**Behavior Management Cycle**

This document accompanies Session 3, “Successful Classroom Management,” of the reach associates training. RAs may want to take notes on this handout throughout the session. RAs should also keep this at hand during the early weeks of the school year as a helpful reminder of effective classroom management strategies and the steps for each part of the behavior management cycle.

**1. Set and Reinforce Expectations**

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| --- | --- | --- |
| **Giving Clear Directions** | | |
| **Component** | **Description** | **Example** |
| **Do?** | What should students do? | * Answer questions #10-15 * Work in small groups to discuss the posted question * Stop working and put pencil down |
| **Move?** | How should students move? | * Stand * Sit * Walk |
| **Talk?** | Should students be talking? | * Talk with your partner * Silently * At a voice level 2 |
| **Time?** | How long should students take? | * Take 30 seconds to... * You have 5 minutes to... |

*See examples on page 2*

***Example 1:*** *“Now that we have finished that activity, we will move to small-group reading. When I say ‘GO’, you have one minute to silently grab your reading book, walk over to your assigned carpet seat, and open to Chapter 2. GO!”*

***Example 2:*** *“Pencils down, voices off, and all eyes on me in 3...2...1...”*

**2. Use Positive Narration**

**Tips to Narrate Effectively:**

* Begin narration after giving clear directions
* Identify students or groups of students who are following or exceeding the expectations
* Briefly describe their actions
* Refrain from judgment (“I like that Joe has....” vs. “Joe has....”)

***Example 1****: “Thank you for your insightful reflections! Now we are going to move to independent reading time. Please take out your books, turn to Chapter 2, and begin reading at your seat silently. [Slight pause.] Everyone at Table 4 is taking out their books silently. [Slight pause.] I can see that Sam is making a connection to the text because he is writing in the margin.”*

***Example 2:*** *“Pencils down, voices off, and all eyes on me in 3...2...1... I have Jose’s eyes on me. Joy is silent with her pencil down and eyes on me. Justin is silent, looking at me, and ready to move on.”*

**3. Take Corrective Action**

**Tips to Implement Consequences Effectively:**

* Restate directions and give a consequence based on a gradual and posted consequence hierarchy
* Remain calm, move on quickly, and do not engage in a back-and-forth in the moment
* Respond to misbehaviors quickly—within 10-20 seconds
* Repeat narration and corrective action parts of the cycle if class is still not fully meeting expectations
* Check in later with a student who becomes upset
* Develop system across team of teachers to address major incidents

***Example 1:*** *“Let’s all come back together with eyes on me, pencils down, and at a voice level 0. Josiah has his eyes on me. Desiree is silent and waiting patiently for my next directions. Jessa, the expectation was to be at a voice level 0. This is your verbal warning.”*

***Example 2:*** *“Pencils down, voices off, and all eyes on me in 3...2...1... I have Jose’s eyes on me. Joy is silent with her pencil down and eyes on me. Justin is silent, looking at me, and ready to move on. Jeremy, the directions were to be silent. You have lost a participant point for the day.”*