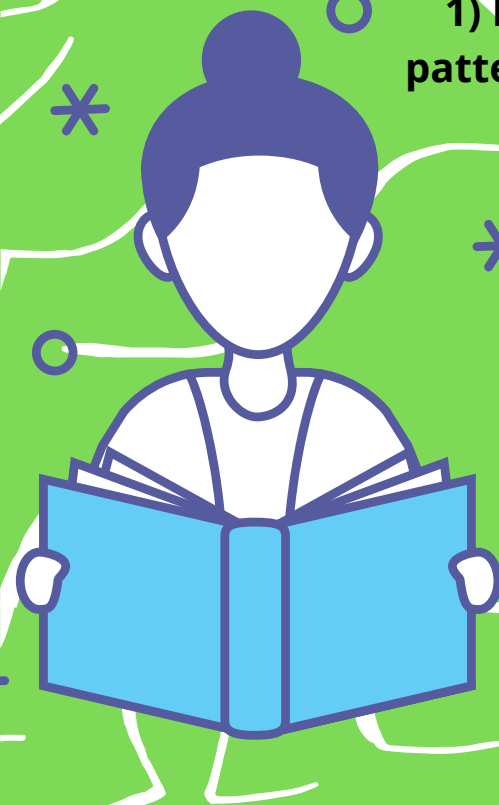


Using Your Attention to Manage Classroom Behavior

Using your positive attention to improve classroom behavior

Component Skills Involved in Using Your Attention

- 1) **Moving** : Move around the room in an unpredictable pattern. Stopping randomly to check on students. This will encourage constant, steady work from students
- 2) **Scanning**: Look around the room at various students. You can "sweep" and view the entire room, or "spot check" and focus on specific zones of students
- 3) **Praising**: Notice when students do well. Praise them either publicly or privately, describing clearly the behavior that you want to encourage
- 4) **Following Up**: Ignore minor inappropriate behavior and praise nearby students who are acting appropriately, then praise the student when they return to work



Characteristics of Effective Praise

- 1) Good praise follows the "if-then rule"
If the student is doing something you want to encourage, then praise them for that behavior
- 2) Good praise includes students' names
When you praise publicly, call specific names so that the praise "hits home"
- 3) Good praise is descriptive
Descriptive praise effectively communicates to students what you want them to do
- 4) Good praise is convincing
When praising students, sound enthusiastic, like you mean it
- 5) Good praise is varied
To avoid praises becoming empty, tiresome, and ineffective, vary praise statements
- 6) Good praise is nondisruptive
If public praising is disruptive, try toning down the praise to be more private



Useful Types of Praise

- 1) Nearby Praise
- 2) Across-the-room Praise
- 3) Praise While Helping
- 4) Praise While Teaching

