

3 Classroom/Time Management Strategies

Address Problem Behavior Privately - One of the most successful behavior management strategies is to quietly approach a student and either remove or touch the obstacle (such as a paper, book, pencil) or whisper quietly in the student's ear. At the end of the lesson or class period, briefly speak with the student privately. Encourage the student to continue appropriate behavior.

Use Mindfulness -- Breathe - Mindfulness strategies help students stay on task and ease anxiety. "To help your students relax, have them sit comfortably with their feet grounded on the floor, their hands in their lap, and their eyes gently closed. Instruct students to listen to their breathing as they inhale and exhale. Have them lengthen each breath as they breathe in and breathe out" (Janelle Cox, Education Writer).

Remain Calm - The most beneficial strategy when dealing with disruptive behavior is to STAY CALM! Visualize yourself somewhere relaxing to maintain the appearance of calm, and use conversational *diffusers* -- short phrases such as *I hear you*, *Thanks for sharing*, or *Nevertheless* (Jill Eulberg, Veteran Educator).

2 Instructional Strategies

Modelled Teaching - Take an extra minute to model the behavior that you are asking students to replicate. Break the task into small steps and complete the activity while students observe. This helps students to see the entire process before attempting with a partner or by themselves. The teacher maintains control when introducing a new concept. This is the first stage of the I Do, We Do, You Do strategy.

Explicit Teaching- This teaching strategy involves you using straight-forward, student-friendly language to introduce a new topic or concept. Combining this strategy with the strategy above, Modelled Teaching, will provide clear and direct knowledge to students. As with modelled teaching, explicit teaching must be paired with active learning. Below are some basic steps to follow:

- Identify a clear, specific objective.
- Break the information into chunks.
- Model with clear explanations.
- Verbalize the thinking process.
- Provide opportunities to practice.
- Give feedback.

(Kim Greene, 2022)

The resources listed are provided as options and examples. Pennsylvania does not require, recommend, or endorse any specific program or product. All curricular and instructional decisions are made at the local level.

1 Assessment Strategies

Optimistic Closure - This strategy highlights an individual and shared understanding of the concept or lesson, and can provide a sense of accomplishment and support forward-thinking of students. The optimistic closure activity may be reflective of the students' learning, help you identify next instructional steps, or help students make connections to other work. You can have students write a response or conduct a quick whip-around.

One-Minute Accolade

Something I learned today...

I am curious about...

I'm looking forward to tomorrow because...

Suit Yourself

Something I'll do as a result of this lesson is...

Something I still question...

Something that still concerns me...



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