

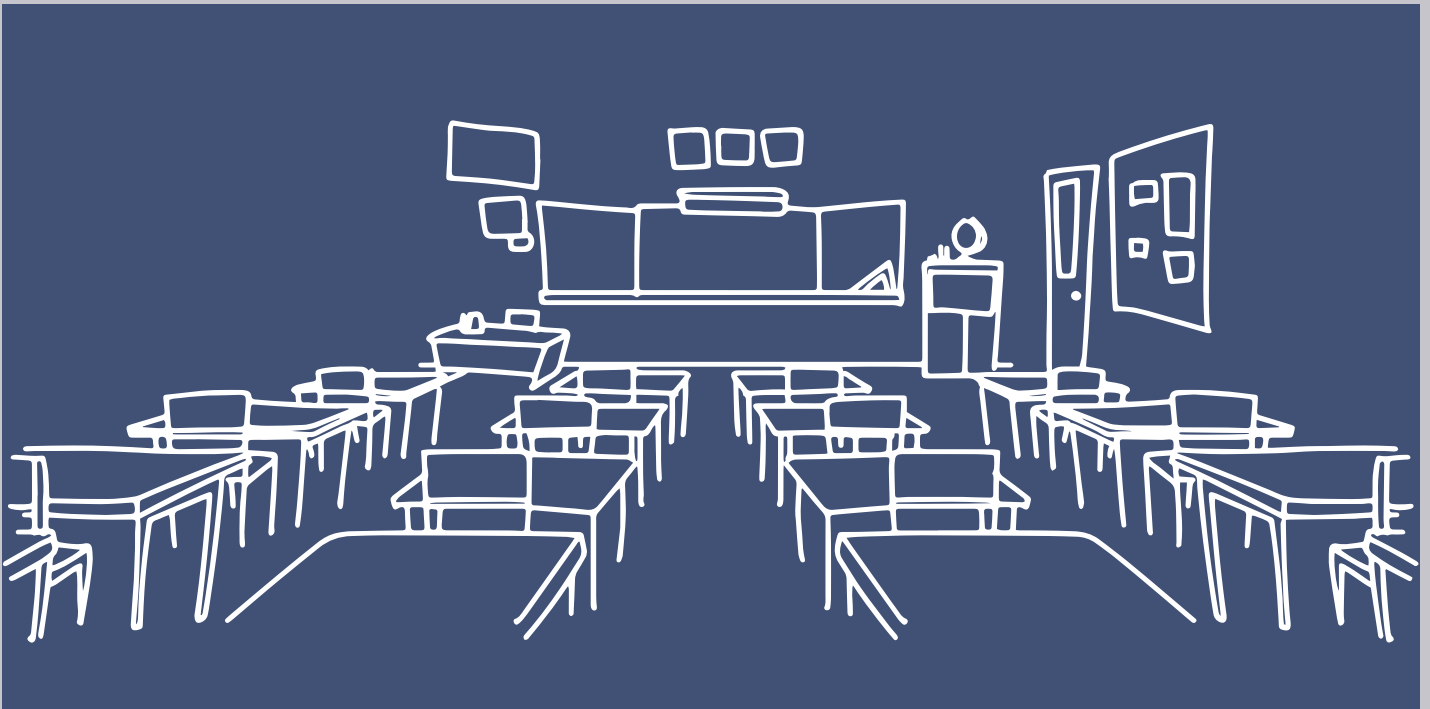


STRIVE'S

ELEMENTARY CLASSROOM MANAGEMENT GUIDE

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A well-structured classroom management plan is the foundation for effective teaching and learning. It takes time to build, but the results are worth every effort for both students and teachers.



Start Building Your Classroom Success Now

The key to successful classroom management is consistency, adaptability, and the right tools. STRIVE's Elementary Classroom Management Guide is here to provide those tools. Download the free guide, explore the course, and reach out to us to bring STRIVE's expertise into your school!

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STRIVE'S

ELEMENTARY CLASSROOM MANAGEMENT GUIDE

OVERVIEW

Classroom management fundamentally revolves around fostering a conducive environment for teaching and learning—it's a dynamic interplay, the reciprocity between teacher actions and student responses and student responses and teacher actions. Differing from discipline, classroom management is oriented towards:

- creating a structured and predictable environment,
- encouraging engagement,
- creating an environment of safety for students and
- fostering an environment where disruptions to teaching and learning are minimized.

When a discipline issue arises, the focus shifts to managing individual behavior rather than the entire classroom environment. A majority of challenges that surface within the classroom stem from procedural and routine-related aspects, rather than being rooted in discipline issues. In essence, effective classroom management goes beyond mere regulation of student behavior—it's about establishing and maintaining a harmonious learning environment where procedural clarity and routine are paramount.

STRIVE's Classroom Management is designed in three phases. Each phase has specific details, examples, resources, and a rubric for self-assessment, reflection, and next steps.

Additional Resources:

Each phase includes additional resources that align with the guidance provided and support implementation. The additional resources are included in the Appendix. Further, a Self-Reflection Rubric is provided for each Phase to support teacher implementation, reflection on the implementation, and clear criteria to advance in their practice. The **Self-Assessment**

Scale:

- **No:** Actions and examples are rarely or never demonstrated.
- **Mostly:** Actions and examples are demonstrated but inconsistently.
- **Yes:** Actions and examples are consistently demonstrated.

Teachers can use this rubric to assess their performance in Phase 2 of classroom management and set goals for improvement. Regular self-assessment and reflection are essential for continuous growth and effective classroom management.

PHASES

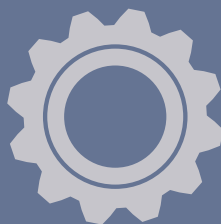
OVERVIEW



Phase 1

FOUNDATIONAL

In Phase 1, the focus is on establishing a strong foundation for classroom management and student engagement through clear rules and expectations, the development of routines and procedures, building positive relationships, and organizing the learning environment.



Phase 2

REFINEMENT

In Phase 2, teachers expand on the foundational components of Phase 1 by focusing on proactive management strategies, developing a positive behavior support plan, providing differentiated instructional methods, fostering a sense of community, implementing formative assessment strategies, and enhancing communication with parents.




Phase 3

ENHANCEMENT

In Phase 3, teachers work on refining strategies from Phase 2 while focusing on enhancing students experiences in the classroom by offering opportunities for student leadership, fostering student autonomy, encouraging and extending critical thinking, and sustaining a reflective practice.



 The Phases outlined above, are used in a Tier 1 capacity for all students. If you have students who are struggling, use the **if students struggle statements** to determine which phase to begin with. You may be in multiple phases based on the needs of your students.

PHASES

IF STUDENTS STRUGGLE TO...



CHOOSE PHASE 1 IF STUDENTS STRUGGLE TO...

- transition in an orderly and safe way from one activity to another
- understand and follow expectations and routines
- reflect about the expectations they are not meeting
- connect with other students and/or the teacher
- organize their materials
- manage their space in the classroom (i.e., staying at desk, transitioning to rug, putting away materials, etc.).



CHOOSE PHASE 2 IF STUDENTS STRUGGLE TO...

- stay engaged with materials that are too easy or too difficult
- stay consistent with the expectations and routines
- understand the positive behavior plan and reflect about their role in the positive behavior plan for the class
- be consistent with maintaining positive behavior based on teacher feedback
- resolve minor conflicts with peers
- stay engaged with the lesson activities with a focus on learning objectives
- engage with and learn from peers
- advocate for the scaffolds they need to meet the learning objectives
- provide feedback to the teacher on positive behavior plan and ideas for improvements.



CHOOSE PHASE 3 IF STUDENTS STRUGGLE TO...

- take on leadership roles and responsibilities
- mentor other students
- lead class discussion (leadership role) on selected topics
- take on choice of learning activities with groups, partners, and independently
- reflect on their learning experience and progress
- provide the teacher feedback on teaching practices and classroom activities
- participate in activities designed to enhance learning reflection and learning.

PHASE ONE

FOUNDATIONS

In Phase 1, the focus is on establishing a strong foundation for classroom management and student engagement through clear rules and expectations, the development of routines and procedures, building positive relationships, and organizing the learning environment.

1. Establish Clear Rules and Expectations

- Teacher Actions:
 - Conducting sessions explaining each rule.
 - Demonstrating the expected behaviors by providing examples and non-examples
 - Enforcing rules consistently and fairly.
 - Provide positive feedback and highlight expected behaviors.
- Student Actions:
 - Actively participating in discussions about rules.
 - Demonstrating understanding through role-play (examples and non-examples)
 - Think about the rule. What does it look like? What does it sound like? What does it not look like? What does it not sound like?
 - Partner- One partner practices the rule, and the other partner provides feedback.
 - Share- The teacher asks a few students to share what they learned from their partner and what the expectation for the rule is.
 - Actively adding to share classroom rules.
 - Actively adding to share classroom rules.

Examples:

- Teaching Respect:
 - The teacher models listening attentively when someone is talking and using polite language.
 - Students practice by doing a think-pair-share activity, discussing their favorite books, food, sports, etc., and listening to their partners attentively.
- Teaching Responsibility:
 - The teacher models completing assignments and putting away materials correctly and efficiently.
 - Students practice responsibility by completing assignments on time and returning classroom materials to their proper places.
- Teaching Safety:
 - The teacher models walking inside the classroom and keeping hands to oneself.
 - Students practice safety by moving around the classroom without touching peers and staying seated during lessons.

Additional Resources

- Examples of Teaching Rules and Expectations

EXAMPLES OF TEACHING RULES AND EXPECTATIONS

EXAMPLE 1 - TEACHING COLLABORATION

Teachers:

- **Conducting a Session:** The teacher initiates a discussion about collaboration, emphasizing its importance in the classroom. They explain that collaboration involves working together as a team, respecting each other's ideas, and valuing diverse perspectives.
- **Demonstrating Expected Behaviors:** The teacher models collaborative behaviors by engaging in group activities, showing how to actively listen to others, contribute to discussions, and resolve conflicts peacefully.
- **Consistent Enforcement:** The teacher consistently reinforces the rule of collaboration throughout the year.
- **Positive Feedback:** The teacher frequently provides positive feedback, highlighting instances where students effectively collaborate.

Students:

- **Active Participation:** Students actively participate in discussions about collaboration, sharing their thoughts on what it means to work together effectively.
- **Collaborative Tasks:** Students engage in collaborative tasks and projects where they must work together, respecting each other's ideas and viewpoints.
- **Peer Feedback:** Students practice giving and receiving constructive feedback from their peers during collaborative activities.
- **Contributing to Classroom Rules:** Students actively contribute to shaping classroom rules, including guidelines for demonstrating collaboration.

EXAMPLE 2 - TIME MANAGEMENT

Teachers:

- **Conducting a Session:** The teacher introduces the concept of time management and explains its relevance in the classroom. They stress the importance of using time wisely to complete tasks and assignments.
- **Demonstrating Expected Behaviors:** The teacher models effective time management by creating schedules, setting priorities, and meeting deadlines for classroom activities.
- **Consistent Enforcement:** The teacher consistently enforces the rule of time management throughout the school year.
- **Positive Reinforcement:** The teacher frequently provides positive reinforcement for students who demonstrate good time management skills.

Students:

- **Active Engagement:** Students actively engage in discussions about time management, sharing their understanding of how to use time effectively.
- **Time Management Practice:** Students practice time management by setting goals, creating schedules for assignments, and ensuring they complete tasks within specified timeframes.
- **Prioritization:** They learn to prioritize tasks and assignments based on their importance and deadlines.
- **Contributing to Classroom Rules:** Students actively contribute to shaping classroom rules, which include guidelines for demonstrating effective time management.

EXAMPLES OF TEACHING RULES AND EXPECTATIONS

EXAMPLE 3 - TEACHING EMPATHY

Teachers:

- **Conducting a Session:** The teacher introduces the concept of empathy and its significance in creating a supportive classroom environment. They emphasize the importance of understanding and respecting the feelings of others.
- **Demonstrating Expected Behaviors:** The teacher models empathetic behaviors by actively listening to students, showing kindness, and resolving conflicts peacefully.
- **Consistent Enforcement:** The teacher consistently reinforces the rule of empathy throughout the school year.
- **Positive Feedback:** The teacher frequently provides positive feedback, highlighting instances where students demonstrate empathy.

Students:

- **Active Participation:** Students actively participate in discussions about empathy, sharing their thoughts on what it means to understand and support others.
- **Empathy Practice:** Students practice empathy by engaging in activities that require them to consider the feelings and perspectives of their classmates.
- **Conflict Resolution:** They learn conflict resolution strategies that promote understanding and empathy.
- **Contributing to Classroom Rules:** Students actively contribute to shaping classroom rules, which include guidelines for demonstrating empathy and fostering a compassionate classroom community.

PHASE ONE

FOUNDATIONS

2. Organize the Learning Environment

- Teacher Actions:
 - Arranging desks and materials to minimize distractions and disruptions (i.e., scents that may bother students, clutter, lighting, too much stuff on walls, nice flow for walking to and from desks, carpet, door).
 - Involving students in maintaining the classroom's cleanliness and order.
 - Adjusting the arrangement based on the class's needs and feedback.
- Student Actions:
 - Contributing to keeping the classroom clean and organized.
 - Respecting and maintaining the established arrangement.
 - Providing feedback on the classroom arrangement.

Examples:

- U-Shaped Arrangement:
 - The teacher arranges desks in a U-shape to promote interaction and designates a specific area for supplies. If a class has a lot of students needing extra support with behaviors, starting with rows may be best, and you can still group them with a partner and group across the rows.
 - Students maintain the arrangement and keep their supplies in the designated area.
- Classroom Cleanliness:
 - The teacher defines daily (i.e., in between transitions) and weekly (cleaning of cubbies, desks, etc.) cleaning duties to students and supervises them.
 - Students perform their assigned duties diligently and maintain classroom cleanliness.
- Feedback Implementation:
 - The teacher collects feedback on classroom arrangement and makes necessary adjustments.
 - Students provide feedback about the learning environment and the teacher adjusts on what makes sense for improving teaching and learning.

Additional Resources

- Learning Environment Checklist

LEARNING ENVIRONMENT CHECKLIST

Creating an optimal learning environment is crucial for successful classroom management and student engagement. This checklist provides teachers with ideas to consider when setting up their learning environment:

PHYSICAL ARRANGEMENT:

- Arrange desks or seating to minimize distractions and disruptions, ensuring that students have enough personal space and can easily access materials.
- Pay attention to lighting; ensure that is adequate for various activities and avoid glare or harsh lighting.
- Manage sensory factors by considering scents, noise levels, and visual distractions that may affect students.
- Organize classroom materials, resources, and supplies in designated areas that are easily accessible to both students and the teacher.
- Provide clear pathways for students to move to and from their desks, classroom materials, and the classroom door.
- Create comfortable and inviting reading or study areas with various seating options and age-appropriate reading materials or study tools.

STUDENT INVOLVEMENT

- Actively involve students in maintaining cleanliness and order in the classroom. Assign specific tasks and rotate responsibilities regularly.
- Promote a sense of ownership by allowing students to personalize their workspace with their artwork, name tags, or assigned areas.
- Encourage students to respect the classroom arrangement and follow established rules for keeping the environment tidy.
- Foster a collaborative atmosphere by organizing group activities for students to work together in organizing and maintaining classroom materials.
- Establish a system for storing and organizing student materials, such as cubbies, lockers, or labeled storage bins.

FEEDBACK AND ADJUSTMENTS

- Schedule regular feedback sessions with students to discuss the classroom arrangement and their learning environment. Create an open and inclusive forum for students to express their opinions.
- Implement necessary adjustments based on student feedback and changing needs. Ensure that students' input is considered when making changes.
- Continuously assess the effectiveness of the classroom setup in supporting teaching and learning objectives.
- Be flexible and adaptable, ready to make adjustments to the arrangement to enhance student engagement and minimize disruptions.
- Consider changes to the layout or organization based on the developmental stages and needs of the students throughout the year.

PHASE ONE

FOUNDATIONS

3. Develop Routines and Procedures

- Teacher Actions:
 - Modeling the correct way to perform routines.
 - Monitoring and providing feedback during practice.
 - Providing feedback to students on routines as needed.
 - Practice, apply, model, practice, apply...as many times as needed.
- Student Actions:
 - Observing teacher demonstrations.
 - Practicing routines and procedures regularly.
 - Following routines independently over time.
 - Reflecting on feedback given by the teacher to identify what went well and what can improve.

Examples:

- Teaching Transition Routine:
 - The teacher models how to quickly and quietly clean up and move to the next activity.
 - Students practice by transitioning between activities throughout the day (i.e., desks to groups, desks to rug, rug to desks, lining up, putting away materials, etc.), being quick and quiet, and keeping hands to self.
- Teaching Morning Routine:
 - The teacher models entering quietly, putting away belongings, and completing morning work.
 - Students practice by following the morning routine daily, focusing on quietness and timeliness.
- Teaching End-of-Day Routine:
 - The teacher demonstrates packing up belongings, cleaning the area, and sitting quietly before dismissal.
 - Students practice by following the end-of-day routine and making suggestions for improvements.

Additional Resources

- Routines and Procedures with explicit teaching examples

PHASE ONE RESOURCE

ROUTINES AND PROCEDURES

Note: In each case, the teacher's role is to model the expected behaviors, provide opportunities for students to practice, and give feedback clearly and explicitly. The students' role is to observe, practice, and internalize the routines and procedures, applying them consistently in the appropriate contexts.

MORNING ROUTINE	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> Unpacking <input type="checkbox"/> Completing morning work <input type="checkbox"/> Setting up learning area <input type="checkbox"/> Attendance and lunch count procedure	<input type="checkbox"/> unpacking process <input type="checkbox"/> Complete morning work <input type="checkbox"/> Practice attendance and lunch count procedure
TRANSITION ROUTINE	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> visual and auditory signals to cue movement <input type="checkbox"/> moving quickly and quietly to next activity or location	<input type="checkbox"/> responding to the movement cues <input type="checkbox"/> moving quickly and quietly to next activity or location
LINING UP ROUTINE	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> cue to line up or procedure <input type="checkbox"/> straight, quiet line with hands by sides.	<input type="checkbox"/> responding to line up cue <input type="checkbox"/> forming a line, standing quietly with hand by sides
BATHROOM & WATER BREAK ROUTINE	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> asking for permission <input type="checkbox"/> sign out/in routine *if applicable	<input type="checkbox"/> asking for permission <input type="checkbox"/> signing out/in *if applicable
LUNCH & SNACK ROUTINE	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> washing hands <input type="checkbox"/> eating quietly <input type="checkbox"/> clean up area after eating <input type="checkbox"/> pack up remaining materials or leftover snack	<input type="checkbox"/> washing hands <input type="checkbox"/> eating quietly <input type="checkbox"/> clean up area after eating <input type="checkbox"/> pack up remaining materials or leftover snack

PHASE ONE RESOURCE

ROUTINES AND PROCEDURES

END OF DAY ROUTINE	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> packing up belongings or work	<input type="checkbox"/> packing up materials
	<input type="checkbox"/> cleaning up desk area	<input type="checkbox"/> cleaning up learning area
	<input type="checkbox"/> Helping pick up the community learning area, classroom and shared materials	<input type="checkbox"/> helping organize the community learning environment
PARTICIPATION EXPECTATIONS	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> raising hand quietly	<input type="checkbox"/> raising hand
	<input type="checkbox"/> waiting to share until called on	<input type="checkbox"/> waiting patiently to be called on acknowledged
TURN IN WORK ROUTINE	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> where to turn in completed work	<input type="checkbox"/> turning in completed work
	<input type="checkbox"/> where and how to organize incomplete work	<input type="checkbox"/> organizing other work
MATERIALS HANDLING ROUTINE	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> distribution of materials	<input type="checkbox"/> teacher demonstrations
	<input type="checkbox"/> collecting materials	<input type="checkbox"/> taking care of materials with proper distribution, collection, organization and storage.
	<input type="checkbox"/> organization of materials	
	<input type="checkbox"/> storage of materials	
GROUP WORK ROUTINE	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> formation of groups	<input type="checkbox"/> forming groups
	<input type="checkbox"/> expected collaboration and contribution	<input type="checkbox"/> collaborating and contributing to group work
	<input type="checkbox"/> concluding group work	<input type="checkbox"/> concluding group work

PHASE ONE RESOURCE

ROUTINES AND PROCEDURES

BOOK CHECK-OUT ROUTINE	Teacher demonstrates: <ul style="list-style-type: none"><input type="checkbox"/> how to choose a “just right” book<input type="checkbox"/> checking-out book<input type="checkbox"/> returning books<input type="checkbox"/> waiting patiently while others browse or check-out	Student observes/practices: <ul style="list-style-type: none"><input type="checkbox"/> choosing a book and checking out<input type="checkbox"/> returning books<input type="checkbox"/> waiting while others check-out
EMERGENCY PROCEDURE ROUTINE	Teacher demonstrates: <ul style="list-style-type: none"><input type="checkbox"/> type of drill and expected actions/responses<input type="checkbox"/> procedures to stay safe	Student observes/practices: <ul style="list-style-type: none"><input type="checkbox"/> expected responses<input type="checkbox"/> being safe and following directions/procedures
HOMEWORK ROUTINE	Teacher demonstrates: <ul style="list-style-type: none"><input type="checkbox"/> writing assignments in log or planner<input type="checkbox"/> time management and due date expectations	Student observes/practices: <ul style="list-style-type: none"><input type="checkbox"/> turning in completed work<input type="checkbox"/> organizing assignments in planner
TECHNOLOGY ROUTINE	Teacher demonstrates: <ul style="list-style-type: none"><input type="checkbox"/> handing device(s) safely<input type="checkbox"/> using credentials to log in/out<input type="checkbox"/> accessing apps or websites<input type="checkbox"/> storage of devices/equipment	Student observes/practices: <ul style="list-style-type: none"><input type="checkbox"/> handing device(s) safely<input type="checkbox"/> using credentials to log in/out<input type="checkbox"/> accessing apps or websites<input type="checkbox"/> storage of devices/equipment
CENTERS/ STATIONS ROUTINE	Teacher demonstrates: <ul style="list-style-type: none"><input type="checkbox"/> center/station activities<input type="checkbox"/> movement between centers/stations<input type="checkbox"/> using materials safely and appropriately	Student observes/practices: <ul style="list-style-type: none"><input type="checkbox"/> rotating between centers<input type="checkbox"/> engaging in center/station learning activities<input type="checkbox"/> cleaning up before moving to next center/station

PHASE ONE RESOURCE

ROUTINES AND PROCEDURES

LISTENING & ATTENTION ROUTINE	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> cue to look at speaker	<input type="checkbox"/> listening body
	<input type="checkbox"/> still body (hands/feet)	<input type="checkbox"/> calm/quiet body
	<input type="checkbox"/> remaining quiet	<input type="checkbox"/> keeping eyes on speaker
	<input type="checkbox"/> keeping an attention and being an active listener	
ASKING FOR HELP WHEN TEACHER IS BUSY	Teacher demonstrates:	Student observes/practices:
	<input type="checkbox"/> when to ask for help	<input type="checkbox"/> problem solving
	<input type="checkbox"/> how to ask for help if teacher is busy with another group/student	<input type="checkbox"/> waiting patiently for help and moving on to a new task while waiting
	<input type="checkbox"/> who can be asked for help	<input type="checkbox"/> using visual “help” display if applicable
	<input type="checkbox"/> how to use a visible signal	
	<input type="checkbox"/> independent problem solving	

HELPFUL HINTS

1. Use a cue that is easy to hear and is non-alarming to students. This supports trauma-informed teaching.
2. After teaching a routine, allow students time to practice and provide direct and specific feedback.
3. Stop and start over if students practice a routine or procedure incorrectly or not as explained/expected. Model and practice until they meet the taught and expected actions.
4. Teach and model as if this is an entirely new concept. Through explicit instruction, opportunities to respond, and direct and specific feedback, skills are gained.
5. Highlight behaviors that are expected and provide as much positive reinforcement as possible.

PHASE ONE

FOUNDATIONS

4. Build Relationships

- Teacher Actions:
 - Allocating time for one-on-one interactions with each student.
 - Organizing and facilitating circle time or sharing sessions.
 - Recognizing and appreciating individual student achievements.
 - Using strength-based language highlights and acknowledges students' skills, abilities, and accomplishments.
- Student Actions:
 - Share their thoughts, interests, and experiences during one-on-one and group sessions.
 - Listening and responding to peers during sharing sessions.
 - Exhibiting positive behaviors to receive recognition.
 - Recognizing and valuing their own and peers' strengths and contributions.

Examples:

- One-on-One Interaction:
 - The teacher spends time with each student discussing their interests or concerns using strength-based language, e.g., "I noticed you are very thoughtful when..."
 - Students share their feelings, experiences, and thoughts openly with the teacher, using language like, "I am proud I managed to..."
- Circle Time Sharing:
 - The teacher facilitates a sharing session where students can talk about their day or week and highlight their peers' strengths, e.g., "I saw John was very helpful when..."
 - Students listen attentively to their peers and share their experiences, strengths, and thoughts, e.g., "I was happy I could help..."
 - Note: Students could also share in partners, and then the teacher calls on a few students to share what their partner shared.
- Positive Recognition:
 - The teacher acknowledges a student's helpful behavior with verbal praise focusing on strengths, e.g., "Your ability to share so generously helped..." and a positive note home.
 - Students strive for positive recognition by demonstrating helpful and cooperative behaviors, and they start to recognize and articulate their own and others' strengths.
- Strength-Based Language Practice:
 - The teacher regularly incorporates strength-based comments during lessons, e.g., "You showed great persistence in completing this task".
 - Students start to use strength-based language to describe their work and the work of their peers, e.g., "I can see you put a lot of effort into drawing this."

PHASE ONE

SELF-ASSESSMENT RUBRIC

Action	No	Mosly	Yes	Reflection & Next Steps
Establish Clear Rules and Expectations				
Conducted interactive sessions explaining rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrated expected behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enforced rules consistently and fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organize Learning Environment				
Arranged desk and materials effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Involved students in maintaining cleanliness and order in learning environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adjusted arrangement based on feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Develop Routines and Procedures				
Modeled the correct way to perform routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provided feedback during practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Observed routines followed independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Build Relationships				
Allocated time for one-on-one interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organized and facilitates sharing sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Recognized and celebrated achievements using strength-based language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PHASE TWO

REFINE

In Phase 2, teachers expand on the foundational components of Phase 1 by focusing on proactive management strategies, developing a positive behavior plan, differentiated instructional methods, fostering a sense of community, implementing formative assessment strategies, and enhancing communication with parents.

1. Proactive Management Strategies

- Teacher Actions:
 - Anticipating and addressing potential issues before they escalate, including student conflict.
 - Incorporating student input in differentiation. What works best for them in achieving the learning objectives and class expectations? What does a positive learning environment look like for them?
- Student Actions:
 - Participating actively and appropriately in the lesson activities.
 - Providing suggestions and feedback on classroom activities.
 - Proactively resolving minor conflicts with peers.

Examples:

- Potential Issues:
 - Teacher identifies misconceptions students might have and tries to precorrect for those (i.e., students on rug, students that should not line up to one another, students that need sharpened pencils during a lesson, purposeful partners, students that may need more support with academics or behavior during certain parts of the lesson).
 - Carpet Rule
 - Sit Criss Cross, hands to self, ears listening, eyes watching, mouth quiet.
- Conflict Resolution:
 - Teacher teaches conflict resolution strategies and reinforces their use.
 - Students practice using these strategies with their peers.
- Student Input:
 - Teacher uses surveys or conversations with students to gather student input on what is going well with the classroom learning environment and what could go better.
 - Students provide thoughtful feedback, actively participate in making the changes and celebrating the successes.

Additional Resources:

- List of potential issues and conflict resolution strategies

PHASE TWO RESOURCE

POTENTIAL ISSUES AND RESOLUTION STRATEGIES

ISSUE	student conflicts during group work.
Strategy for resolution	Teach and reinforce conflict resolution strategies, such as active listening, compromise, and seeking help from the teacher when needed.
ISSUE	Students not following classroom rules (e.g., talking out of turn).
Strategy for resolution	Implement a behavior reflection process where students reflect on their actions, identify alternative behaviors, and make a plan to improve. Set aside a classroom space with resources (i.e., reflection checklists, pictures of different emotions, sentence starters).
ISSUE	Disruptions during transitions (e.g., lining up).
Strategy for resolution	Create clear routines and expectations for transitions, and use visual cues or signals to guide students. Teach and practice transition procedures.
ISSUE	Disruptions during independent work time.
Strategy for resolution	Implement a "Quiet Zone" where students can go to focus when they need a quieter environment for work.
ISSUE	Sharing conflicts over classroom materials.
Strategy for resolution	Teach students to take turns and share materials, and have a designated "Material Monitor" responsible for distributing and collecting materials. Practice with students modeling examples and non-examples.
ISSUE	Inappropriate language or teasing among students.
Strategy for resolution	Conduct classroom discussions on the impact of hurtful words and implement a "Kindness Jar" where students can add positive notes or compliments to promote kindness.
ISSUE	Tardiness or late arrivals
Strategy for resolution	Set up a "Morning Routine Station" with a checklist for students to follow upon entering the classroom to ensure a smooth start to the day.

PHASE TWO

REFINE

2. Implement Positive Behavior Support Protocols

Note: In a Positive Behavior Support Plan, the teacher is proactive in building a positive and supportive environment, focusing on positive reinforcements, constructive feedback, and self-reflection, while students are learning to value this system and adapt their behaviors to create a positive learning experience and environment.

- Teacher Actions:
 - Communicate Expectations
 - Regularly and clearly communicate potential rewards and expectations, emphasize the development of intrinsic motivation rewards and/or extrinsic rewards that do not cost money as much as possible.
 - Implement Immediate and Consistent Implementation:
- Award positive reinforcements and provide constructive feedback immediately and consistently, ensuring that actions align with established expectations. What are you doing? What are you supposed to be doing? What are you going to do about it?
- Facilitate Reflection:
 - Offer opportunities for students to reflect on their behaviors, acknowledge achievements and areas for growth, to foster self-awareness and responsibility.
- Student Actions:
- Understanding and Valuing:
- Gaining an understanding and appreciation of the support system, recognizing the correlation between positive behavior and constructive feedback.
 - Reflecting on Behavior:
- Considering behaviors and the feedback received, learning from the behaviors, and modifying behavior accordingly. What am I doing? What am I supposed to be doing? What am I going to do about it?
 - Striving for Positive Behavior:
- Actively working to exhibit behaviors that align with classroom expectations and lead to positive reinforcements.

Examples:

- Immediate Praise:
 - Teacher Action: Immediately praises a student who is exhibiting positive behavior, like sharing, and gives them specific praise about meeting the expectation (e.g., You are doing a great job organizing your materials in the folder we set up for you).
 - Student Action: Students endeavor to exhibit positive behavior to receive immediate praise and acknowledgment.

PHASE TWO

REFINE

- Reflection Time:
 - Teacher Action: Assigns a brief reflection time to a student who interrupts, allowing them a moment to consider their actions and the subsequent feedback.
 - Student Action: Students use reflection time to understand their actions and make an effort to improve.
- Constructive Feedback and Reinforcement:
 - Teacher Action: Provides positive feedback and constructive suggestions to a student who needs support in meeting expectations, focusing on empowering the student to succeed. Sometimes removing or taking something away (i.e., privilege, pulling a card, class points, etc.) is necessary, but try to reinforce positive behavior supports first.
 - Student Action: Students internalize the feedback, make necessary adjustments, and are motivated to meet expectations, appreciating the supportive and constructive approach.

Additional Resources

- Celebration of Positive Behaviors
- Positive Behavior Support Protocols

PHASE TWO RESOURCE

CELEBRATIONS OF POSITIVE BEHAVIORS

TEACHER-GENERATED INTRINSIC REWARDS:

1. **"Star Student" Board:** A dedicated space on the board where a student's name is written for exemplary behavior, participation, or work.
2. **Lunch Bunch:** Invite students to have lunch with the teacher in the classroom or a special designated area.
3. **Show and Tell:** Allow the student to bring something from home and share it with the class.
4. **Reading Chairs:** Special chairs where students get to sit and read their favorite book or read with a partner.
5. **Classroom Helper:** Allow the student to take on a special role for the day, like being the class messenger, or assisting in organizing class materials.
6. **Storytime:** Allow the student to select a storybook for the teacher to read to the class.
7. **Classroom DJ:** Let the student choose a song (school appropriate) to play during class transitions or breaks.
8. **Teacher's Assistant:** The student gets to assist the teacher in specific tasks like distributing papers or leading a class activity.

STUDENT-GENERATED INTRINSIC REWARDS:

1. **Special Stationery:** Students could have a box of special pencils, erasers, and other stationery items. Those who earn a reward get to use them for a day.
2. **Art Time:** Allow students to spend some free time drawing or crafting.
3. **Book Nook:** Create a cozy corner in the classroom where students can relax and read for a certain amount of time.
4. **Write/Direct a Play:** Students can write a short play or scene and perform it in front of the class.
5. **Teach the Class:** Allow the student to teach a particular topic or skill they're passionate about to their peers.
6. **Free Drawing Board:** A dedicated space where students can doodle or draw whatever they like during their free time.
7. **Classroom Garden or Pet:** Students get to take care of a plant in the classroom, watering it, and watching it grow or a class pet.

PHASE TWO RESOURCE

CELEBRATIONS OF POSITIVE BEHAVIORS

ADDITIONAL IDEAS

1. **Homework Pass:** A pass that allows students to skip an assignment.
2. **Stuffed Animal:** A shelf with stuffed animal that students get to pick from and the stuffed animal gets to hang out with the student for a set period of time.
3. **Late Work Pass:** A pass allowing students to submit an assignment one day late without penalty.
4. **Extra Credit:** Opportunity to earn additional points on an assignment or test.
5. **Line Leader:** The student gets to lead the line when the class moves from one location to another.
6. **Positive Note Home:** Sending a positive note or email to parents/guardians recognizing the student's achievements or positive behavior.
7. **Choose a Class Game:** The student gets to choose a game for the class to play during a break or at the end of the day.
8. **Free Time Pass:** A pass that allows students to have a few minutes of free time at the end of class.
9. **Public Praise:** Acknowledging and praising a student's accomplishment or behavior in front of peers.
10. **Teacher's Desk Privilege:** Allow the student to sit at the teacher's desk for a designated task or period.
11. **Reading Aloud to the Class:** The student is allowed to read a passage, paragraph, or page aloud to the class.

Note: Remember, the effectiveness of these rewards often depends on the individual preferences and motivations of each student, so it can be helpful to have a variety of options available and perhaps even allow students to have a say in what rewards are offered.

PHASE TWO RESOURCE

POSITIVE BEHAVIOR SUPPORT PROTOCOL

In elementary classrooms, fostering positive behavior is paramount for creating a conducive and engaging learning environment. Included are four distinct Positive Behavior Support Protocols, each accompanied by specific examples and detailed teacher and student actions:

IMMEDIATE PRAISE AND ACKNOWLEDGMENT

Teachers:

- **Communicate Expectations:** At the beginning of the school year, the teacher introduces class rules and expectations, emphasizing the benefits of positive behavior and self-motivation.
- **Immediate and Consistent Implementation:** During a classroom discussion, a student raises their hand and waits their turn to speak. The teacher praises the student immediately, saying, "Excellent job, Sarah! You followed our classroom rule of raising your hand and waiting patiently."
- **Facilitate Reflection:** At the end of the day, the teacher asks students to reflect on a positive behavior they exhibited and share it with the class during a brief sharing session.

Students:

- **Understanding and Valuing:** Students understand that following classroom expectations leads to positive reinforcement. They value the recognition and aim to repeat positive behaviors.
- **Reflecting on Behavior:** Students actively think about their actions throughout the day. They choose to exhibit behaviors that align with classroom rules to receive praise and acknowledgment.
- **Striving for Positive Behavior:** Students actively work to demonstrate positive behaviors that are in line with classroom expectations, appreciating the immediate praise and acknowledgment.

When It Works: During a group activity, students take turns sharing their ideas and actively listen to their peers. The teacher praises their behavior by saying, "Great job, everyone! You're following our classroom rule of respectful listening and sharing."

When It Doesn't Work for an Individual Student: If a student continues to disrupt despite positive reinforcement, the teacher privately talks to the student to understand the underlying issue. The teacher may offer additional support or alternative strategies to help the student exhibit positive behavior.

PHASE TWO RESOURCE

POSITIVE BEHAVIOR SUPPORT PROTOCOL

REFLECTION TIME

Teachers:

- **Communicate Expectations:** The teacher explains classroom rules and the consequences of not meeting them, which include a brief reflection time for disruptive behavior.
- **Immediate and Consistent Implementation:** When a student disrupts the class, the teacher asks them to take a few minutes of reflection time at a designated spot in the classroom.
- **Facilitate Reflection:** During reflection time, the teacher provides a reflection sheet for the student to complete. The sheet prompts the student to consider their actions, their impact on others, and strategies for improvement.

Students:

- **Understanding and Valuing:** Students understand the purpose of reflection time and its connection to their behavior. They value the opportunity to reflect and grow.
- **Reflecting on Behavior:** During reflection time, students think about their actions and their consequences. They reflect on ways to avoid disruptive behavior in the future.
- **Striving for Positive Behavior:** Students actively work on improving their behavior, making a conscious effort to align their actions with classroom expectations to avoid further reflection time.

When It Works: A student who frequently interrupts the class has a moment of reflection, realizes the impact of their behavior, and starts participating more respectfully. The teacher acknowledges their growth and praises their efforts.

When It Doesn't Work for an Individual Student: If a student repeatedly struggles with reflection time, the teacher might schedule a one-on-one conference to discuss their behavior and collaboratively develop a plan for improvement.

PHASE TWO RESOURCE

POSITIVE BEHAVIOR SUPPORT PROTOCOL

CONSTRUCTIVE FEEDBACK AND EMPOWERMENT

Teachers:

- **Communicate Expectations:** The teacher discusses classroom expectations, highlighting that constructive feedback will be provided to help students succeed.
- **Immediate and Consistent Implementation:** When a student struggles with an assignment, the teacher offers constructive feedback, focusing on areas for improvement and providing guidance.
- **Facilitate Reflection:** The teacher encourages the student to reflect on the feedback, set goals for improvement, and develop a plan to address challenges.

Students:

- **Understanding and Valuing:** Students understand that constructive feedback is meant to support their growth and success. They value the guidance provided.
- **Reflecting on Behavior:** Students actively engage in self-reflection, internalizing feedback, and making adjustments to improve their performance.
- **Striving for Positive Behavior:** Students actively work to align their behavior with classroom expectations, appreciating the supportive and constructive approach provided by the teacher.

When It Works: A student receives constructive feedback on a challenging assignment. They take the feedback seriously, make improvements, and proudly share their progress with the teacher and peers.

When It Doesn't Work for an Individual Student: If a student seems resistant to feedback and struggles to improve, the teacher may provide additional one-on-one support, such as peer tutoring or differentiated assignments, to address their specific needs with their homeroom teacher or another teacher in the building.

PHASE TWO RESOURCE

POSITIVE BEHAVIOR SUPPORT PROTOCOL

CLASS REWARDS SYSTEM

Teachers:

- **Communicate Expectations:** The teacher introduces a class rewards system, explaining that when the class collectively exhibits positive behavior, they will earn rewards.
- **Immediate and Consistent Implementation:** Throughout the week, the teacher observes and acknowledges positive behaviors, such as teamwork, active participation, and respect for one another.
- **Facilitate Reflection:** At the end of the week, the teacher holds a class discussion where students reflect on their collective positive behaviors and set goals for the upcoming week.

Students:

- **Understanding and Valuing:** Students understand the connection between their collective behavior and the rewards system. They value the benefits of a positive classroom atmosphere.
- **Reflecting on Behavior:** Students reflect on their contributions to the class's positive behavior and discuss ways to maintain and improve it collectively.
- **Striving for Positive Behavior:** Students work collaboratively to maintain and enhance positive behavior to earn rewards as a class. They take shared responsibility for fostering a positive classroom environment.

When It Works: The class collectively earns enough points for a special "Fun Friday" activity as a reward for consistently positive behavior. Students are excited and motivated to maintain this behavior.

When It Doesn't Work for an Individual Student: If an individual student consistently disrupts the class despite the rewards system, the teacher may have a private conversation with the student to understand their challenges and work together to find strategies that motivate them to participate positively and set up an individual reward system.

Note: In all these scenarios, individualized support and open communication are key. When a Positive Behavior Support Protocol works, it reinforces the desired behaviors among students. However, when it doesn't work for an individual student, addressing their unique needs and challenges through targeted strategies and support is essential to promote positive behavior.

PHASE TWO

REFINE

3. Differentiated Instructional Methods

- Teacher Actions:
 - Minimize negative behaviors that impact the learning of students.
 - Implementing various instructional strategies such as active participation, small groups to target support for students in meeting grade level standards, and flexible groups.
 - Designing lessons that includes differentiation such as scaffolds and extensions needed for the specific group..
 - Regularly reviewing and adjusting instruction based on student progress and feedback.
- Student Actions:
 - Engaging with and contributing to various instructional activities.
 - Providing feedback on instructional methods.
 - Supporting and learning from peers in a variety of settings.

Examples:

- Active Participation:
 - Teacher plans, teaches, and assesses actively engaging all students with the content being taught, focusing on the learning objectives. How will we know students are achieving the learning objectives? What is their work product? What does it tell us about mastery or progress towards the learning objective?
 - Students stay actively engaged with the learning and ask for help as needed. Students provide feedback on which active engagement activities they liked and why.
- Small Groups:
 - Teacher plans, teaches, and assess targeted small groups to help students access core (Tier 1) instruction and meet grade level standards.
 - Students participate in small groups and have a clear understanding how the targeted instruction will help them achieve grade level standards/learning objectives.
- Scaffolds and Extension:
 - Teacher aligns the scaffolds and extensions to the learning objectives to support all students in being successful (progress or mastery of learning objectives).
 - Students provide feedback on scaffolds and extensions and what worked and what adjustments could be made.
- Flexible Groups:
 - Teacher organizes students into flexible groups for a variety of instructional activities.
 - Students collaborate and learn from each other's perspectives and skills.

Additional Resources

- Scaffolds (tier 1, tier 2, tier 3)
- [Scaffolding Grade Level Content](#)
- [STRIVE's Data System- A how-to on planning, teaching, and assessing reading groups](#)
- [Active Engagement Strategies \(K-3\)](#)
- [Connect Strategies \(4+\)](#)

PHASE TWO

SCAFFOLDS

Scaffolds

TIER 1 SCAFFOLDS FOR ALL STUDENTS

Description: Tier 1 scaffolds are general instructional strategies and supports that are designed to benefit all students in the classroom. These are the foundational supports that are typically provided to the entire class.

Purpose: The purpose of Tier 1 scaffolds is to establish a strong learning foundation and to ensure that all students have access to the core curriculum. These scaffolds promote understanding, engagement, and active participation for all students.

Example: Tier 1 scaffolds include explicit instruction, active engagement strategies, clear learning targets, success criteria, and school-wide, evidence-based, instructional practices that benefit all students.

TIER 2 SCAFFOLDS FOR SOME STUDENTS

Description: Tier 2 scaffolds are targeted supports provided to students who require additional assistance beyond the Tier 1 supports. These supports are more specific and tailored to the individual needs of students who need extra help.

Purpose: The purpose of Tier 2 scaffolds is to address the specific learning needs of students who may be struggling with certain concepts or skills. These scaffolds provide additional guidance and support to promote their progress and success in meeting grade-level standards.

Example: Tier 2 scaffolds include check-ins during bell-ringers or exit tickets, positive notes or calls home, pre-teaching vocabulary, frequent feedback, and differentiated tasks, such as paragraph frames and more checks for understanding.

TIER 3 SCAFFOLDS FOR A FEW STUDENTS

Description: Tier 3 scaffolds are intensive and individualized supports provided to students who require the highest level of intervention and support. These supports are highly targeted and designed to meet the unique needs of students who are significantly below grade level.

Purpose: The purpose of Tier 3 scaffolds is to provide intensive support and intervention to students who require substantial assistance to catch up with their peers. These scaffolds aim to bridge the gaps in their knowledge and skills.

Example: Tier 3 scaffolds include individualized writing goals, flexible groups (i.e., small group instruction), extended response time, modified tasks or assessments, and personalized interventions to address specific learning deficits and challenges.

ADDITIONAL RESOURCES

STRIVE CREATED RESOURCES

1. **Scaffolding Grade Level Content.**

a. Go to <https://www.strivetlc.com/shop/scaffolding/>. Scaffolding Grade Level Content is important to ensure all students have access to grade level standards. Several examples are provided within this document.

2. **STRIVE's Data System-A how-to on planning, teaching, and assessing reading groups**

a. Go to <https://www.strivetlc.com/strives-data-system/>. Teachers, leaders, and coaches have long used data-informed instruction to enhance their teaching and improve learner outcomes. It contains over 200 pages of practical, ready-to-go strategies and tons of free downloadable resources and videos.

3. **Active Engagement Strategies (K-3):**

a. Go to <https://www.strivetlc.com/?s=active+engagement>. Active engagement is the process of involving all students in their learning and encourages them to develop a deeper understanding of content by working with and reflecting upon the material being presented through active reading, writing, and discussion. These strategies will help you implement active engagement throughout all of your lessons.

4. **Connect Strategies (4+)**

a. Go to <https://www.strivetlc.com/shop/connect-strategies/>. Connect Strategies play a vital role in fostering student engagement and in creating an inclusive learning environment. By incorporating Connect Strategies, teachers can establish meaningful connections between students, the curriculum, and their own learning.

PHASE TWO

REFINE

4. Fostering a Sense of Community

- Teacher Actions:
 - Creating opportunities for students to share and learn about each other's backgrounds and cultures.
 - Facilitating team-building activities and class discussions on respect and inclusion.
 - Encouraging students to appreciate diversity and foster inclusivity.
- Student Actions:
 - Participating in activities and discussions aimed at community building.
 - Sharing their backgrounds and cultures and learning about their peers'.
 - Demonstrating respect and inclusion in interactions with peers.

Examples:

- Cultural Sharing:
 - Teacher allocates time for students to present their cultural traditions.
 - Students prepare and share presentations on their backgrounds and learn from their peers.
- Team-Building Activities:
 - Teacher facilitates activities that require collaboration and mutual support.
 - Students participate enthusiastically and reflect on the importance of teamwork.
- Class Discussions on Inclusion:
 - Teacher leads discussions on the importance of inclusion and respect.
 - Students contribute their thoughts and commit to fostering an inclusive environment.

Additional Resources

- Team-Building Activities
- Class Discussion Ideas

ADDITIONAL RESOURCES

TEAM BUILDING ACTIVITIES TO FOSTER A SENSE OF COMMUNITY

1. **Icebreaker Questions:** Begin the school year with icebreaker questions that encourage students to share interesting facts about themselves or their summer experiences.
2. **Human Bingo:** Create bingo cards with fun facts about students and have them interact with classmates to fill in their bingo cards.
3. **Collaborative Art Projects:** Assign a group art project where students work together to create a piece of art that represents their class identity.
4. **"Two Truths and a False":** Have students take turns sharing two true statements and one false statement about themselves. The class tries to guess which statement is false.
5. **"Community Service Project":** Engage students in a collective community service project, such as volunteering at a local charity or organizing a neighborhood cleanup or cleaning up the playground.
6. **"Classroom Time Capsule":** Have students create a time capsule with items or letters that represent their current interests and goals. Open it together at the end of the school year.
7. **"Classroom Scavenger Hunt":** Organize a scavenger hunt where students work in teams to find clues related to class topics or fun facts about their classmates or the learning ahead for the year (unit and themes).
8. **"Storytelling Circles":** Form small groups where students take turns sharing personal stories or experiences that have shaped them. Encourage active listening and empathy.

CLASSROOM DISCUSSION IDEAS TO PROMOTE INCLUSION AND RESPECT

1. **"Cultural Exchange Day":** Designate a day where students bring in an item or share a tradition from their cultural background. Encourage respectful questions and discussions.
2. **Community Circle:** Hold regular circle discussions where students take turns sharing their thoughts on topics related to diversity, inclusion, and respect. Share in partners and then call on individual students to share what their partner shared ensures this won't take too long and allows all students a voice.
3. **"Book Talks":** Choose literature that explores themes of diversity, identity, and tolerance. Have students discuss these books and their relevance to real-life situations. This could also be done with texts kids have read over the course of a unit.
4. **"Guest Speaker Series":** Invite guest speakers from various backgrounds to discuss their experiences with diversity, equity, and inclusion.
5. **"Identity Collage":** Have students create collages that represent their own identities, incorporating aspects of culture, family, hobbies, and values. Share and discuss these collages.
6. **"Inclusion Pledges":** Ask students to write down one action they can take to promote inclusion in the classroom and commit to following through on their pledge.

PHASE TWO

REFINE

5. Formative Assessment Strategies

- Teacher Actions:
 - Regularly utilizing assessments like active engagement (i.e., written responses, choral responses, partner responses) quizzes, reflections, and discussions to gauge student understanding.
 - Providing timely and constructive feedback.
 - Adjusting instruction based on assessment results.
- Student Actions:
 - Actively participating in formative assessments.
 - Reflecting on feedback and applying it to subsequent tasks.
 - Communicating their understanding and seeking clarification as needed.
 - Self-reporting grades and progress

Examples:

- Active Participation
 - Teacher designs lessons that actively engage all students and monitors, provides feedback, and gathers data on how well students stayed engaged with the learning and how it helped or did not help students achieve the learning objectives.
- Quizzes:
 - Teacher gives short quizzes to assess understanding of a topic.
 - Students complete the quizzes and review feedback to understand areas for improvement.
- Reflections:
 - Teacher assigns reflective tasks on completed lessons. What is a success for you? What is an area for improvement? What will you do the same on the next lesson? What will you do different?
 - Students thoughtfully engage in reflections and apply insights to future learning.
- Discussion-Based Assessments:
 - Teacher facilitates discussions to gauge student understanding and insights and gathers data on student responses. Teacher asks students to reflect on what went well with the discussion and what they could do to improve?
 - Students actively participate in discussions, demonstrating their understanding and learning from peers and reflect and provide feedback successes and on how to improve.

Additional Resources

- Formative Assessment Ideas
- Data Collection Tools (short and sweet)

ADDITIONAL RESOURCES

FORMATIVE ASSESSMENT IDEAS TO GAUGE STUDENT UNDERSTANDING

1. **"Exit Tickets"**: At the end of a lesson, ask students to write down one thing they learned and one question they still have.
2. **"Think-Pair-Share"**: Pose a question, have students think individually, pair up to discuss their thoughts, and then share their ideas with the class.
3. **"One-Minute Papers"**: Have students write a brief summary of the key concept from the lesson in one minute.
4. **"Muddiest Point"**: Ask students to identify the most confusing or unclear aspect of the lesson, focusing on the learning objectives before leaving the classroom.
5. **"Peer Feedback"**: Encourage students to provide constructive feedback to their peers during group projects or presentations. Using checklists and rubrics helps students stay on point. This is critical to model with examples and non-examples.
6. **"Concept Maps"**: Have students create concept maps or diagrams to visually represent their understanding of a topic, highlighting key connections and concepts.
7. **"Exit Interviews"**: Conduct one-on-one brief interviews with students as they leave the classroom to ask about their key takeaways and any questions they have, focusing on the learning objectives.
8. **"Gallery Walk"**: Display student work around the classroom and allow students to move around, review, and provide written feedback on their classmates' work.

PHASE TWO

REFINE

6. Enhance Communication with Parents

- Teacher Actions:
 - Maintaining regular communication with parents through newsletters, emails, and conferences.
 - Inviting parent involvement in classroom activities and decision-making.
 - Seeking and incorporating parent feedback in classroom management and instruction. What is working well for your child? What could we improve? How can we work together to ensure success for your child? What does that look like?
- Student Actions:
 - Sharing classroom experiences with parents.
 - Actively participating in classroom activities involving parents.
 - Providing input in decision-making processes involving parents.

Examples:

- Parent-Teacher Conferences:
 - Teacher holds regular conferences to discuss student progress and address concerns.
 - Parents attend conferences and collaborate with the teacher to support student learning.
- Classroom Newsletters:
 - Teacher sends weekly newsletters highlighting class activities and upcoming events.
 - Parents read newsletters and discuss class activities with their children.
- Parent Involvement in Activities:
 - Teacher invites parents to participate in classroom activities and projects.
 - Students and parents collaboratively engage in the activities, fostering a sense of community.

Additional Resources:

- Classroom Newsletter Ideas
- Parent Involvement Ideas

ADDITIONAL RESOURCES

CLASSROOM NEWSLETTER IDEAS TO SEND TO FAMILIES

1. **Weekly Recap:** Share highlights of the week's activities, key topics covered, and upcoming events.
2. **Student Spotlight:** Feature one or more students each week, sharing their achievements, hobbies, or contributions to the class.
3. **Classroom Goals:** Outline the learning goals and objectives for the upcoming week, along with ways parents can support their child's learning at home.
4. **Parent Tips:** Provide parents with tips on how to help their children with homework, reading, or other academic activities.
5. **Parent Resources Corner:** Create a section in your newsletter where you share valuable resources and tips for parents to support their child's learning at home. Include links to educational websites, book recommendations, study strategies, or information on upcoming parent workshops and events.

PARENT INVOLVEMENT IDEAS

1. **Student-Led Conferences:** Instead of traditional parent-teacher conference, implement student-led conferences. Have students present their progress, goals, and achievements to their parents with your guidance.
2. **Parent Workshops:** Host workshops on topics like effective communication with children, homework support, and educational resources.
3. **Parent Volunteer Opportunities:** Invite parents to volunteer in the classroom or assist with special events.
4. **Parent-Teacher Association (PTA):** Encourage parents to join the PTA to be actively involved in school decision-making and fundraising.
5. **Family Nights:** Organize family-friendly events, such as game nights, science fairs, or cultural celebrations, to build a sense of community and involve parents.
6. **Career Day:** Invite families where they can share insights about their professions and experiences with parents. Organize career panels with families.
7. Presentations of class projects

PHASE TWO

SELF-ASSESSMENT RUBRIC

Action	No	Mosly	Yes	Reflection & Next Steps
Proactive Management Strategies				
Anticipated potential issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Addresses potential issues proactively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Incorporated student input in differentiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Positive Behavior Support Plan				
Communicated rewards and expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Awarded positive reinforcements and provided feedback consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Guided student reflection on behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Differentiated Instructional Methods				
Implemented various instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Designed differentiated lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reviewed and adjusted based on feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fosters a Sense of Community				
Created opportunities for cultural sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitated team-building activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encouraged students to appreciate diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PHASE TWO

SELF-ASSESSMENT RUBRIC

Action	No	Mosly	Yes	Reflection & Next Steps
Formative Assessment Strategies				
Used various formative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provided timely and constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adjusted instruction based on assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enhance Communication with Parents				
Maintained regular communication with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Invited parent involvement in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sought and incorporated parent feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-Assessment Scale

- **No:** Actions and examples are rarely or never demonstrated.
- **Mostly:** Actions and examples are demonstrated but inconsistently.
- **Yes:** Actions and examples are consistently demonstrated.

Teachers can use this rubric to assess their performance in Phase 2 of classroom management and set goals for improvement. Regular self-assessment and reflection are essential for continuous growth and effective classroom management.

PHASE THREE

ENHANCE

In Phase 3, teachers work on enhancing strategies from Phase 2 while focusing on student leadership, fostering student autonomy, encouraging and extending critical thinking, and sustaining a reflective practice.

1. Student Leadership

- Teacher Actions:
 - Providing opportunities for students to take on leadership roles within the classroom.
 - Mentoring student leaders in their roles.
 - Encouraging students to take initiative in classroom activities and discussions.
- Student Actions:
 - Embracing leadership roles and responsibilities.
 - Leading classroom activities and discussions effectively.
 - Initiating projects and activities within the classroom.

Examples:

- Class Representatives:
 - Teacher appoints class representatives responsible for various classroom duties.
 - Students take on the roles diligently and contribute to smooth classroom functioning.
- Peer Mentoring:
 - Teacher assigns students to mentor peers (i.e., new to school, academics, social and emotional support, etc.).
 - Student mentors provide support and guidance to their peers based on school and classroom expectations.
- Student-Led Discussions:
 - Teacher provides opportunities for students to lead class discussions on selected topics.
 - Students prepare and facilitate discussions, fostering a collaborative learning environment.

Additional Resources:

- Student Leadership Ideas
- Mentoring ideas and checklist

PHASE THREE

ADDITIONAL RESOURCES

STUDENT LEADERSHIP IDEAS

1. **Class Representatives:** Appoint class representatives responsible for various classroom duties like distributing materials, organizing classroom events, or leading group activities.
2. **Peer Mentoring:** Assign students to mentor peers, whether new to the school, need academic support, or require social and emotional guidance.
3. **Student Council:** Establish a student council with elected positions like president, vice president, treasurer, and secretary to engage students in decision-making.
4. **Classroom Ambassadors:** Select students to serve as ambassadors during school events, welcoming guests and providing tours.
5. **Tech Assistants:** Appoint students as tech assistants responsible for troubleshooting technical issues and assisting with digital tools during lessons.
6. **Environmental Stewards:** Create a team of students dedicated to environmental initiatives in the classroom, like recycling and conserving resources.
7. **Book Club Leaders:** Encourage students to lead book clubs where they select and facilitate discussions on books of their choice held before school, during lunch, or after school.
8. **Event Planners:** Task students with helping to plan and organize classroom events, such as holiday parties, guest speaker visits, or field trips.
9. **Classroom Historian:** Appoint a historian responsible for documenting class activities, events, and milestones throughout the school year.
10. **Community Outreach Coordinator:** Assign a student to take the lead in coordinating outreach activities with the principal or office staff, such as inviting guest speakers or organizing visits to local organizations.
11. **Discussion Facilitator:** Have students take turns facilitating class discussions on various topics, encouraging active participation and critical thinking.
12. **Classroom Librarian:** Establish a classroom library with a student librarian responsible for organizing and maintaining the book collection.
13. **Conflict Mediator:** Train students in conflict resolution strategies and designate a mediator to help resolve conflicts among peers.

PHASE THREE

CHECKLISTS FOR TEACHERS SUPPORTING PEER MENTORS

MENTOR TRAINING

- organize mentorship training sessions for students
- Focus on teaching active listening, empathy, and effective communication skills.
- Include role-playing exercises to practice these skills.

MENTOR-MENTEE PAIRS

- Carefully match experienced mentors with mentees based on common interests or academic needs.
- Consider personality compatibility and diverse backgrounds to foster a supportive relationship.

GOAL SETTING

- Encourage mentees to set specific academic or personal goals.
- Have mentors assist mentees in creating actionable plans to achieve these goals

PEER TUTORING

- Integrate peer tutoring sessions into the mentorship program
- Ensure mentors are available to help mentees with challenging subjects or assignments.

SKILL WORKSHOPS

- Organize skill-building workshops led by mentors.
- Cover topics like time management, study techniques, public speaking, and other relevant skills.

PEER SUPPORT GROUPS

- Form peer support groups where mentors and mentees meet as a small community.
- Provide a safe space for discussions about common concerns and shared experiences.

CELEBRATING ACHIEVEMENTS

- Recognize and celebrate achievements and milestones of both mentors and mentees.
- Use positive reinforcements to strengthen the mentorship experience.

PHASE THREE

CHECKLISTS FOR STUDENTS BEING GOOD PEER MENTORS

ACTIVE LISTENING

- Listen attentively to your mentee without interrupting.
- Show empathy and understanding for their thoughts and feelings.

EFFECTIVE COMMUNICATION

- Clearly express ideas and information.
- Encourage open and honest communication with your mentee.

SUPPORTIVE GUIDANCE

- Help your mentee set specific, achievable goals.
- Assist them in creating actionable plans to reach these goals.

PEER TUTORING

- Be available to provide assistance with challenging subjects or assignments.
- Explain concepts in a clear and understandable manner.

SKILL DEVELOPMENT

- Share your knowledge and skills through workshops or one-on-one guidance.
- Help your mentee improve in areas like time management, study techniques, or public speaking.

COMMUNITY BUILDING

- Foster a sense of belonging within the class, hallways, playground, or common student areas.
- Encourage open discussions about shared concerns and experiences.

POSITIVE REINFORCEMENT

- recognize and celebrate your mentee's achievements and progress.
- Provide constructive feedback when necessary.

SELF-REFLECTION

- Continuously assess your mentoring approach and adapt as needed.
- Seek feedback from your mentee to improve your mentoring skills.

PHASE THREE

ENHANCE

2. Foster Student Autonomy

- Teacher Actions:
 - Offering choices in learning activities and assessment methods.
 - Encouraging independent learning and problem-solving.
 - Providing guidance and support as students work on group, partner, and self-directed projects.
- Student Actions:
 - Making informed choices regarding their learning.
 - Seeking information and solving problems independently.
 - Planning and executing group, partner, and self-directed projects effectively.

Examples:

- Learning Choices:
 - Teacher offers options for assignments, allowing students to choose based on learning goals and interests.
 - Students evaluate the options and choose assignments aligning with their interests and learning goals.
- Independent Research Projects:
 - Teacher supports students in conducting research on a topic of interest in groups, partners, or independently.
 - Students work in groups, with partners, and/or independently to gather information, analyze it, and present their findings.
- Problem-Solving Activities:
 - Teacher poses open-ended problems and encourages independent problem solving.
 - Students analyze the problems, explore solutions, and present their reasoning.

Additional Resources

- Initiating project and activity ideas
- Choices in learning activities and assessment methods

PHASE THREE

ADDITIONAL RESOURCES

INITIATING PROJECT AND ACTIVITY IDEAS

1. **Community Service Projects:** Plan and execute community service projects, such as organizing food drives, clean-up campaigns, or fundraisers for a charitable cause.
2. **STEM Challenges:** Introduce STEM challenges where students design and build solutions to real-world problems or engage in science experiments.
3. **Debate Teams:** Form debate teams and provide topics for students to research, debate, and present arguments. This could be across classrooms or grade levels.
4. **Creative Writing Workshops:** Foster creativity by organizing creative writing workshops, encouraging students to write stories, poems, or essays and finding a time for students to share and celebrate their writing.
5. **Cultural Celebration Days:** Host cultural celebration days where students research and present information about different cultures, including food, traditions, and customs.
6. **Science Fairs:** Organize science fairs where students conduct experiments, create displays, and explain scientific concepts to visitors.
7. **Art Exhibitions:** Showcase students' artwork in an art exhibition, allowing them to curate and present their pieces.
8. **History Research Projects:** Assign historical research projects where students investigate and present findings on historical events or figures that are part of their community.

CHOICES IN LEARNING ACTIVITIES AND ASSESSMENTS

1. **Project-Based Learning:** Offer project-based learning options where students can choose topics and create projects that align with learning objectives.
2. **Flexible Assessments:** Provide flexible assessment choices, including written essays, presentations, multimedia projects, or interactive demonstrations.
3. **Differentiated Assignments:** Offer differentiated assignments with varying levels of complexity to accommodate different learning styles and abilities that support achieving or extensions of the learning objectives.
4. **Student-Designed Assignments:** Allow students to design their assignments, demonstrating their understanding in unique and creative ways.
5. **Peer Teaching:** Encourage peer teaching sessions where students teach a topic of their choice to their classmates.
6. **Reflection Journals:** Implement reflection journals where students regularly reflect on their learning experiences, applying knowledge to real-life situations.
7. **Problem-Solving Challenges:** Present real-world problem-solving challenges connecting to the local community, enabling students to apply their knowledge and critical thinking skills.
8. **Choice Boards:** Create choice boards with a range of activities related to learning objectives, allowing students to select activities that interest them and help them achieve or extend the learning objectives.

PHASE THREE

ENHANCE

3. Encourage and Extend Critical Thinking

- Teacher Actions:
 - Designing lessons and activities that require analysis, evaluation, and synthesis.
 - Fostering an environment where questioning and exploration are encouraged.
 - Providing feedback that challenges students to think more deeply about topics.
- Student Actions:
 - Engaging in deep thinking and reflective questioning.
 - Analyzing and evaluating information critically.
 - Synthesizing information to form well-reasoned conclusions.

Examples:

- Discussion and Debate Activities:
 - Teacher organizes discussions and debates on relevant topics, allowing students to research, analyze, and present arguments.
 - Students prepare thoroughly and participate in discussions and debates, evaluating differing viewpoints critically.
- Analysis of Texts:
 - Teacher assigns texts and facilitates discussions that require analysis and interpretation.
 - Students read actively, ask probing questions, and discuss interpretations.
- Problem-Based Learning:
 - Teacher presents real-world problems requiring solutions based on synthesis of knowledge.
 - Students collaboratively explore possible solutions, weighing evidence, and considering implications.

Additional Resources

- Student-lead discussion ideas and checklist

PHASE THREE

TEACHER CHECKLIST FOR STUDENT-LED DISCUSSIONS

TOPIC SELECTION

- allow students to suggest discussion topics.
- Facilitate a voting process to select the most interesting topics

PREPARATION

- Encourage students to research the chosen topic.
- Provide resources or guidelines for developing key talking points.

FACILITATION SKILLS

- Offer guidance on effective discussion facilitation techniques, include active listening and open-ended questioning.
- Provide examples and model these techniques.

RESPECTFUL PARTICIPATION

- Establish clear expectations for respectful and inclusive participation.
- Discuss the importance of creating safe spaces for all voices.

TIME MANAGEMENT

- Assign a student timekeeper to ensure discussions stay on track and within the allotted time.
- Discuss strategies for keeping discussions focused and on topic.

NOTE-TAKING

- Designate a student note-taker to record important insights and ideas discussed during the session.
- Emphasize the value of summarizing key points.

FEEDBACK

- After each discussion, have a student gather feedback from peers on the quality and effectiveness of the discussion.
- Use this feedback to make improvements and adjustments.

ROTATING ROLES

- Implement a system for rotating discussion roles among students.
- Ensure that different individuals have the opportunity to take on the roles of facilitator, timekeeper, note-taker, and participant.

PHASE THREE

STUDENT CHECKLIST FOR CLASSROOM DISCUSSIONS

PLANNING

TOPIC RESEARCH

- Thoroughly researches the chosen discussion topic.
- Identifies key points and relevant information to share.

KEY TALKING POINTS

- Develop a list of key talking points or questions to guide the discussion.
- Ensure they are open-ended and promote thoughtful responses.

FACILITATION PREPARATION

- Review facilitation techniques, such as active listening and open-ended questioning.
- Practice facilitating the discussion with a peer if possible.

LEADING

FACILITATION

- Begins discussions by introducing the topic and setting norms for respectful participation.
- Encourages all participants to share their thoughts and ideas.

RESPECTFUL PARTICIPATION

- Ensures that all voices are heard and respected.
- Addresses any disruptions or conflicts calmly and constructively and gets support from the teacher as needed.

TIME MANAGEMENT

- Keeps track of time to ensure the discussion stays on schedule.
- Promptly transitions between discussion points as needed.

NOTE-TAKING

- Take notes on key insights, ideas, and contributions from participants.
- Summarize key points and findings at the end of the discussion.

REFLECTING

FEEDBACK GATHERING AND REFLECTION

- After the discussion, gathers feedback from peers on the quality of the discussion.
- Asks for constructive criticism and areas for improvement.
- Reflects on personal performance as the discussion leader.
- Identifies strengths and areas where facilitation skills can be improved and creates goals to improve.

PHASE THREE

ENHANCE

4. Sustain Reflective Practice

- Teacher Actions:
 - Regularly reflecting on teaching practices and student learning.
 - Seeking feedback from students and colleagues to improve practice.
 - Adjusting teaching strategies based on reflections and feedback.
- Student Actions:
 - Reflecting on their learning experiences and progress.
 - Providing feedback on teaching practices and classroom activities.
 - Actively participating in activities designed to enhance reflection and learning.

Examples:

- Teaching Reflection Journals:
 - Teacher maintains a journal to record reflections on teaching and learning.
 - Students are encouraged to maintain their own reflection journals and share their thoughts periodically.
- Feedback Sessions:
 - Teacher organizes regular sessions to gather student feedback on lessons and activities.
 - Students actively participate in feedback sessions, providing constructive insights.
- Peer Observations:
 - Teacher invites colleagues to observe lessons and provide feedback.
 - Students engage in the observed lessons and contribute to feedback by sharing their experiences and perspectives.

PHASE THREE

SELF-ASSESSMENT RUBRIC

Action	No	Mosly	Yes	Reflection & Next Steps
Student Leadership				
Provides opportunities for students to take on leadership roles within the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mentors student leaders in their roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encourages students to take initiative in classroom activities and discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Foster Student Autonomy				
Offers choices in learning activities and assessment methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encourages independent learning and problem-solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides guidance and support for group, partner, and self-directed projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encourages and Extends Critical Thinking				
Designs lessons and activities that require analysis, evaluation, and synthesis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fosters an environment where questioning and exploration are encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides feedback that challenges students to think more deeply about topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PHASE THREE

SELF-ASSESSMENT RUBRIC

Action	No	Mosly	Yes	Reflection & Next Steps
Sustain Reflective Practice				
Regularly reflects on teaching practices and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Seeks feedback from students and colleagues to improve practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adjusts teaching strategies based on reflections and feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-Assessment Scale

- **No:** Actions and examples are rarely or never demonstrated.
- **Mostly:** Actions and examples are demonstrated but inconsistently.
- **Yes:** Actions and examples are consistently demonstrated.

Teachers can use this Phase 3 Classroom Enhancement Rubric with only the teacher actions to assess their performance, set improvement goals, and engage in ongoing professional growth to foster a thriving and effective learning environment.

RESEARCH

Research Supporting this Guide:

Effective classroom management necessitates the establishment of a strong rapport built upon trust and empathy. According to a study conducted in 2014 (Jones), classroom management doesn't involve exerting control over students or demanding flawless behavior. Instead, it revolves around providing students with the necessary support to autonomously manage themselves during their daily learning and activities. Teachers should employ proactive strategies like offering positive greetings at the classroom door, intentionally cultivating and sustaining relationships, collaboratively defining classroom norms with students, and adopting a visible physical presence. These actions aid students in acquiring the social and emotional skills required for self-regulation. (Jones, 2014)

In a study carried out in 2018 (Smith), researchers conducted a comparative analysis of various factors contributing to student misbehavior, including issues like lack of discipline, motivation, or the desire to impress peers. Surprisingly, they discovered that academic deficits were responsible for 20 percent of misbehavior cases. These deficits often arose from students either struggling to comprehend assignments or finding them excessively challenging, leading to misbehavior as an outlet for their frustration. (Smith, 2018)

When addressing misbehavior involving two students, such as disruptive behavior, it's important to recognize that their motivations may differ. Taylor's 2010 study explains that a strategy effective in curbing one student's off-task behavior might exacerbate the other student's misconduct. Rather than reacting impulsively, teachers should delve into the underlying reasons behind the misbehavior. For instance, if one student is grappling with stress due to a recent change in their home environment, a different approach is needed compared to a student seeking attention from their peers. (Taylor, 2010)

RESEARCH

Research Supporting this Guide:

A study conducted by Williams & Davis in 2018 examined various factors contributing to student misbehavior, including discipline issues, motivation, and the desire to impress classmates. Surprisingly, it revealed that academic deficits played a significant role, accounting for 20 percent of misbehavior cases. These deficits often stemmed from students struggling to grasp assignments or finding them overly challenging, leading to misbehavior as a means of expressing their frustration. (Williams & Davis, 2018)

Thompson & Robert's 2016 study highlighted the detrimental effects of negative attention in the classroom. Negative attention, such as pointing out when students aren't paying attention or briefly talking in class, frequently resulted in students feeling less connected to the class, which subsequently led to more behavioral problems in the future. The researchers noted that teachers could unintentionally engage in a negative reinforcement cycle, a downward spiral that actually amplifies inappropriate behavior among students. Consequently, a student reprimanded for not paying attention is more likely to withdraw and seethe in anger than redirect their focus towards learning. (Thompson & Roberts, 2016)

Jones, A. (2014). Classroom management in the 21st century. Educational Leadership, 71(1), 12-16.

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Williams, R. & Davis, T. (2018). Understanding the causes of student misbehavior. Journal of Instructional Pedagogies, 21, 1-7.

Taylor, L. (2010). Differential responses to classroom misbehavior. American Journal of Education, 116(1), 123-136.

Thompson, J. & Roberts, S. (2016). The dark side of the classroom: Negative reinforcement. Psychology in the Schools, 53(9), 987-997.

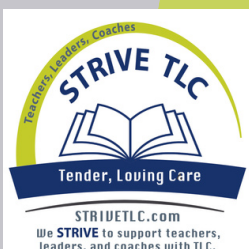
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