


## Classroom Management System Essentials

Sylvia Rockwell, Ph. D.

[www.tacticalteaching.net](http://www.tacticalteaching.net)

Essential Components	Criteria & Points of Consideration	Examples
<p><u>Proactive Strategies:</u> Environmental &amp; instructional planning strategies that reduce the likelihood that problems will occur.</p>	<ul style="list-style-type: none"> <li>• Store non-essential items out of sight &amp; out of reach</li> <li>• Clearly identify areas for student access and teacher only access</li> <li>• Plan for traffic flow &amp; identify efficient patterns</li> <li>• Arrange furniture to assure the ability to move freely around the classroom &amp; visually monitor all students</li> <li>• Clearly identify the purposes of different areas in the classroom</li> <li>• Clearly identify expected behaviors in different areas of the room</li> <li>• Organize materials for instruction prior to the beginning of the school day to reduce the amount of instructional time students spent waiting for lessons to begin</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a seating chart for students</li> <li>• Use area rugs, colored tape, or low furniture to delineate specific areas of the room based upon the instructional purpose</li> <li>• Post illustrated procedures for those areas</li> <li>• Prepare a box or small crate for each content area with materials needed for the next day's lesson in each content area. Line-up these containers in the order of use</li> <li>• Plan the instructional day to include a balance of active, whole group lessons; cooperative, small group activities; and independent work periods. Take care not to exceed students' limits with regard to time spent engaging in one type of instructional activity or another.</li> <li>• Plan activities that calm and refocus students for high energy times like returning from lunch or physical education classes.</li> <li>• Follow less desired activities with more desired activities to increase the likelihood of participation &amp; work completion.</li> <li>• Increase students' attention and interest with novelty activities &amp; materials as needed.</li> <li>• Provide students with a storage for personal items.</li> </ul>

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<p><u>Educative Strategies:</u> Systematic instruction in the routines, social skills, and procedural sequences related to behavior management.</p>	<ul style="list-style-type: none"> <li>• Take time daily to teach desired routines and procedures.</li> <li>• Provide visual cues: posters, photographs, &amp; handouts for notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• Post visual cues in the areas of the room where they will be needed.</li> <li>• Teach students how they are to attain assistance.</li> <li>• Teach students when, where, &amp; how to access necessary supplies.</li> <li>• Teach students how to engage in cooperative learning activities. Model, monitor, and provide feedback on (a) how to talk with each other, (b) roles for each member of a team, (c) teams ratings of their performance when working together, &amp; (d) establishing routines for accessing instructional materials for group work.</li> <li>• Teach students how conflicts between them will be managed in the classroom before conflict occurs. The problem-solving steps need to be made explicit, posted, &amp; modeled during multiple whole group lessons.</li> </ul>
<p><u>Procedures:</u> Processes for transitioning and materials management essential to efficient use of instructional time.</p>	<ul style="list-style-type: none"> <li>• Sequential steps should be identified for any regular procedure (entering the classroom, lining up, sharpening pencils, obtaining access to the restroom, etc.)</li> <li>• Sequential steps should be listed, illustrated, and posted.</li> <li>• <b>See additional examples from Sprick (2009) on page 4.</b></li> </ul>	<div data-bbox="1283 797 1677 1105"> <p><b>Walking in Line</b></p> <ul style="list-style-type: none"> <li>• Stand behind the person in front of you.</li> <li>• Keep your hands at your sides.</li> <li>• Keep comments and questions to yourself.</li> </ul>  </div>
<p><u>Expectations:</u> Values that define the desired culture of the classroom.</p>	<ul style="list-style-type: none"> <li>• Apply to the teacher &amp; the students</li> <li>• Must be defined behaviorally by the teacher &amp; students</li> <li>• Must be monitored &amp; reviewed frequently</li> <li>• Should be decided collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Kindness</li> <li>• Honesty</li> <li>• Preparedness</li> <li>• Fairness</li> </ul>

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<p><u>Rules:</u> Clearly stated behavioral expectations that withstand the <i>Stranger Test</i> (a stranger could read them &amp; know without a doubt what to do)</p>	<ul style="list-style-type: none"> <li>• Few in number (3-5)</li> <li>• Positively stated</li> <li>• Descriptive of observable, measurable behaviors</li> <li>• Consistently enforced</li> <li>• “Wordsmithed “ to be inclusive of multiple activities and settings (Example: Remain in your assigned area, instead of Stay in your seat.)</li> </ul>	<div data-bbox="1289 136 1755 493"> <h3>Classroom Rules</h3> <ul style="list-style-type: none"> <li>• Remain in your assigned area.</li> <li>• Talk when it is your turn.</li> <li>• Complete assigned tasks within the assigned time limit.</li> <li>• Keep hands, feet, and objects to self.</li> </ul> </div>
<p><u>Reinforcement:</u> Responses to desired behaviors that increase the likelihood that the behaviors will be repeated.</p>	<ul style="list-style-type: none"> <li>• Immediate</li> <li>• Contingent</li> <li>• Provided for academic &amp; behavioral performance</li> <li>• Sufficient</li> <li>• Age appropriate</li> <li>• If verbal: specific &amp; descriptive of desired behavior(s)</li> <li>• If tangible: proportionate &amp; designed to move students from tangible to higher levels of reinforcement (social &amp; internal)</li> <li>• If a token economy is used: Provide a menu of back-up reinforcers &amp; a schedule for “cashing in” the tokens</li> </ul>	<div data-bbox="1289 505 1743 824"> <h3>Paper Chains</h3> <p>Individual and Group Goals</p> <p>Encourage students to achieve academic as well as behavioral goals.</p> <p><b>Recognize both!</b></p> </div> <div data-bbox="1289 834 1743 1149"> <h3>Reach That Goal!</h3> <p>Individualize recognition of success while maintaining a group focus!</p> </div>

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<p><u>Responses to Undesired Behaviors:</u> Consequences for failing to follow the rules.</p>	<ul style="list-style-type: none"> <li>• Hierarchical</li> <li>• Inclusive of steps that include opportunities to self-correct</li> <li>• Inclusive of steps that include opportunities to learn or practice replacement behaviors</li> <li>• Inclusive of a Severe Clause: Identify behaviors that will not be tolerated &amp; will result in immediate office referrals</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Non-verbal Cue</b> (the “Look,” tap on desk, point to anchor chart, gesture)</li> <li>• <b>Verbal Reminder</b></li> <li>• <b>Choice Statement</b> (The student is asked to make choice between 2 options.)</li> <li>• <b>Teacher Determined Choice</b> (The teacher selects &amp; directs the student to do ____.)</li> <li>• <b>Classroom Time Out</b></li> <li>• <b>Time Out in Another Teacher’s Classroom with a Problem-solving Sheet to Complete</b></li> <li>• <b>Loss of Privilege with Restitution</b></li> <li>• <b>Call to Parent</b></li> <li>• <b>Office Referral</b></li> <li>• <b>Severe Clause:</b> Fighting or Leaving Class without Permission = Immediate Office Referral</li> </ul>
<p><u>Monitoring &amp; Documentation:</u> Strategies for consistent monitoring of behaviors &amp; accurate, on-going documentation.</p>	<ul style="list-style-type: none"> <li>• Keep it simple</li> <li>• Be consistent</li> <li>• Integrate processes with already established requirements</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Documenting</b> <ul style="list-style-type: none"> <li>• Behavior Card</li> <li>• Grade Book (work completion)</li> <li>• Attendance</li> <li>• Time Out or Referral Logs</li> </ul> </li> <li>• <b>Monitoring</b> <ul style="list-style-type: none"> <li>• Regular Procedure or Routine Checks with Feedback to Students</li> <li>• Group Generated Goal Setting &amp; Data Collection</li> <li>• Classroom Specific Processes (Teacher checklist, Line monitor)</li> </ul> </li> </ul>

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## Procedures Routines

CHAMPS	ACHIEVE
Conversation	Activity
Help	Conversation
Activity	Help
Movement	Integrity
Participation	Effort
<b>Success for All!</b>	Value
(Sprick, 2006) pp. 93-94)	Efficiency

## Math Lesson:



### Guided Practice with Partners & Manipulatives

- **C** = 0 during demonstration, 2 during partner work
- **H** = Ask your partner first. Raise a quiet hand and wait to be recognized if additional help is needed.
- **A** = Listen during the demonstration. Talk only with your shoulder partner during partner work. Only touch manipulatives when directed.
- **M** = Remain seated at your assigned desk or table.
- **P** = LLP during demonstration, on topic conversation with partner during partner work, completed problem

## Science Lab



- **A** = Test common foods for acid levels
- **C** = Level 1: Talk with lab partner about the assigned topic
- **H** = Turn on the yellow signal light at your lab station when you want to ask a question or talk with the teacher.
- **I** = Test each food provided in your lab tray using the test strips. Record observations on the form provided. Answer the questions at the bottom of the observation form based upon your observations only. Do not collaborate with other teams.
- **E** = Active participation is demonstrated by on topic conversation, use of lab materials as specified on your observation form, and the completion of your observation form.
- **V** = This lab observation form is worth 75% of your weekly grade.
- **E** = Read the questions at the end of the observation form before you begin to test the acid levels of the foods. This will help you and your partner understand what is expected from the activity.

## Classroom Management Checklist

Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

### Conditions (Physical Environment)

- Room arrangement allows for teacher movement throughout.
- Room arrangement allows for visual monitoring of students throughout.
- Instructional materials are  neat,  organized, and  easily accessible.
- A schedule is posted and visible to all.
- Areas of the classroom are designated for specific types of activities.
- A designated area is provided for students to go to calm down when upset.

### Community

- Class meetings are evident (anchor charts, group or team goals, data charts, etc.).
- Student responsibilities/jobs are posted.
- Student work is displayed.
- Team building is evident.
- Evidence that problem-solving procedures have been taught and are being applied is present.
- Procedures are posted for the following:

### Consequences

#### Rules

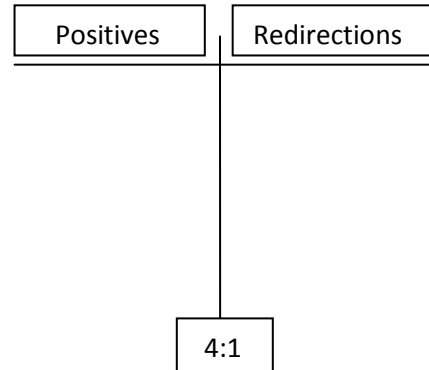
- Few in number (3-5)
- Positively stated
- Clearly defined in observable, measurable terms.
- Posted  Visible  Illustrated

#### System of Reinforcement

- Posted and visible to all
- Menu of options
- Schedule for obtaining back-up reinforcers
- Reinforcers awarded for behavioral and academic success (contingent)
- Sufficient schedule of reinforcement

#### Responses to Undesired Behaviors

- Includes a sufficient number of steps to allow for self-correction
- Includes educative steps
- Includes steps that must be taken upon re-entering the classroom when removed due to noncompliance
- Includes a "Severe Clause" that describes behaviors that will not be tolerated and will result in a call for administrative support
- Posted and visible to all



### Teacher

- Enthusiastic
- Maintains instructional momentum
- Actively engages students during instruction
- Praises students exhibiting desired behaviors
- Makes use of proximity control
- Consistently enforces rules
- Uses a calm, firm voice when redirecting behavior
- Emphasizes students' choices when a conflict arises
- Evidence of the use of a variety of management strategies (restructuring activity, pivot praise, etc.)

*Kudos!*

**Something to think about~**

## Classroom Management Resources

- Florida Positive Behavior Support  
[www.flpbs.fmhi.usf.edu](http://www.flpbs.fmhi.usf.edu)
- Froyen, L. A., & Iverson, A. M. (1999). *School-wide and classroom management: The reflective educator*. Upper Saddle River, NJ: Prentice Hall.
- Johns, B., & Carr, V. (2001). *Techniques for managing verbally and physically aggressive students*. Denver, CO: Love.
- Kounin, J. (1970). *Discipline and group management in the classroom*. New York: Holt, Rinehart, & Winston.
- Redl, F. (1966). *When we deal with children*. New York: Free Press.
- Rhode, G., Jenson, W., & Reavis, K. (2010). *The tough kid book*, 2<sup>nd</sup> edition. Eugene, OR: Pacific Northwest Publishing, Inc.
- Rockwell, S. (2006). *You can't make me! From chaos to cooperation in the elementary classroom*. Thousand Oaks, CA: Corwin Press.
- Rockwell, S. (2006). *Tough to reach, tough to teach: Students with behavior problems*. Alexandria, VA: Council for Exceptional Children.
- Sprick, R. (2009). *CHAMPS: A proactive and positive approach to classroom management*, 2<sup>nd</sup> edition. Eugene, OR: Pacific Northwest Publishing, Inc.
- Positive Behavior Intervention and Support  
[www.pbis.org](http://www.pbis.org)
- Weinstein, C.S. (1993). *Elementary classroom management: Lessons from research and practice*. New York: McGraw-Hill.
- Wong, B. Y. & Wong, R. (1999). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.
- Wood, M. M., & Long, N. J. (1991). *Life space intervention: Talking with children and youth in crisis*. Austin, TX: Pro-Ed.
- Kidtools & Kidskills: Free downloadable formats for generating individualized behavior plans and individualized learning strategies  
<http://kidtools.missouri.edu>