
- ☑ **Avoid confrontation.**
- ☑ **To reduce attention getting behaviors,** move around the classroom and acknowledging children who are behaving appropriately to situations. Reinforce behavior that is close to desirable behavior; then raise your criterion for reinforcement in slight steps so performance will move toward you desired goal. Give attention to one child who is performing as expected so that others can hear you and ignore those who are not.
- ☑ **Tell a misbehaving child that you want him or her to change and why, tell him/her exactly what you expect.** Tell them what will happen if they do it rather than what will happen if they don't do it. Be sure to reinforce acceptable behavior.
- ☑ Some children respond well to **keeping track of their behavior** (check a sheet to show frequency of desired behavior). This makes them responsible for their behavior.
- ☑ To increase the quality of work done, **place the students in competition with time.** For example, ask, "How many problems can you get done in "X" minutes?" Then time them or let them time themselves.
- ☑ **Adjust assignments for children who do not finish on time.** For example, cut arithmetic problems in strips and reinforce children for completion of each strip.
- ☑ **Keep workload short and the time limit short.** Some children operate best with short-range goals, so make them quick and easy to attain. Reinforce as soon as possible.
- ☑ **Plan activities they like less before activities they enjoy.**
- ☑ **When grading, mark correct answers rather than incorrect ones.** It is better to make any negative marking as unobtrusive as possible. No one likes to have their paper defaced, especially with the errors boldly pointed out with red pen.
- ☑ **Help the class judge their own behavior.** Discuss how they think they are behaving according to the classroom rules. If they feel they can improve, ask them how?
- ☑ **Follow through on consequences.** Idle threats weaken your position and credibility.
- ☑ **Reprimand privately to avoid humiliating the child.**
- ☑ **Avoid exacting confessions;** you probably know who's guilty or what happened. It is better to tell the child you know what she/he did and that you don't want him/her to do it again. If it is a serious problem have them tell you how they can fix the situation.
- ☑ **Avoid challenges.** If you dare a child to misbehave she/he will more likely take you up on it.
- ☑ **Beware of mass punishment.** If a child misbehaves, she/he should bear the responsibility, not the entire class or the whole group/row. If you don't know who did it, it is better to drop it than accuse the whole class.
- ☑ If you resort to punishment, do so only if you intend to reinforce acceptable behavior immediately afterwards.