

Effective Tier 1 Classroom Management Practices

Building Positive Relationships

- Interact instructionally and socially with students
- 4:1 ratio for positive to negative interactions
- Positive Interactions can include: smiles, winks, pats on the back, verbal praise etc.
- 2:10 rule (dedicate 2 minutes a day for ten days to a student)
- Ask non-academic questions (e.g., interests)

Procedures & Routines

- Classroom routines & procedures are taught explicitly
- Specific directions (step by step)
- Predictable schedule
- Smooth transitions

Teach Behavior Expectations

- Teach and practice classroom expectations
- Utilize PBIS lessons to teach expectations
- Have expectations posted in the classroom
- Integrate PBIS into the core curriculum
- Model, practice and reinforce expectations
- Students are rewarded for following the expectations/rules

Active Supervision

- Move continuously
- Scan continuously and overtly
- Interact positively and frequently
- Positively reinforce appropriate behavior
- Classrooms are designed to minimize crowding
- Students are able to work quietly without distractions

Pre-corrections

- State the expectations ahead of time (e.g. 1. enter room quietly, 2. Go straight to your desk 3. begin your assignment)
- Have a nonverbal cue (signal)

Engagement/Multiple Opportunities to Respond

- Instruction actively engages students in observable ways (e.g. writing and verbalizing)
- Students are provided with multiple opportunities to respond and participate during instruction
- Use various techniques: Individual vs. choral, written vs. signaling, peer-based

Encouraging Expected Behavior

- Multiple systems are in place to acknowledge positive behavior (e.g. classroom dojo, clip chart, token economy, school wide tickets, verbal praise etc.)
- Acknowledge whole class and individual efforts
- Specific feedback (tied to expectations)

Correcting Behavior

- **Step 1:** When a student is not following the rules, state the behavior expectation (e.g. "I need you to be responsible by sitting in your desk and completing your work")
- **Step 2:** Walk away and wait a few minutes before approaching them again. If behavior continues approach the student and respectfully re-state the expectation with a consequence (e.g. "I asked you to sit in your desk and complete your work, if you continue to be off-task I will have to move your seat")
- **Step 3:** If the student followed your directive, provide them with positive verbal praise. If student was not receptive, implement an appropriate consequence
- **Consequences should be Reflective-Restorative-Instructional** (e.g. cleaning the restroom after writing graffiti, community service around campus or reflecting on behavior-think sheet)