

# The 16 Proactive Classroom Management Skills to Support Academic Engagement

Diana Browning Wright/Clayton R. Cook

1. Classroom behavioral expectations are posted, taught, reviewed and known by every student
2. Strategic establishment of positive relationships with all students in the class (teacher intentionally reaches out to each and every student to get to know them and learn about them)
3. Organizing a productive classroom (minimal effort to pay attention, easy flow in/out of room, seating arrangement, limit distractions, etc.)
4. Positive greetings at the door to pre correct and establish positive climate occurs
5. Transitions are taught and managed well
6. Independent seatwork is limited for skill fluency practice and managed effectively when used
7. Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way)
8. Teaching, modeling, and reinforcing desired prosocial classroom skills (following directions the first time, actively listening, waiting patiently, sharing with others, etc.)
9. Teacher mobility and proximity control is used (teacher does not stand in one spot to keep students alert by tracking the teacher and teacher use proximity control as a method to redirect problem behavior)
10. A motivation system to reward desirable behavior is in evidence
11. Goal setting and performance feedback is routine
12. Visual schedule of classroom activities is used
13. Cuing systems to release and regain student attention and foster high student engagement are used
14. Five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio)
15. Smiling and being nice!
16. Providing students with numerous opportunities to respond to teacher questions (choral responding, random asking of students, etc.) and interact with classmates over learning content (pair-share)