

# Classroom Management Best Practices

**Summary:** Classroom management can be one of the more challenging aspects of teaching, especially for newer teachers. In an article for *Better: Evidence-Based Education*, a University of Nebraska-Lincoln professor discusses best practices for classroom management drawn from a systematic review of research studies.

## Practical Applications

The authors' research concluded that effective classroom management practices share these components:

- *Prevent inappropriate behavior proactively rather than reactively* – this means setting up management structures before the year begins, anticipating times of the day/lessons that may be more prone to misbehavior, prompting or cueing students about behavior expectations before lessons or activities begin, etc.
- *“Explicitly teach students classroom expectations and routines”* – this means that almost every behavior in the classroom, from lining up to working in groups, should be modeled, taught and practiced.
- *Acknowledge positive behavior specifically, and in multiple ways* – general positive reinforcement (“you’re being very good today”) is drastically less effective than specific positive reinforcement (“thank you for looking at your classmate while she’s talking”). Have other systems for recognizing specific positive behavior beyond just praise.
- *“Use a continuum of strategies to respond to inappropriate behaviors, including re-teaching desired expectations”* – strategies ranging from the use of proximity, verbal or non-verbal redirection, and behavior contracts can be applied depending on the severity and consistency of the misbehavior; re-teaching the behavior will ensure that there is no confusion about the expectation.
- *Monitor student behavior and adjust the plan as needed* – students are constantly giving teachers data through how they are choosing to behave; effective classroom management requires that the teacher re-teaches, reinforces or changes the management plans to meet the needs of his or her students.

## Conclusion and Citation

There is more that goes into classroom management than just effective practices – motivation, for example – but having a strong and research-backed management plan will set both teachers and students up for success in the classroom.

Oliver, R. “Classroom Management: What Teachers Should Know.” *Better: Evidence-Based Education* (Fall 2012), pp. 8-9. <http://bit.ly/lgi0C> (subscription only).