

BLM No. 13

**EFFECTIVE CLASSROOM MANAGEMENT PRACTICES:
A SELF-STUDY GUIDE**

While not every classroom problem can be anticipated, there is empirical evidence of effective classroom practices. Teachers using such practices can often preclude problems. The following questions can serve as a guide.

- Do I provide advance organizers or pre-corrections?

These function as reminders of expected behaviors before students enter into a situation where problem behaviors may be manifested. For example, before students are to move to the next activity, the teacher says, "Be sure you collect all your materials, put your completed papers on my desk, and line up."

- Are students kept engaged?

To engage students, the instructional activity must maintain their attention, positive reinforcement provided, and access to positive reinforcement for other activities minimized.

- Is a positive focus provided?

The activity must be presented in a positive light, more positive than negative interactions provided, problem behaviors anticipated and cut short.

- Are classroom rules consistently enforced?

Rules for all students must be consistent.

- Are rule violations and social behavior errors corrected proactively?

In the context of a previously established rule, error correction should be routine and not divert from the lesson itself.

- Do I plan smooth transitions?

It is important to alert students to the transition, inform them of the expected behavior, follow routines consistently, and provide regular feedback to students.

Inclusion: A Service, Not A Place, by Dorothy Kerzner Lipsky and Alan Gartner