Slide 9 – Appearance of a Positive Classroom
Décor affects the classroom environment, and teachers often decorate classrooms to create a positive context. For example, teachers often:

- decorate walls and bulletin boards with colorful pictures and posters with motivational messages;
- allow students to help to decorate the room;
- display student work to show students they are proud of their accomplishments and efforts;
- arrange desks in seating arrangements conducive to group work, discussions, and easy access to instructional materials such as books, papers, and other necessary materials.

Slide 15 – Positive and High Expectations
Establishing Clear Standards for behavior by teaching students the classroom rules, procedures, and routines, so that students know how they are expected to conduct themselves in the classroom during lessons and other activities. Clear rules and procedures also include set standards for positive social interactions among students, so that students are expected to treat one another respectfully, and of course, teachers need to model how to show respect to others.

Teaching developmentally appropriate social skills training helps students understand the parameters of acceptable behavior standards and why these behaviors are important (McQuaide, Fienberg, and Leinhardt, 1994). [As noted in Competency 001, a student’s social development needs to be carefully considered when teaching students social skills (Erikson, 1963; Marcia, 1980).]

Teaching students conflict resolution strategies helps students to deal with conflict in positive ways (Spaulding and O’Hair, 2000).

Having high but attainable academic standards. In other words, teachers must ensure students have the prerequisite skills and background to succeed in their academic work. Also, when teachers scaffold instruction and guide students in a step by step progression through the zone of proximal development as advocated by Vygotsky (1986), students are more likely to succeed academically. Small successes help students to develop stronger self-efficacy perceptions, and as a result, they are more inclined to persevere through difficult academic work because they believe they will succeed (Bandura, 2000). (See competency 8 for more detail.)

Encouraging students in their work and acknowledging their effort (Marzano, et al., 2001).
Unfortunately, when students are assumed to be low achievers, teachers often have much lower expectations for them and are less inclined to acknowledge their success than they are for students considered to be high achievers (Good and Brophy, 2000). To create and maintain a positive classroom
environment, all groups of students need to be encouraged and acknowledged for their accomplishments and hard work.

Establishing cooperative instead of competitive classroom structures. When teachers design learning activities with cooperative goal structures in which students work together, students learn more (Slavin, 2001). In contrast, when learning activities have competitive goal structures in which one or a few students win and others lose, some students refrain from trying because they believe they will not succeed.
Slide 48 – Organizing the Classroom

Floor Space, Seating Arrangements, and Storage Space

How teachers organize the physical structure of classrooms affects classroom management. For example, if the design of floor space allows students to freely move where they are supposed to be for learning activities such as a lesson involving stations, then potential management problems involving student movement are eliminated.

Also, places for storing books or other frequently used classroom materials need to be easily accessible to students.

Equally important, students with special needs ought to be able to move freely. For instance, a student in a wheelchair needs to be able to move as freely as other students to ensure participation in classroom activities.

Slide 56 – Consequences

Establishing a Plan for Dealing with Misbehaviors

Teachers need an intervention plan in the event classroom rules are broken, especially if infractions are habitual and interfere with student learning. Some types of misbehavior are serious (e.g., defiant hostility toward the teacher) while others are mild (e.g., talking out of turn).

Both the severity and frequency of the respective misbehavior needs to be considered in the development of any intervention plan. For example, if a student left his seat without permission, the first step of a behavior plan for a minor offence may be a warning. For a second offence, the teacher may withdraw a privilege (e.g., use of a game), send to the student to time-out, or assign detention. Conversely, major offences such as the use of harsh and hostile profanity may require the teacher to send the student to the principal even if this is a first offense.

Logical consequences: Sometimes teachers use logical consequences for infractions. Dreikers et al. (1998) advocates that consequences of misbehaviors ought to be reasonable, respectful, related to the specific infraction of a set rule, and logical. For example, a logical consequence for students who wrote on a wall with spray paint is to clean the wall. Logical consequences teach students to take responsibility for their actions.

Slide 57 - Categories of Penalties

Graduated Consequences- Teachers should use the least intrusive method to re-direct student behavior. The severity of the consequences can increase if the student continues to break rules. However, using the most severe consequence at the first instance a student breaks a rule will not allow teachers any recourse to other consequences if the student continues to break rules. Therefore, graduated consequences allow teachers several opportunities to redirect students to act in accordance to the expected behavior.
Slide 60 – Positive Reinforcement

Reinforcing Positive Behaviors - Behavior management ought to include positive reinforcers to encourage desired behaviors and to create a more positive classroom environment. Teachers often use:

- praise to recognize student effort and performance;
- rewards such preferred activities and privileges (e.g., playing a game, an extra trip to the library);
- tangible Awards such as award stickers in the form of stars or tokens to be exchanged for some type of award at a later date.