

# Tips



## Using your Attention to Manage Student Behavior

Students really value the teachers' attention so make sure you use it in a positive way!



Apply your positive attention to any student behavior that measures up to your standards in the classroom or elsewhere in school

The attention you give to students is one of the most powerful ways you have of managing their behavior. However, you must use it carefully so that it works for and not against you.

### Component Skills Involved in Using Your Attention

- 1. Moving-** Move slowly but steadily about the room while students perform activities, make sure to do it in an unpredictable way.
- 2. Scanning-** Look around the room at various students while you are moving and glance around when you stop.
- 3. Praising-** Involves noticing when students are doing well; calling out their names and describing clearly, but briefly, the behavior you want to encourage.
- 4. Following up-** Watch students to catch them working, then praise them for their behavior.



You can praise one or two students in order to communicate indirectly to another student to return to work.

Effective praising is characterized by several important features

### Characteristics of effective praise

- 1. Good praise follows the "if-then rule"**- "If-then rule" states that IF the student is doing something you want to encourage THEN you should praise the student for it. Timing is a critical element, praise within 1 or 2 seconds after behavior occurs.

- 2. Good praise often includes students' names-** It is important to call out the names of the students you are praising so your attention "hits home" and has the desired effect.
- 3. Good praise is descriptive-** Effectively communicate to students what you want them to do, describe the behavior you want to encourage.



Remember to praise the behavior and not the child

- 4. Good praise is convincing-** Students need to feel that you mean what you say. For younger students try to sound enthusiastic, put expression into your voice and vary your tone. However, with older students moderate your tone to convey that you are impressed with their work but make praise more subtle.

- 5. Good praise is varied-** Vary them by praising different students for different things, depending on what they most need encouragement for. Use variety in the wording of the praise.
- 6. Good praise is nondisruptive-** Make sure the praise does not disrupt other students from working.



### Useful types of praise

- 1. Nearby praise-** Delivered to students when you are near them. It can be delivered publicly or privately.
- 2. Across-the-room praise-** To students who are some distance away from you. It communicates to students who are some distance away that you are still aware of what they are doing.

- 3. Praise while helping-** Involves glancing up from your work when you are tutoring or otherwise helping a student and praising one or more other students who are working several feet away.
- 4. Praise while teaching-** Involves praising students who are at their desk while you are conducting lessons with a group of students.

There are four types of praise that are helpful in managing your classroom

