

NEWS FROM PSYCHOLOGICAL SERVICES



IN THIS ISSUE

Features of Classroom Management

Classroom Management After a School Break



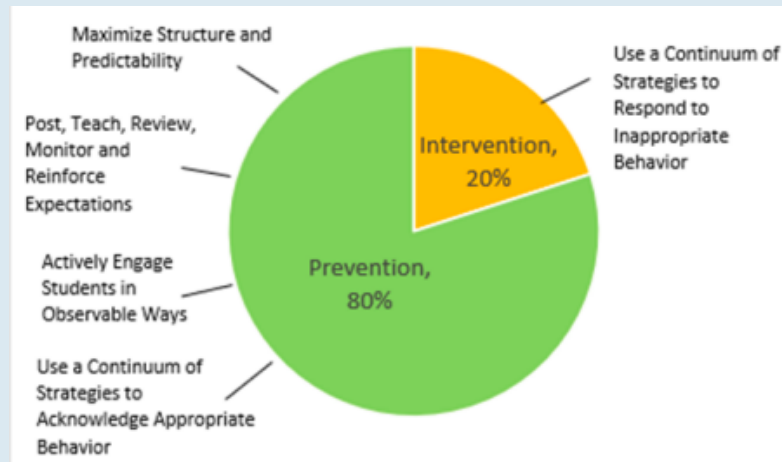
Critical Features of Classroom Management

Simonson, et. al (2008) conducted a meta-analysis to find the best evidence-based classroom management practices. Through their research they identified five critical features of classroom management. They include:

- Maximizing structure in the classroom
- Posting, teaching, reviewing, monitoring and reinforcing a small number of positively stated expectations
- Actively engaging students in observable ways
- Establishing a continuum of strategies to acknowledge appropriate behavior
- Establish a continuum of strategies to acknowledge inappropriate behavior

Four of the five strategies focus on prevention. This is where most of the energy should be spent. The fifth practice is the only one that focuses on responding to behavior. The goal is to spend the least time possible responding to student behavior.

Think of this as the 80 to 20 rule. If more than 20% of a teacher's time is spent responding to behavior errors, that may be an indication that more time is needed to spend on planning for preventative practices. This may include enhancing structure, reviewing expectations and acknowledging students who meet expectations, and developing strategies to acknowledge appropriate behavior.



Classroom Management After a School Break

Winter and Spring breaks are exciting times for everyone. Teachers and students are ready to be away from the routines of the classroom to enjoy quality time with their families. Everyone, students and teachers alike, takes time to adjust to school schedules after time away. Here are some ideas for teachers to prepare for returning to the classroom.

1. Review Classroom Expectations

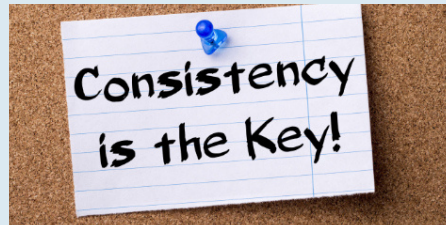
Treat it as if it were the first day of school. When you return from break, use the first few days or week to review the classroom rules students are already familiar with. These rules should be posted and visible. This is referred to as a Classroom Agreement. Discuss these rules as a group to gain student buy-in. Reminding students about expectations in the classroom can set high expectations for behavior. Review the tenants of a reward system or behavior plan if one is in use. After reviewing classroom expectations, have the students sign or re-sign as a way to acknowledging their commitment. This should always be displayed in the room as a reminder of the agreed upon expectations in the classroom.

2. Re-establish Classroom Routines

Returning from a break can be a perfect time to establish new structures or reestablish those that are already in place. Routines create consistent and predictable environments that help students understand what to expect and what is expected from them during the day. Routines are vital to maximizing instruction and minimizing disruptive behavior. When classroom routines are predictable, students feel a sense of calm and order. Without routines, students are more likely to display disruptive behaviors. Routines vary by grade level. At the elementary level, they may include morning meetings, specials, specific routines in content areas (e.g., warm-up activity, guided practice, exit ticket), lunch, recess, packing up and dismissal. At the secondary level, routines may be content specific and likely unique to each class period. Secondary classrooms may have routines such as bell work, taking attendance, homework review, reviewing learning objectives, guided and independent practice, and formative assessment (e.g., exit tickets)

3. Be Consistent

Children of all ages thrive off of consistency. Maintain as much consistency in expectations, rules, routines, and schedules as possible. When you decide on the rules and routines of the classroom, stick to them. Consistency helps create an engaging learning environment and a positive classroom community. When teachers are consistent, students learn that they can trust them to enforce expectations and follow through, which increases teacher respect and may decrease behavior problems.



4. Reward System Reminders

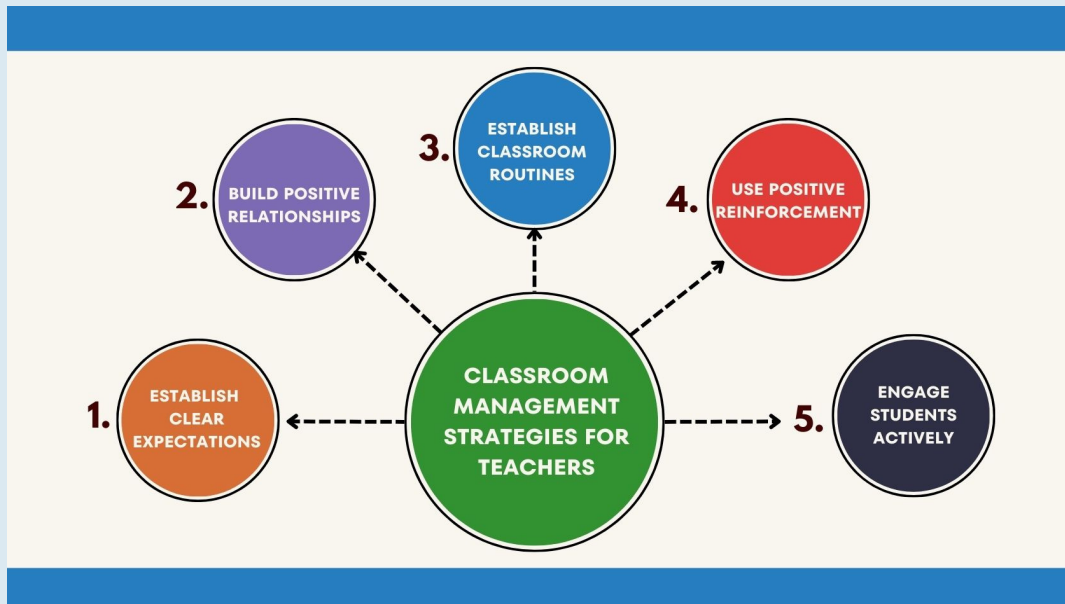
One of the most common and effective classroom management ideas is to implement a fun reward system. There are so many ways to flexibly incentivize good behavior with a reward system. Set classroom, small group, or individual behavior goals for students to work toward. These can be presented as a New Year activity that can tie into resolutions and goal setting. Classroom reward systems can involve extra recess, additional computer time, a prize box, or whatever your class is motivated by. Students can also work towards individual rewards, using sticker charts, punch cards, or clip charts. Choose the reward together and then decide which actions or behaviors are necessary to reach the goal. You can display the goals and rewards on the board so students can keep track of their progress.

5. Change is Inevitable

Returning from a break is the perfect time to change any existing structures that are not working or need tweaking. If there are small groups that do not work well together, it's the perfect time to mix them up. If seating charts aren't doing well, move some chairs or desks around. Certain reward systems may not work all year long, so this is a great time to refresh reward systems to get kids excited. Depending on the grouping of students, group arrangements, seating, and rules, routines can even be changed more frequently.

6. Community Building

During the first week back, plan for some community building activities to allow students to reconnect with their peers and classroom. Choose low stakes activities that are fun and help give students a fresh start for the New Year. These may include holding Morning Meetings where students can share or talk about their personal or New Years goals.



7. Academic Goal Setting

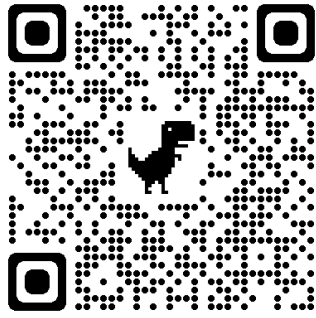
Classroom management does not have to be all about behavior. Creating a goal setting culture in the classroom heightens engagement by allowing students to take ownership of their learning. Asking students to set academic goals gives them an opportunity to think about how they will achieve those goals. Setting new learning goals also provides internal motivation to learn and grow in that skill. When students reach a goal, they can be acknowledged publicly in some way.



8. Provide Time to Share

Give students an opportunity to share the details of their break. This can occur during a Morning Meeting or Morning Round Up or in a writing journal. Students can free-write or respond to a specific writing prompt such as, "During the school break, I ..."





For easy ways to reward good behavior and motivate students:

Scan the QR Code

or Click the Link

“Reward Systems That Work”

https://www.educationworld.com/a_curr/curr301.shtml

Sources:

Simonson-et-al.-evidence-based-practices.pdf

<https://wholebrainteaching.com/five-classroom-rules/>

<https://teaching.nurturedpotential.com/3-classroom-rules/>

<https://chalkandapples.com/>

<https://aroundthekampfire.com/2018/12/getting-your-class-back-on-track-after-break-classroom-management-tips-teaching-ideas.html>

CLASSROOM MANAGEMENT

— **IS NOT** —

TIPS AND TRICKS.

— IT'S HOW WE —

RELATE, SPEAK,
ENCOURAGE,
GUIDE AND CARE.

-LIZ'S EARLY LEARNING SPOT

Stay connected with us!



[GCS Psychological Services](#)



[GCS_Psychs](#)



[gcs_psychological_services](#)



canvas

[Psychological Services Canvas Page](#)