



Preventative and Corrective Approaches to Behaviour Management



These approaches are both necessary in any classroom. They complement each other, like two gears working together. If one gear is not working properly, it can throw off the other.



Preventative Interventions



Build Positive Relationships with All Students

- Greet each student by name as they enter your classroom.
- When a student speaks to you, take interest and show that you are actively listening. If you are unable to do so at the time, let the student know when would be a better time to talk.
- Model empathy.
- Take time to interact with each student. Get to know their interests, strengths, and challenges.
- Hold high but realistic behavioural expectations of all students.



Create a Safe and Predictable Classroom Environment

- Develop a list of 3 to 5 classroom values, and define them in practical terms for the students. E.g., RESPECT:
 - ▷ We respect each other's personal space.
 - ▷ We use respectful language.
 - ▷ We show respect to the environment by recycling, picking up litter, etc.
- Explicitly teach behaviours that support the classroom values.



Supervise and Coach Students

- Periodically review the classroom values and behaviour expectations, especially by drawing attention to the ways the class is enacting these values.
- Circulate around the classroom, pausing to reinforce progress or help students complete a task. Keep these interactions brief (3 – 5 seconds) and return to students who are having difficulty, to ensure their success.
- Quickly address any issues that may arise.



Maintain a Well-Organized Classroom

- Assign seats to students at the beginning of the school year.
- Arrange seats so that all students can easily see the teacher and the board.
- Write a daily agenda on the board and review it at the beginning of the day. Check off items as they are completed so that students have a visual prompt to help them in transitions and time management.
- Explicitly teach classroom routines and reinforce them consistently (e.g., procedures for leaving the classroom, distributing and collecting materials, checking homework)



Use Evidence-Based Teaching Strategies

- **Explicit instruction** includes 3 components:
 1. Modeling the skill.
 2. Providing guided practice with the skill.
 3. Providing opportunity for independent use of the skill.

For more information about this strategy, check out the LD@school article [*Explicit Instruction: A Teaching Strategy in Reading, Writing, and Mathematics for Students with Learning Disabilities.*](#)

- **Reciprocal teaching** involves teaching students a skill or content and then having the students teach other students.
For more information about this strategy, check out the LD@school article [*Peer-Mediated Learning Approaches.*](#)



Corrective Interventions



For minor misconduct:

- Use proximity, or other non-verbal cues, to let the student know that you noticed their behaviour.
- Intentionally ignore the behaviour.
- Meet with the student one-on-one after class.
- Re-teach the positive behaviour you expect to see.



For major misconduct:

- Apply the pre-established school policy.
- Call on other professionals, if necessary.