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Effective Classroom Management on Overall Learning Outcomes

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Abstract

Education is a lifelong learning process and is constantly changing. Therefore, classroom management is a process as well. Due to the constant changes, educators must adapt to achieve successful academic outcomes. This research offers a better understanding of how classroom management impacts overall learning outcomes. Knowing what strategies prevent poor behavior and how to act on it when a situation arises is explored as well as how to keep student's best interests in mind and meet students on their level through effective classroom management. When that happens, positive learning outcomes are achieved through the implementation of effective classroom management processes.

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Introduction

What comes to mind when you think of managing a classroom? Is it, order? Control? Discipline? Relationships? If so, you are not wrong. However, there are many elements to consider when successfully managing a classroom. If you ask a group of educators what they consider classroom management, you will more than likely get different answers from each. Many educators think that their lessons are what determine successful classroom management and learning outcomes, but it is much more than just an engaging lesson and a reward system in place based on rules posted.

Defining Classroom Management

Classroom management is more than engaging lessons and rewards. In 2014, Garrett states that classroom management has two goals: academic learning and social-emotional learning. Academic refers to the subjects that educators are required to teach. Social-emotional refers to the growth of relationships and emotions. These goals can be attained if effective classroom management practices are in place. Each student has a level that educators must meet before learning can occur (Garrett, 2014).

Classroom management is knowing each student's level, and this means that teachers are able to create a learning environment to encourage positive interaction, engagement, and motivation. This includes a plan for rules and procedures, guiding and reinforcing behavior, motivating, and engaging instruction, and enhancing positive student-teacher relationships (Burden, 2020).

Teachers' View on Classroom Management

To better understand this concept, it is important to look at it through the lens of a teacher. To do this, a study on what teachers had to say about their classroom management process was examined. In it, teachers were asked if they thought they were successful at classroom management, what kind of behaviors they saw in their classroom, and how they responded. Most responded they were successful at maintaining good classroom management. However, a few said they weren't. Some reasons why were: not being experienced, lack of student-teacher relationships, establishing rules, and keeping lessons engaging. One teacher explained that knowing her students was the main reason behind her successful classroom management. Another teacher said setting the rules together with her students was the cause of her success. Some common behaviors among the teachers who were interviewed were: fighting, use of inappropriate language, and behaving in a way that disturbs the class. The solutions were giving warnings, making the class more enjoyable by using different activities, and finding the cause of the problem (Ari et al., 2016).

In addition, there was another study on the perceptions of teachers towards teacher-child relationships, behavior, and classroom management. The study found five major findings. Those included beliefs in children, teaching strategies, and acknowledging individual differences, challenges, and relationships. One teacher shared that when the students know you believe in them, children began to understand the material. Positive teacher-student relationships are vital for student learning. Children who do not have a relationship with the teacher will show misbehavior. This can be frustrating and may affect the teacher's ability to meet their needs. This study also includes the teaching strategies used to reach the students. If the student wants to

stand up to work, let them. It is important to include fun, engaging lessons and adapt to their

needs (Chen et al., 2021).

Classroom management is an ongoing process. Every classroom will not look the same.

However, every classroom needs to have the same end goal: student success. To reach student

success, educators must understand what classroom management is and what it looks like when

it comes to instruction, environment, rules, relationships, and discipline. Figure 1 shows the

prevention and response part of the process. Educators must promote an environment using

prevention strategies and know how to act when a situation arises.

Figure 1

Practices for Effective Classroom Management
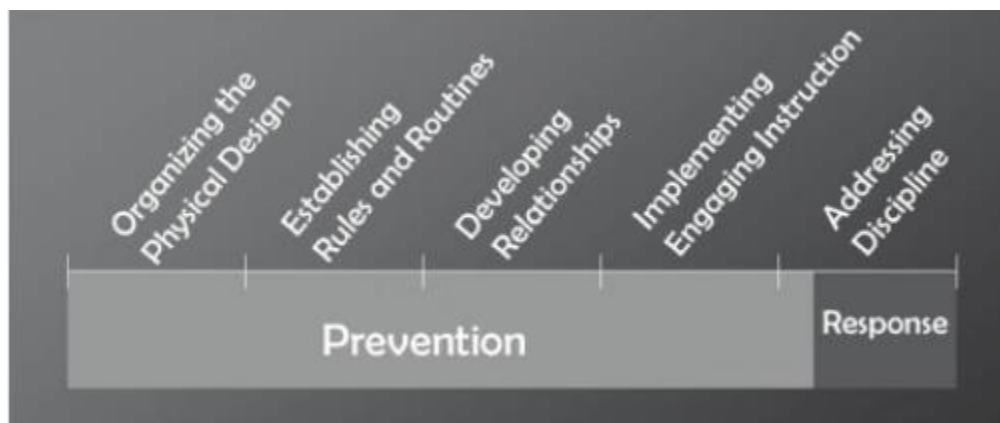
Garrett, T. (2014). *Effective classroom management: The essentials*. Teachers College Press.
    Retrieved April 15, 2022.

The Process of Classroom Management-Physical Design of the Classroom

One step of the prevention process is the physical design of the classroom. "A classroom

is not a single homogenous space cube. Rather it is a network of interconnected and varied

micro-environments" (Sommer, 2001, p. 175). There is so much going on in a classroom, that

educators must consider every aspect of the space when designing. Examples include the noise, the seating, the lighting, the organization, and most importantly, the students. In other words, how does the classroom layout affect classroom management? The classroom's physical design should make students feel safe and motivated so overall academics are a success.

Meeting Area

Classrooms that have an area where all students come together to talk with the teacher should be large enough to accommodate all students with plenty of elbow room. If the area is small, there will more than likely be behavior problems. Students may disrupt discussion by chatting or invading other students' space. Having assigned spots but changing them up often is a way to stay on top of behavior prevention and create positive classroom management (Gujarati, 2011).

Transitioning

Considering transitional spaces when designing a classroom is another way to alleviate potential problems. When students line up to go to lunch or recess, you don't want them to go through an obstacle course. That can cause problems like unnecessary conversations, pushing, and shoving. You want them to have an open, clear space to walk to and stand in line like they were taught (Gujarati, 2011).

There should be specific areas for supplies, where to sharpen pencils, turning in work, etc. If everything has a place, students feel less confused and focus better. In addition, not having

all of these in one corner of the classroom can minimize traffic problems. Everything needs to be easily accessible to prevent chaos.

Desk Arrangement

There are several ways to arrange students' desks to promote learning. Classrooms have an "action zone." This is the area where students and teachers frequently interact with each other. If the classroom is set up in traditional rows all facing forward, the action zone is located at the front and center. Students who sit the closest to the action zone benefit from instruction more so than the students who sit the farthest. Educators should position themselves in different areas of the room when providing instruction to reach every student equally. The traditional rows are also beneficial because all the students are facing and listening to the teacher. Students aren't sitting right next to each other, so they are less distracted by their peers. In contrast, this arrangement comes off as the teacher being authoritative and not giving students freedom. It is difficult to work in pairs or groups this way as well.

Desks can also be arranged in clusters. This arrangement emphasizes the importance of classmates working together. It allows the teacher to work with each cluster privately. However, when needing all student's attention, it can be a struggle if they are facing each other. Clusters can lead to a high noise level and no production. Those problems can be prevented by modeling what instruction and group work looks like in clusters (Garrett, 2018).

Third, pairs are also an option for desk arrangement. Like clusters, it also emphasizes the importance of classmates working together. But like traditional rows, it also shows the teacher as being authoritative. This way allows students to work as partners, which isn't as noisy as four, or clusters.

And lastly, U-shaped is an option for desk arrangement. It allows all students to see the center of the room and the teacher can easily capture their attention to minimize excessive talking. Adjacent students can work in pairs without creating too much chaos. However, group work can be difficult, and it may get too crowded (Garrett, 2018).

Flexible Seating

Recently, flexible seating has become more popular. It is described that flexible seating in the classroom looks like "Starbucks" with students working around the room than at individual desks. It is meant for the classroom to flow, rather than rigid. Flexible seating is used so students have a choice of where they want to learn in the classroom to be as successful as possible. If one spot doesn't work in the room, they can move to another spot freely.

Some types of flexible seating include therapy balls, soft chairs, rugs, couches, pillows, etc. These options give students choice and freedom, leading to a sense of purpose and community in the classroom. As a result, this will decrease disruptive behavior (Al-Bataineh, 2021).

Decorating

"Too many objects, noises, and color can result in students experiencing unnecessary stress that can impact learning" (Dillon, 2018, p. 1). It is important to keep the wall displays in rotation. If you do not refer to the displays during instruction or students struggle to understand them, do not display them. Be mindful of color choices when decorating the classroom. "Busier" colors can often lead to mental exhaustion.

Teachers should be careful when decorating their rooms. Small, personal touches are nice to make the classroom feel warm. However, some teachers get carried away with their decorating. Sometimes they use excessive bright colors, too many knick-knacks, cover all wall space, and hang a lot of decorations from the ceiling. This can be distracting for students. Adding decorations may seem cheerful, but many students need a calm place to learn.

Educators who design their classrooms carefully and effectively promote effective classroom management. When students feel they have a role in the classroom, they will more than likely engage in learning and positively impact emotions. In return, this will prevent bad behavior. Preventing bad behavior before it occurs is successful classroom management (Capizzi, 2009).

The Process of Classroom Management- Rules and Routines

The biggest struggle for educators in the classroom management process is rules and routines. They are both expectations used to prevent behavior problems and chaos. Rules are more of an overall class expectation. In contrast, routines are task-specific. Rules and routines are used to prevent problematic behavior and have order in the classroom (Garrett, 2014).

Setting ground rules and routines gave the classroom community a set of logical and clear expectations. It's more beneficial when creating them mutually so students are held accountable. Rules and routines allow the students to make their own decisions and be aware that their decisions affect their peers as well. They foster trust, respect, and ultimately, success (Schaefer, 2018).

Creating Rules

Research says there are six decision-making guidelines to go by when creating effective classroom rules. The first is deciding who is going to create the rules. His study says having the students create the rules will have them better relate and comply. If they break the rules, they are breaking the rule they made for themselves which holds them accountable. On the other hand, some students may respond better to established rules and tweaking them along the way to accommodate students (Kostewicz, 2008).

The second guideline to creating effective classroom rules is deciding what behaviors are worth writing rules for. The teacher must determine the needs of the students first, then create them to prevent the behaviors that are most likely to occur. The third guideline is deciding on how to write the rules. The study showed that rules must be written positively and specifically. The teacher thinks about what behavior she wants to see and avoids phrases with a negative tone such as "do not." Rules must be specific, so students know exactly what is expected of them. Leaving the rule open to interpretation isn't effective.

The fourth guideline is deciding how many rules there should be. One study showed that having too many rules leads to confusion and is overwhelming. Fewer rules make it less to remember how a student should and shouldn't act. However, not enough rules can lead to more behavior problems. A sufficient range is 3-5.

The fifth guideline is preparing for rule communication. Studies showed that there are two methods of rule presentation. These include publicly posting them and teaching them. Rules should be posted where students and teachers can easily refer to them. It is best to explain a rule's importance and model examples and non-examples of the rule. The last guideline is asking

yourself how you will support the rule and implement it. Teachers can observe and see if students need more practice following the rule.

Some guidelines to consider when creating rules. Classroom rules should be easy to understand and for teachers to monitor. If they are unclear and unmeaningful, students will more than likely not follow them. Rules should be concise and short for students to easily remember. He also says that 3-5 rules are a good number to have. Rules should state what the student *should* do rather than what they *should not* do. If students can repeat and explain the rule to you, then you know the rule is written correctly so they can understand (Capizzi, 2009).

Creating Routines

Routines are task-specific. They can include turning in work, bathroom breaks, how to participate in discussions, and pencil sharpening. They are also referred to as procedures, the exact way a task is supposed to look like. Routines save valuable instructional time, reduce behavior problems, and promote social-emotional development. They also engage motivation and engagement and help with the fluidity of the classroom (Garrett, 2014).

These are best learned if taught at the beginning of the year but modeled and rehearsed daily. Changes can be made based on your students and the environment. It is a process and could take some time to learn. After practicing several times, a short reminder may be all that you need.

The purpose of the routines is so that the students understand what is expected of them and there is no room for error because of a lack of understanding of the desired task. They are intended to improve classroom management and lessen poor behavior. The study showed that

implementing classroom procedures increased teaching time and less time correcting behaviors (Lester et al., 2018).

Another study showed that routines are specific steps students must take to accomplish a task in the classroom. Students will be aware of what they should always be doing in the classroom. Creating routines is meant to take the guesswork out of classroom behavior and replace it with a smooth functioning classroom. Well-established routines increase classroom efficiency and free up instructional time that is wasted on directing student behavior. Effective classroom managers take the time to model and practice routines. Teaching the routines thoroughly will show students the expectations of the behavior and actions in the classroom (Capizzi, 2009).

The Process of Classroom Management- Relationships

Student-Teacher Relationships

Building positive relationships with students is a key component of the classroom management process. Educators must focus on relationships first, then the learning will come after. "No matter what subject you teach, the lessons are more effective when strong classroom management and positive relationships exist" (Parker, 2019, p. 10). We must get to know students on a personal level; find out who they are, what they enjoy doing, and how they learn. Some examples include having one-on-one conversations, morning meetings, icebreakers, and having them write about themselves. Without this information, it is difficult to create an engaging lesson and can hinder academic success. With this information, educators can intervene early to avoid poor behavior. Students and teachers will also feel mutually respected.

Taking the time out of the day to have those one-on-one conversations is super important. Educators must let students know they care and are truly there to help with their success. During those conversations, teachers can get to know their feelings and about their home life. If there is poor behavior occurring, teachers can recognize this through discussion and develop an understanding of why they are acting out.

The students who have those inner walls put up can be challenging to reach. It can take some time; it is not going to happen overnight. When students do misbehave, educators can use that as a learning tool. It is important to not talk down to them but to ask them how you can help them. Let them know it is okay to have bad days, but we must push through and focus on how we can do better.

The quality of relationships in a classroom affects the teacher's ability to create a successful learning environment. Students who think their teachers are caring and respectful are more likely to cooperate and engage in academics. One way to keep a positive student-teacher relationship is to have a sense of humor. It is okay to laugh at yourself, with students, or make jokes if it doesn't take away too much time.

As a teacher, you are a real person and have a life outside of the classroom too. It is okay to let your students have a glimpse of that. Let them ask you questions about your spouse, children, pets, favorite book, etc. Be mindful of what you share. Your students will want to engage in instruction if they feel you are open and honest. The goal is to build connections and not present yourself as their friend.

You want your students to feel welcomed. Greet them daily at the door. It is exciting to them to know you are waiting for them to learn. Be sure to smile and learn their name. If your

students know they are loved, they will want to come back to school and continue learning Garrett, 2014).

Congruent communication is key to effective teaching. "Congruent communication is a style of speaking that does not attack others, but instead remains harmonious with feelings being experienced" Some examples include listening, facial expressions, and responding with empathy. Some students struggle daily, and it is the teacher's place to listen to them when they need to share their feelings. Use frequent eye contact. Try not to grade papers while listening. Let them talk and be careful not to interrupt them. Conversations can diffuse anxiety and build positive student-teacher relationships. Be genuine and empathetic when responding. If you need to have a conversation, do it privately and not in front of everyone. Building relationships with students begins on the first day of school. Students are watching your body language, tone, and facial expressions. They are deciding whether the teacher cares for them personally. Academic growth increases because the communication is congruent between the teacher and the student (Brown, 2005).

Student-teacher relationships are simple and a must for shaping student behavior. Problem behaviors can be reduced when the focus is on creating positive student-teacher relationships. Also, short and long-term benefits have been seen when these relationships have formed. Problem behaviors can be disruptive and impact the student-teacher relationships; therefore, it is important to prevent the occurrence of these behaviors, so it doesn't interfere with academic growth (Yassine, 2020).

Parent-Teacher Relationships

Developing relationships with students' parents is important when effectively managing a classroom. Students will achieve more if their parents are involved in their education. This means helping with their assignments, cooperating with the teacher about their child, and attending school functions and meetings. He also states that parent involvement helps with behavior and character (Garrett, 2014).

Students whose parents are involved in their education typically have fewer absences, are more willing to do their homework, have higher graduation rates, and are more confident in their abilities. Home visits are recommended for disengaged students; they allow time for parents to ask questions and share their concerns. These would build trusting relationships that are needed for student achievement. Building those relationships with parents will increase the likelihood that students will be more successful academically and socially (Stetson et al., 2012)

Not all parents will be easy at forming relationships with. There are barriers when it comes to parent involvement. One barrier being parents believe that it is the teacher's responsibility to teach them; their job was only to get them to school. Another barrier being parents don't understand the content either because of a lack of knowledge or language. Understanding the barriers and developing skills needed to help tackle those barriers will be beneficial to creating successful parent-teacher relationships. As educators to help break through the barrier, you must let the parents know you are committed and are an advocate for their child's education (Hornby, 2011).

The Process of Classroom Management- Engaging Instruction

Creating engaging instruction is an important component of the classroom management process. It can be tough for educators because planning an effective lesson to reach every student can be a challenge. Educators can have the most perfect thought-out lesson plan and still fail if students aren't engaged and motivated. The following section describes the principles of instruction to create effective and efficient instruction (Merrill, 2013).

Activation

Educators must activate a student's prior knowledge before teaching new skills. Beginning your lesson with a five to eight-minute review of previously covered material can enhance connections to new material. Then, review the new lesson and show how it relates to the old. Introducing the new material before reviewing the old can lead to confusion and disengagement (Rosenshine, 2012).

Demonstration

This principle is used when showing learners how to apply the information you are trying to teach them. It is a "show-and-tell" approach, showing how it's done while telling how it's done. Several examples of how and how not to do it are beneficial. Too much information can be overwhelming, and students will not be able to process it. Learning takes place when the problem or task has been demonstrated with consistency and guidance (Merrill, 2013).

Application

Learning is valued when the students' new skills are applied and required for the new content being taught. It is important to remember that this principle is not intended to just remember the material. The skills must be applied to a task or problem and feedback must be provided. Feedback includes checking for understanding. This will alert teachers whether they need to reteach or can move on to new material (Merrill, 2013).

Integration

In this principle, learning takes place when the student can apply the skills to everyday life, reflect, and share with others. Students are motivated when they can see their own progress, like beating a level on a video game. Being able to show a friend the new skill and apply them to the real world is satisfying.

When planning instruction with engagement, using a proactive approach is going to be beneficial. Proactive strategies require planning that targets student engagement during the lesson before poor behavior occurs. It focuses more on demonstrating appropriate behaviors rather than focusing on consequences. "Whole-group question and response systems use high rates of opportunities to respond and high-probability requests where all students participate through varied models of responding" (Nagro, et al., 2019, p. 132). The goal of whole group response systems is to promote student engagement, activate prior knowledge, and improve comprehension for all students, including the hard-to-reach students. Research shows that using whole group response systems improves academic and behavioral outcomes. In addition, using movement in lessons will improve student behavior and promote student achievement. Movement during instruction can be beneficial to those who are inattentive. Teachers who use visual strategies increase achievement in areas of play, behavior, social, cognitive, and school

readiness. Visuals serve as a prompt to gain independence. They can be static, meaning they know exactly where to look when they need to use the prompt. They can also be mobile, meaning they can take the prompt to their desk or anywhere with them. Visuals can also be used for classroom rules and routines. Providing student choice during instruction gives an authentic learning experience that is relatable to the real world. Students who are provided with student choice have shown better graduation and employment success rates. In the classroom, students have shown greater independence, reduced disruptive behavior, and increased engagement. Figure 4 (should be 2) shows an example of a proactive math lesson (Nagro et al., 2019).

Figure 2

Proactive Lesson Plan

Grade 6	Proactive Lesson Plan Subject: Math				Time: 50 minutes
Lesson Components	**Plan**	**Whole-Group Responding**	**Visual Strategies**	**Movement**	**Student Choice**
Lesson Standards & Objectives	Students will learn how to multiply two decimals while using precise language to describe the process.		1. Advance the electronic schedule 2. Post learning objectives		
Warm-up	In partners, students will recall the rule for multiplying a decimal by a whole number using this example: $40.12 earnings X____1 day	Students will use white boards so everyone shows their work (choral responding)		Students will stand, use finger pointing, and repeat three times: 1. Write the rule 2. Solve the problem 3. Share with partner	Students can choose to create a math story based on the numbers in the warm-up
Teacher-Led Instruction	After reviewing the partner warm-up I will talk through new concept... $40.12 earnings X____.5 day $401.20 earnings X____.5 day	Students will turn and tell a partner how they decided where to place the decimal point	Model using the graphic organizer with F.U.S.E. mnemonic	Eric will stand to match letter and definitions on F.U.S.E. anchor chart as I model for the class	
Student-Led Learning	In small groups students will answer... $78.90 price X____.2 (20% off) $7.89 price X____.2 (20% off)	Students will use white boards in groups of four			
Wrap-up/ Closure	1. Students will share out work from groups 2. I will correct misconceptions 3. Class will repeat rules 1, 2, and 3	(choral responding)		Students will stand, use finger pointing, and repeat three times: 1. Multiply numbers 2. Count right to left 3. Move decimal point	In math folders, students will choose to write the rule in their own words or show the rule using an example

Nagro, S.A., Fraser, D. W., & Hooks., S.D. (2019). *Intervention in School and Clinic. 54*(3), 131-40.

The Process of Classroom Management- Responding to Discipline

The last part of the classroom management process is responding to discipline. There are four strategies that effective teachers (classroom managers), displayed to prevent poor behavior.

One is, *withitness*; this is where teachers are constantly monitoring behavior. The classroom is such a busy place; constantly scanning the room to catch behavior right before it occurs will decrease interruptions. *Overlapping* is described as multi-tasking. It is crucial to keep the schedule on track to allow maximum instruction time. *Continuity* and *momentum* are shown when teachers keep a good flow of the lesson. It isn't slow causing students to lose track. It isn't too fast causing a sense of frustration.

Although you can plan and practice all the classroom management processes, students can still misbehave. There are three guidelines you can keep in mind when responding to behavior. The first is preserving the students' dignity. You are trying to build relationships; not tear them down. If you embarrass them, they may start acting worse. The second guideline is to keep the lesson flowing. Taking the time to discipline students during a lesson reduces the instruction time. Find a way to discipline in a way it is not distracting to the class by using nonverbal cues. The third guideline is using culturally consistent language. Watch how your students talk with one another; this will show you how to give directions to where everyone understands (Garrett, 2014).

Praise and Feedback

Praise and feedback are important aspects of the classroom management process and can control the degree of behaviors. Feedback is provided by teachers to improve student performance. Proper feedback can motivate them to obtain the knowledge to complete assignments. It can also make them aware of what they need to improve on (Al-Ghamdi, 2017). In addition, feedback is instructional and effective. The most common type of feedback is

general praise, not behavior-specific praise. A study showed that students prefer effort feedback rather than ability feedback (Anthony, et al., 2019).

On the other hand, praise and feedback can lessen motivation and can cause them to be dependent on rewards. Also, he says that smoothness, effective lessons, and activities in the classroom were motivating students, not praise. Praise may have a negative effect on academics. Some students cannot always be "good" or "smart," which may think they are not capable. He states that educators should use "encouragement." This is where they need to receive specific feedback and can evaluate their own behavior. Encouragement will enhance self-esteem and allow them to bloom in the classroom (Randy, 1989).

Effective management plan can be compared to an automobile. For them to run as they should, they need regular maintenance. Students need feedback on their behavior. Praise should describe the behavior and should be given directly after the desired behavior. "Good job" is too vague. "Good job for coming to the carpet and sitting quietly" is more specific. A good rule when giving feedback is using four positive comments for every negative one you have (Capizzi, 2009).

Strategies When Responding to Behavior

Positive Behavioral Interventions and Supports (PBIS) are being implemented within schools and classrooms nationwide. PBIS focuses on preventative behavior strategies and includes consistent consequences when expectations are not met. The goal is to stop problem behavior and increase desirable behavior in a positive way. Table 1 Figure 3 shows an example of using this. Step one is differential reinforcement of alternative behavior. This is where the teacher ignores the problem behavior and gives specific praise to a student close to them who is

showing the desirable, alternative behavior. Then, the teacher uses positive reinforcement as soon as the student stops the problem behavior and starts showing the desired behavior.

Figure 3

Example of Using Positive Behavior Intervention

Hierarchy of supportive consequences	Example: A student is fiddling with objects in her desk instead of beginning a writing assignment
Step 1: Differential reinforcement of alternative behavior	The teacher ignores the fiddling with objects behavior, provides specific praise to a peer who is sitting close to the student and writing as instructed, and provides positive reinforcement when the student stops fiddling with objects and begins writing.
Step 2: Nonverbal reminder	If the student doesn't begin writing, the teacher encouragingly points to the student's paper to prompt the student to begin writing or provides a visual cue such as a picture of the student writing or a cue card that reads, "Time to write."
Step 3: Verbal reminder	If the student doesn't begin writing, the teacher provides an encouraging verbal prompt such as, "It's time to start writing."
Step 4: Offer assistance or modify the task	If the student doesn't begin writing, the teacher writes the first sentence for the student and asks the student what she can write next. The student states what she can write next, starts writing, and the teacher walks away, allowing the student to continue working.
Step 5: Provide a safe space for deescalation	If the student doesn't respond to Steps 1–4 and begins escalating into emotional distress, the student goes to a predetermined safe space in the classroom to calm down. Once calmed down, the student returns to her desk to complete the writing activity.

Leach, D., & Helf, S. (2016). Using a hierarchy of supportive consequences to address problem behaviors in the classroom. *Intervention in School and Clinic.* 52(1), 29-33.

If step one doesn't work, use step two, which is using a non-verbal reminder. To cause the least amount of interruption, using a visual or gesture to remind the student of the expectations will encourage them to change their behavior. Examples can include pictures, a sticky note on their desk, or holding up number two to remind them of rule 2.

If the non-verbal reminder doesn't work, use a verbal reminder. Verbally remind them of the expectation in a positive tone to encourage them to change their behavior. If the student is still acting out, the next step is offering help. One way to do this is by modeling the assignment, letting the student demonstrate how to do it, and giving feedback. Sometimes, they may be lacking interest. Find what they like and modify the assignment, this will likely increase their motivation.

The last step is providing a safe place for them to calm down if all the other steps don't solve the problem. "It is important to note that this step is not the same as time-out." Time-out is used for punishment. This step is meant to regulate the emotions and have the student complete the task once they have calmed down (Leach & Helf, 2016).

Understanding Classroom Management

At this point, you have read about the classroom management process. It has several components that make it up including prevention strategies and how to effectively respond to misbehavior. Research thoroughly uses the job of an air traffic controller as an analogy to help educators understand the classroom management process to allow students to academically flourish. The author uses three components to support this analogy: preparing a flight plan, ensuring a smooth flight, and bringing them in safely.

An air traffic controller decides what the pilots can do and where they can go by creating boundaries. A teacher creates boundaries in their classroom, too. The teacher creates boundaries by discussing the rules and expectations. A teacher also focuses on the physical design of the classroom, noise, lighting, and temperature, A classroom with excessive distractions can hinder learning. For pilots, concentration can begin when the runway is clear, quiet, and ready for takeoff. Creating boundaries and students knowing what the teacher expects of them will create a productive learning environment with minimal misbehavior.

Ensuring a smooth flight is crucial in the air and in the classroom. Both situations can become stressful quickly. It is crucial to remain calm, concise, and specific. Harshness and vagueness will create a negative tone and cause the situation to escalate. Pilots use readings and feedback from the air traffic controller to manage their course of the flight. Similarly, students

can use visual prompts to stay on course. One way to do this is the teacher can draw a line on their paper to show them how much work they have completed. However, their goal is to work beyond the line. They can easily reference this visual prompt to help them stay focused.

When airports are busy, air traffic controllers must direct flights in a holding pattern before landing. When the classroom is busy, students who are misbehaving may need intervention to prevent disruptions. A good way to do this is to allow students to run an errand or reflect in a quiet spot in the classroom.

Air traffic controllers do not fly the planes; pilots do. Teachers do not control the behavior; they guide students to their success. Teachers must understand that classroom management is a process, just like flying a plane. Both must have a plan, carry out the plan using different strategies, and understand the overall outcome is a success (Mundschenk, 2011).

Is Classroom Management a Gift or Skill?

New and seasoned teachers believe that classroom management is the most concerning aspect of teaching and student achievement. Many think teachers are born with the gift of successfully maintaining a classroom. Colleagues may see it as a talent and begin to compare themselves. That just isn't true. Classroom management is most definitely a learned skill. It can be taught, learned, and practiced to improve student learning. It is a process that can be planned at the beginning of the year and changed throughout to fit their needs. (Bosch, 2006). There is not one magically universal plan; every plan will look different. It must reflect your teaching style and your students' needs. It is designed so that everyone will work together towards the same goal.

Teachers who are skilled and effective classroom managers may appear "natural" to other teachers. New teachers don't have the proper preparation and confidence about managing a classroom. A study showed that teachers who rank in the top quartile have fewer classroom disruptions than the teachers in the bottom, or just starting out with little experience. It also showed that teachers who effectively manage their classrooms view the work as a process with the students rather than something that needs to be done once (Schafer & Barker, 2018).

How to Create a Classroom Management Plan

Setting Up the Classroom

Setting up your classroom influences the experiences you and your students share throughout the school year. Based on your teaching style, you must determine where the desks are going to go. You must think about where your students are going to do independent work, group work, or whole group instruction. What are you going to put up on your walls or classroom door to make it warm and inviting? Creating a checklist of what is needed before the beginning of the year will be beneficial when designing the space.

When determining where desks are going to do, think about your teaching style and your students. Do you have students who need accommodations like those with poor vision, difficulty, hearing, or wheelchairs? Make sure they are seated where they can see or hear the instruction better. Also, make sure they have enough space to move freely for those with wheelchairs or when transitioning to each activity. Is your teaching style geared towards teacher-led activities? Do you use small groups for instruction? If it is teacher-led, your desks should be in rows facing you. If you use group work, organize your desks in clusters. Any way you choose should allow enough room for personal space.

Next, think about the meeting area and instructional spaces. Remember, is your meeting area large enough for all your students? If you choose to have assigned seats, you may have to change it up often due to behaviors you see start forming. When doing small group instruction, make sure the table is sectioned off from your desks so your students who are working at their desks are not disturbed. There should be a table and enough chairs for students to sit comfortably. A whiteboard and supplies should be readily available here too, so you don't have to gather supplies every day.

Also, all materials in the classroom are in a specific location and should be labeled. In the reading corner, if a student wants to find a book on a dog, then the student should be able to find a bin that reads *animals*. There should be a tray for completed work; students will know where to put their work when they are finished without wasting time asking the teacher.

Figure 2 (Should be Figure 4) shows the type of flexible seating that can be used. A teacher explains what it is and how it worked in her first-grade classroom. Flexible seating is comfortable and allows for choice. Choice is motivating and increases engagement. Flexible seating also builds relationships and provides a sense of community. It worked for her because she started out small and developed a plan and I recommend that for you too if you are new to it (Cecelia, 2022).

Figure 4

Kinds of Flexible Seating

Should you try flexible seating? why I think it worked for me. I Love 1st Grade. (2020, January
1). Retrieved May 8, 2022, from https://ilove1stgrade.com/should-you-try-flexible-seating/

First, you must think about what types of seating you want, where you will use them, and

when they will use them. By starting out small, you can leave the traditional chairs like they are

and have your flexible seating around the room. Next, think about when they will get to use

them. Do you have enough for everyone, or will you need to rotate who uses them on certain days? She found that her first graders were responsible with the flexible seating because she told them that it was a privilege and if poor behavior started, they would lose their privilege.

There are a few things to keep on your checklist when it comes to decorating the room. Make sure your rules are posted so everyone can see them. You should have displays about what you are currently teaching for easy reference. Students become less engaged if the displays are old and not relevant to what they are working on. When choosing colors for your room, I recommend choosing neutral colors because the "busier" colors can become a distraction (McLeod, et al, 2003).

How to Create Rules and Routines

I believe it would be more beneficial to create the rules with your students together on the first day of school. Five rules should be sufficient. One or two isn't enough and ten may be overwhelming, so I believe five is a good number to start with. List them on a poster as you all create and have the students sign their names. With them signing means they understand the rule and take accountability if they break them. It is important to stay positive and specific when creating the rules. For example, the rule you all come up with is: *Be Kind*. *Be Kind* is too vague. Ask them what it means to be kind. Let them know that being kind means always including others when we play, speaking nicely to one another, and helping others. It is best if the words "do not" are omitted from your rule. Figure 3 Figure 5 shows an example of how this teacher wrote her rules (Clement, 2014).

Figure 5

Example of Classroom Rules
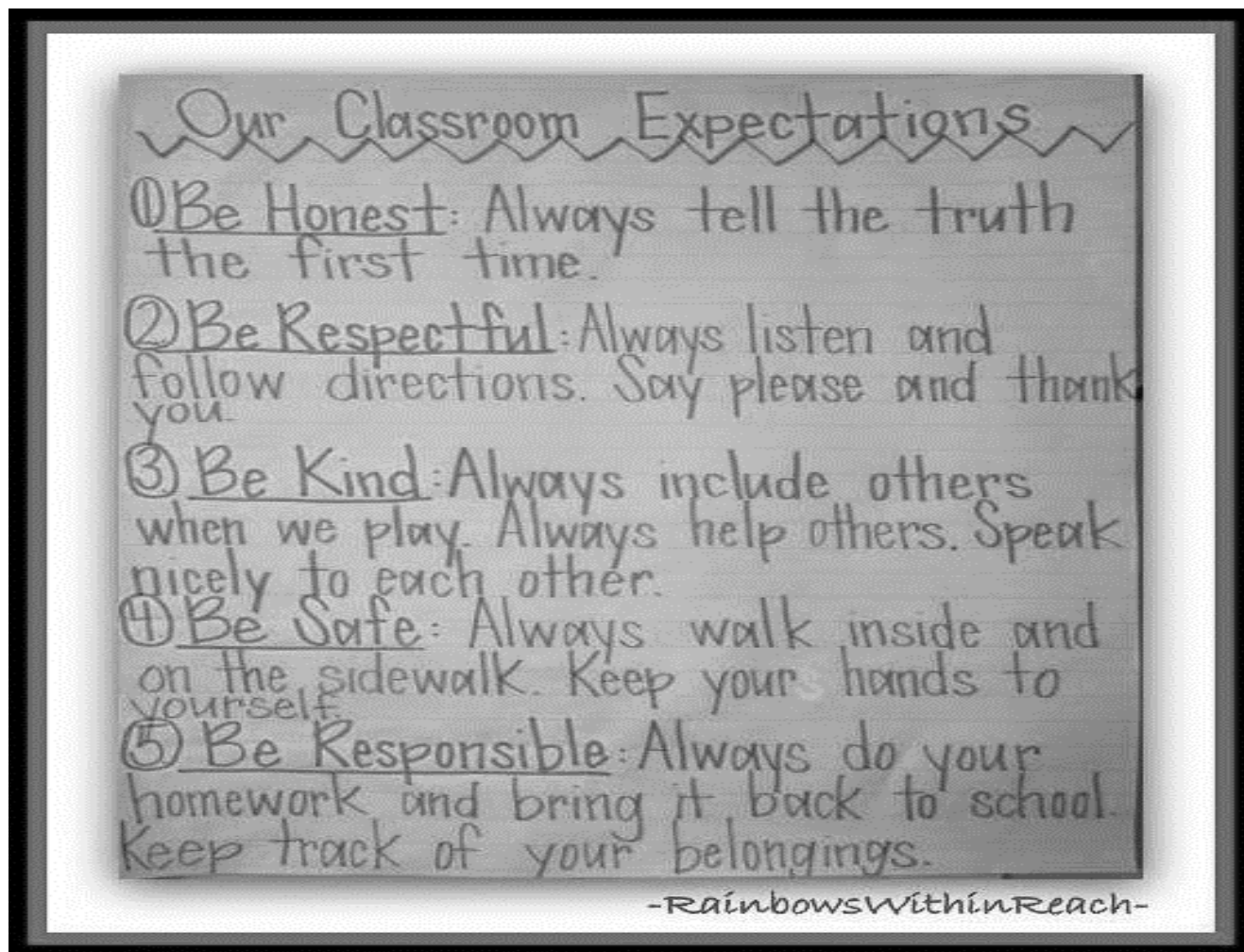
71 examples of classroom rules, behavior + expectation charts. RainbowsWithinReach. (2014,
July 6). Retrieved June 7, 2022, from
http://rainbowswithinreach.blogspot.com/2014/07/71-examples-of-classroom-rules-
behavior.html

Routines and procedures are more thought out since there will be many of them that need

to be taught and learned. Before the beginning of the year, create a list of what routines you

might face during the school year. The list could include but is not limited to, arriving in the classroom, taking attendance, turning in work, and lining up. These may sound like simple tasks, but when you have 25 students trying to do the same thing at once it becomes chaos. So, having a routine in place is crucial for classroom management. Taking attendance should take about a minute. One way to do this is to have students' names on magnets on the board. When they come in, they move the magnet to the "I'm here" side. When it is time to turn in attendance, look at the board and see who has or hasn't moved their magnet to determine who is here and who isn't.

How to Build Relationships

Strong relationships are essential to the classroom management process. You can begin before the school year starts. Start by sending letters introducing yourself to all the students in your classroom. This lets students and parents know you are thinking about them already and are excited for the school year to start. Every morning, greet them at the door; it is so exciting to see someone waiting for you to get there to learn. Do a handshake or a fist bump, something fun to hype them up. Incorporate writing activities where they must write about themselves. Find out what they like. It may be helpful to get a notebook and take notes of their interests to see how you can fit them into your instruction. Spend a few minutes at the end of every day letting students discuss their feelings, talk about their day, or their favorite pet. Share about yourself; let them know you are a real person too. Reaching them personally will develop a strong relationship and lead to academic success.

Who knows your students the best? Their parents. When parents and teachers work together, the students work better at school and at home. When contacting parents, start with the good first. Don't wait until there is a problem to call; they want to have only good calls, too. If

there is a problem, talking to parents will help you better understand what is causing the problem. Then, you can better help the student. Parents want to know about how their child did at school; take the time to write quick notes to send home. If parents can't help with homework because they don't understand or maybe have a language barrier, offer materials that can help them. Don't forget to send newsletters out monthly; this is a good way to keep your parents up to date on what is being taught.

There are several pieces of advice I want to share with you when preparing to talk to a parent. Remember, your student is their baby. Be sensitive. When initiating a conversation, ask them what time works best so you can both be dedicated to the conversation. The most important piece of advice is to come prepared. Write down some things you want to talk about. Speak with clarity. Ask them if they have any questions or give them a chance to talk. Listen to their concerns (Lawrence, 2019).

Home visits are a wonderful way to build relationships with parents. However, they can present some challenges. Parents and teachers may think their lives are just so busy to add one more task to the to-do list. These visits can seem intimidating as well. Teachers must make that first initial contact. The contact should be a phone call introducing the purpose of a home visit using parent-friendly language. It is good to take a colleague with you, especially going into unfamiliar territory. When you arrive, start off positive about the student. Bring a piece of work they have completed to show off to the parents. Next, ask questions about them and their home life. Then, tell them a little bit about yourself. For example, how long you have been teaching, why you like teaching that grade, and a little bit about you and your family. The next part of the meeting is to develop goals for the student that teachers and parents can work on together to ensure the student's success. Ask the parents if they have any concerns for their child. An

example of concern would be the student not wanting to complete their homework. The teacher should then suggest some ideas such as providing a quiet space and setting up a time to do homework before they get to play to help solve this concern. At the end of the visit, talk about ways you and the parents can communicate with each other. Let them know they can contact you anytime via phone, email, etc. Texting is a major form of communication now and should be used if parents agree.

How to Create an Engaging Lesson

According to research, teachers should use the principles of instruction and a proactive approach to creating an engaging lesson. First, think about what type of students you have and their abilities. Next, think about your goal for the lesson and what you want them to learn. To connect with your students, you must activate their prior knowledge. I recommend doing a short review and how it relates to the new material. Next, come up with your lesson components such as your objectives, warm-up, whole group, centers, and wrap-up. You can use the whole group response and visual strategies for the objectives. For example, the whole group response can be used by having the students repeat the learning objective or say it with you aloud. Visuals can also be posted of the objectives to let students know what the goal is for the lesson. The warm-up is activating prior knowledge and building background information for the lesson. Teachers could use a think-pair-share or KWL chart for the whole group response strategy, or review anchor charts for the visual strategy. For the whole group instruction, the teacher can model the steps for the demonstration part of the principles of instruction. The teacher can also use whiteboards to show comprehension. Movement can be used with songs to help remember key components of the lesson. For centers, students can use choice by allowing them to choose between writing or the computer. For the wrap-up part of the lesson, referring to the KWL chart

can be used as a visual, and giving the choice of exit ticket questions or sharing one thing they learned can be used for the student choice strategy (Nagro, 2019).

Token Reward System

A token reward system is a classroom management tool that uses tokens as reinforcers. It can be used to motivate students and increase participation. Educators must find what motivates each student. Reinforcers are items that a student receives after the completion of the desired behavior. These can be checkmarks, coins, or stickers. Those reinforcers can be turned in once they reach their goal to receive a backup reinforcer. Tokens can be delivered quickly, minimizing disruptions. Tokens that are used with praise can increase the likelihood of praise becoming more natural. They can also be used as an academic tool. Teachers can incorporate math by having the students count their rewards when it's time to turn them in. Tokens can be academically and behaviorally beneficial (Diamond et al., 2016).

There are numerous ways to incorporate a token reward system in your classroom. You may try more than one, depending on your students' needs. Class dojo, a behavioral app used by teachers to help manage classroom behavior, is a great tool to use. Parents can download it too, giving them access to their children's behavior reports. The app allows you to give points and take away points. The points are your reinforcers. On Friday, students can "cash in" their points to earn a prize out of the treasure box. If they get enough points, they could get a pizza party as a class. Eventually, you may not have to take as many points away and the good behavior will increase. Another way is to have each student give themselves tally marks when someone praises them. This can be from a teacher, a classmate, or an administrator. Again, once they reach their goal, they earn a prize.

The End of Discipline in the Classroom

Teachers should change the way they run their classrooms and discipline will decrease. Yes, students will still act out, but the focus is on changing the environment to improve their behavior. Teachers who take the time to build relationships with their students will see fewer disruptions each day. He stated that one teacher had to pat down a student because she kept bringing dangerous things to school and another student was acting violently. Warnings and consequences didn't do any good, getting to know the students did. There is always a reason for a student's behavior. If you get to the bottom of it, you will see a change.

It is important to teach kids to use their words and talk about their feelings. By talking about their feelings, they can learn to control them. Students often test you to see what they can get away with. They crave safety and structure. For example, if you have a student who lives in a crowded apartment that doesn't get much sleep and doesn't eat breakfast before school then learning cannot take place because the student is tired and hungry.

Stone also states that giving a student a way out of the corner is a good strategy to use. Harsh punishments can be humiliating and can make the situation worse. Sending students to the principal's office isn't going to solve behavior problems. The focus should be geared more towards apologizing and reflecting. Ask them how they felt and what they can work on to prevent the misbehavior from happening again (Stone, 2020).

Theorist Influence

Maslow's hierarchy of needs is a motivational theory that includes a five-tier model of human needs. Figure 5 Figure 6 shows this model. Needs lower down the model need to be met before the needs can be met above. From bottom to top, the needs are physiological, safety, love,

esteem, and self-actualization. Classroom management is influenced by this theory. Before students can reach the self-actualization level, they must meet the other levels as well. Self-actualization in students is where they are reaching their goals and are motivated to keep learning (McLeod, 2018).

Figure 6

Maslow's Hierarchy of Needs
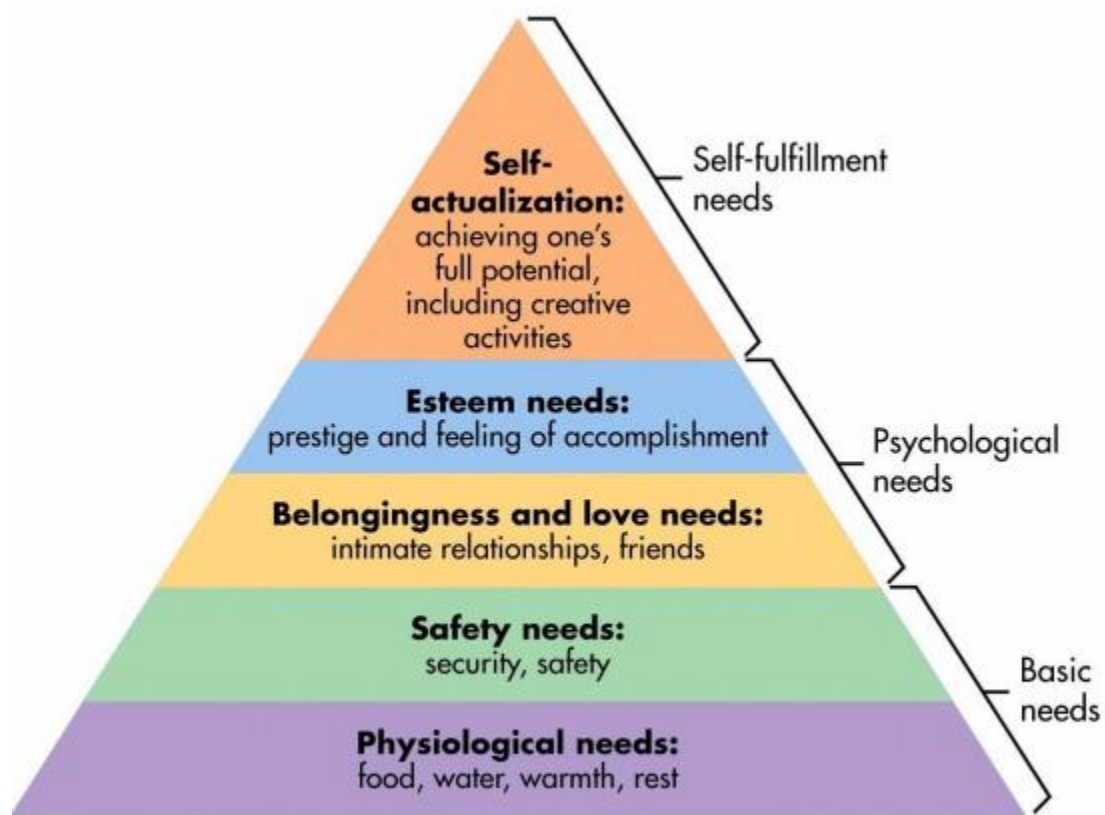
McLeod, S. (2018). Maslow's Heirachy of Needs. *Simply Psychology*.

If self-actualization is not met, then you should check to see if the esteem needs are met. Students must respect themselves and others as well. They must know they are worthy and can

master anything they put their minds to. For that respect to happen, students need to feel loved and have a sense of belonging. It is the teacher's job to teach each student their role in the classroom. Having a role in the classroom means everyone is working together. As a result, this will create community and student success. If students need to feel loved, then they must feel safe. Safety and stability will bring students closer to you. Let them know they can come to you with anything they want to share, good or bad. But first, their basic physiological needs to be met. They need a good night's rest and a full belly to come to school ready to learn. No student should ever have to worry about basic needs being met. If they aren't, then it needs to be addressed quickly with the resources the teacher or school has available.

Common Mistakes and What to Do Instead

One mistake a teacher can make is defining misbehavior by how it looks. That doesn't give us the complete picture. It is a must to know why the behavior occurred. If a student is off task because they don't want to do their work or it is too challenging, you could give them fewer problems or more explicit directions. If a student is off task because they are trying to gain attention, it would be best to ignore it and only give attention when the task is being done correctly.

Another mistake would be asking why the student did something wrong. They probably won't know the answer because sometimes they don't see it. The function of a behavior is to see what the student can get out of it. To determine this, we must know what is happening before and after it occurs. When you are collecting this data, you can use the Antecedent-Behavior-Consequence chart. Figure 6 Figure 7shows an example of this. Once the cause of the behavior is determined, we need to find an alternative behavior.

Figure 7

ABC Assessment Form

Student's Name: _____ Date(s): _____

Check all that apply each time the student engages in the inappropriate behavior.

What Happened Before?	Behavior	What Happened After?
___ Academic Task requested ___ Academic task too easy ___ Academic task too hard ___ Academic task unmotivating ___ Academic task long ___ Academic task unclear ___ Teacher reprimand ___ Asked to go somewhere ___ Peer teasing ___ Peer encouragement Other: _____ _____ _____	___ 1. Talk-outs in class ___ 2. Noncompliance ___ 3. Verbal aggression ___ 4. Inappropriate language ___ 5. Disruptive ___ 6. Not completing work ___ 7. Fidgeting ___ 8. _____ ___ 9. _____	**Get/obtain** ___ Adult attention ___ Desired activity/item ___ Peer attention **Avoid/escape** ___ Academic task ___ Teacher request/demands ___ Teacher correction ___ Classroom ___ Peer social contact Other: _____ _____

Note. This is only a partial functional assessment form. The complete form would include several opportunities to record ABC assessments.

FIGURE 1. Antecedent-Behavior-Consequence (ABC) functional assessment form.

Barbetta, P.M., Norona, K.L., & Bicard, D.F. (2005). Classroom behavior management: A dozen common mistakes and what to do instead. Preventing School Failure. *49*(3), 11-13.

A third mistake is when an approach isn't working, try harder. Instead, we need to try a different approach. Sometimes, teachers tend to say negative statements or remove more privileges if the approach isn't working. A different approach could be closer proximity or redirecting. It is better to increase praise than negative consequences.

Lastly, inconsistent expectations and consequences can cause student frustration. It can lead to teacher frustration too when reminders are given out more than they should. Instead, expectations must be reinforced consistently. They are clear when they are consistent. Reviewing and practicing expectations lessen the potential for problems. Expectations are useless if they

aren't reinforced. When a rule is being followed, it needs to be followed with a positive consequence. Praise should be given every time until the behavior goal is reached (Barbetta, 2005).

Conclusion

Educators play numerous roles in the classroom, but being an effective manager is the most critical role. Successful teaching and learning cannot happen in a poorly managed classroom. If there aren't proper guidelines, chaos and disorder become the norm. It is hard to gain back control of an out-of-control classroom. It is up to the teacher to take initiative and provide a safe, motivating classroom that will lead to student success (Marzano, 2003).

One study showed us that students who spent their year with an effective teacher will gain more percentile points than a student who spent their year with an ineffective teacher. The author says that the impact of teachers on student achievement is clear, but the process is complex (Marzano, 2003).

One teacher says that her classroom management comes from years of teaching and observing others. It also comes from the students, meaning they let her know she's out of sync with them and when she's right on track allowing them to flourish. She states that it makes more sense to be a leader and not like a cop and ask the students to create an environment that works for everyone. The goal they all agreed on was academic growth (Tomlinson, 2018).

Now, we know that classroom management is a process and is based on preventing behaviors. You want to prevent behaviors so your students can learn and succeed to their fullest potential. You can prevent behaviors by integrating prevention strategies and knowing how to respond to discipline. Students spend most of their day in the classroom. It is the teacher's job to

make sure the environment is safe and nurturing. The environment must be arranged and organized carefully. It must be warm and inviting based on the colors and displays so they know they belong to a community of learners. Creating rules and routines will make the classroom flow so students receive the maximum instruction time. Finding a way to connect with the students and their parents will create strong relationships. Incorporating different ways to make lessons fun and engaging will increase their academic ability. Addressing discipline, the right way will prevent resentment and allow your students to open up and succeed academically and emotionally.

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