



Linking Classroom Management and Academic Achievement

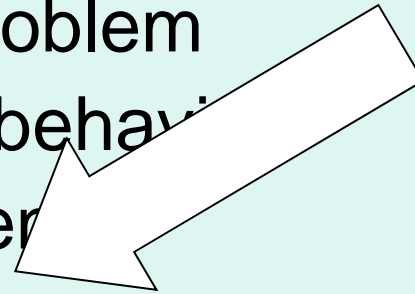
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What puts students at-risk for behavior problems?

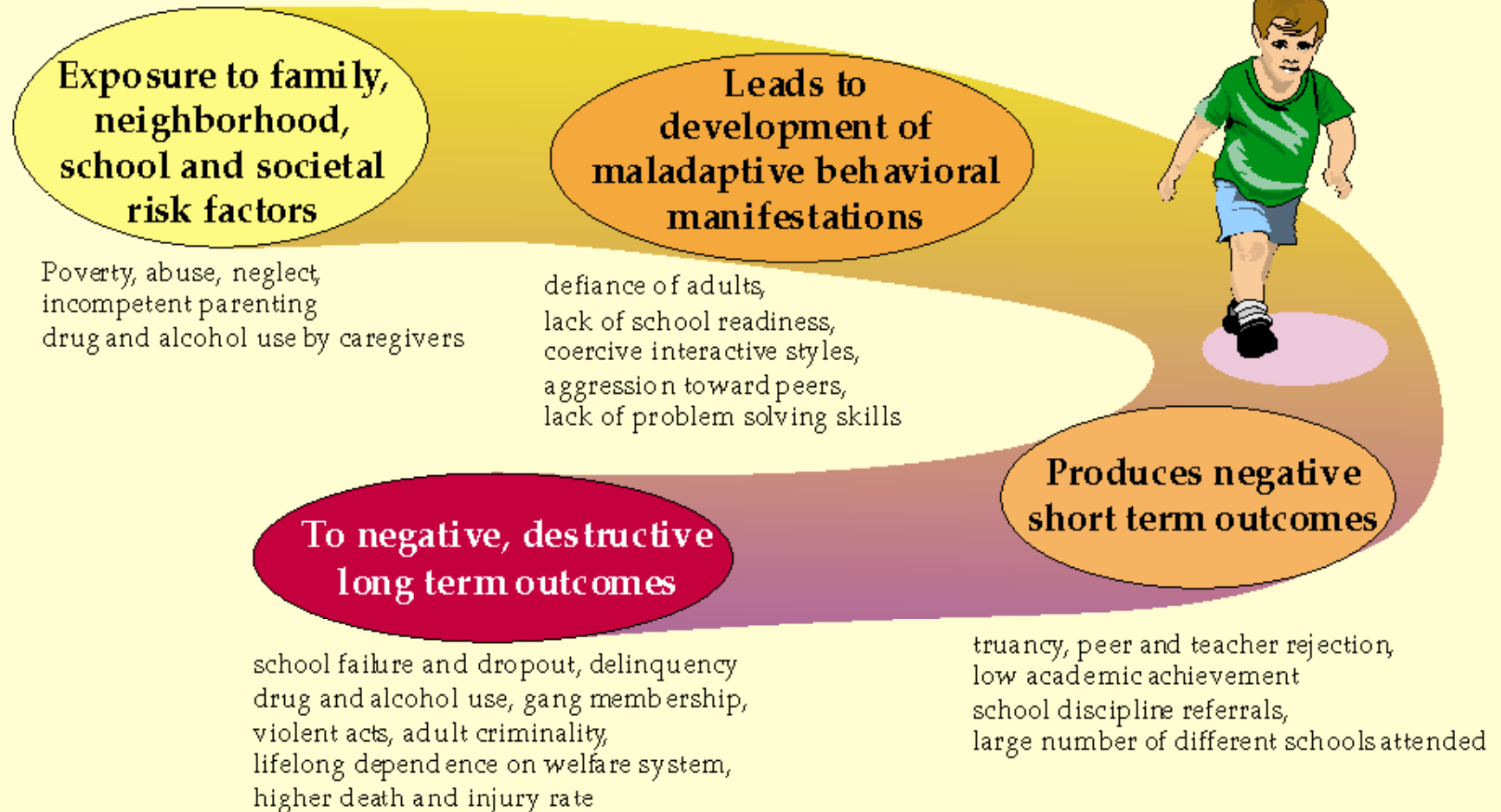
1. Lack of bonding to school
2. Having delinquent peers
3. Having an internalizing problem
4. Prior history of antisocial behavior
5. Low academic achievement



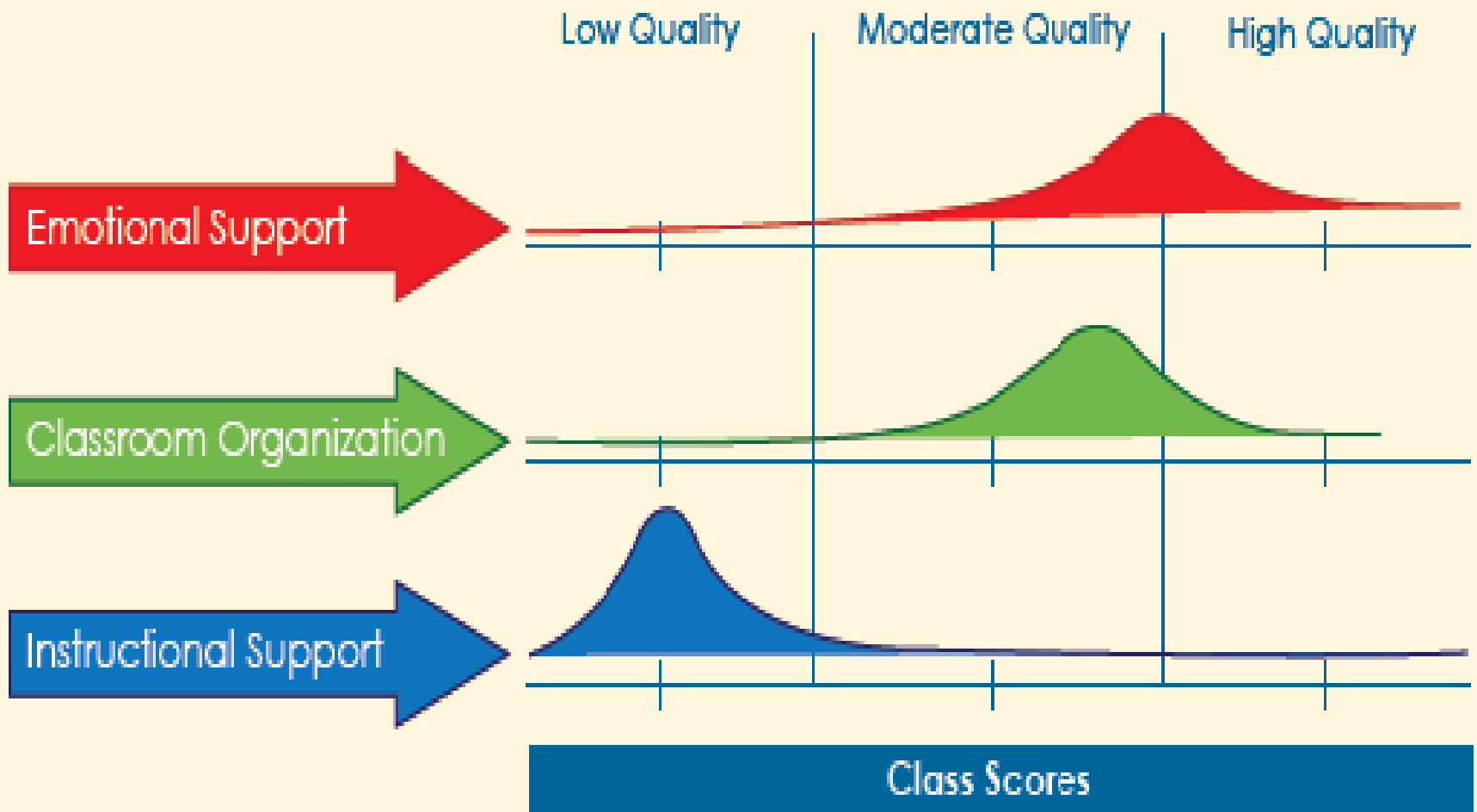
Analyses of 18 studies comprised of 500 smaller studies examining tens of thousands of children and youth

(Crews et al., 2007)

The Path From Risk Factor(s) Exposure to Long Term Negative Outcomes



Average Ratings of Interactions in Pre-K - 3rd Classrooms



Based on Classroom Assessment Scoring System, Pianta, et al. (www.teachstone.org)

Students who receive high rates of instructional support are...

1. more likely to be academically engaged
2. less likely to be off-task
3. more likely to persist longer on tasks
4. more likely to answer correctly
5. more likely to have higher academic achievement

The Goal:

Structuring and
Managing Classrooms
for Academic Success

Assumptions

1. Your instruction/content is developmentally appropriate
2. The content is delivered in a way that engages student interests

Structures to Promote Academic Success AND Decrease Problem Behavior

1. **Effective classroom set-up** (locations for different activities, routines for academic work-i.e., what to do before/after work, how to request assistance, etc.) (Rimm-Kaufman et al., 2009)
2. **Use regular assessment to adjust instruction** (Tyler-Wood, Cereijo & Pemberton, 2004)

Management Strategies to Promote Academic Success

1. **Teacher talk related to academics** (Sutherland et al., 2002)
2. **Encourage and reassure students** (Thijs & Koomen's, 2008)
3. **Use transition times to discuss academic concepts just presented/learned** (Pianta et al., 2007)

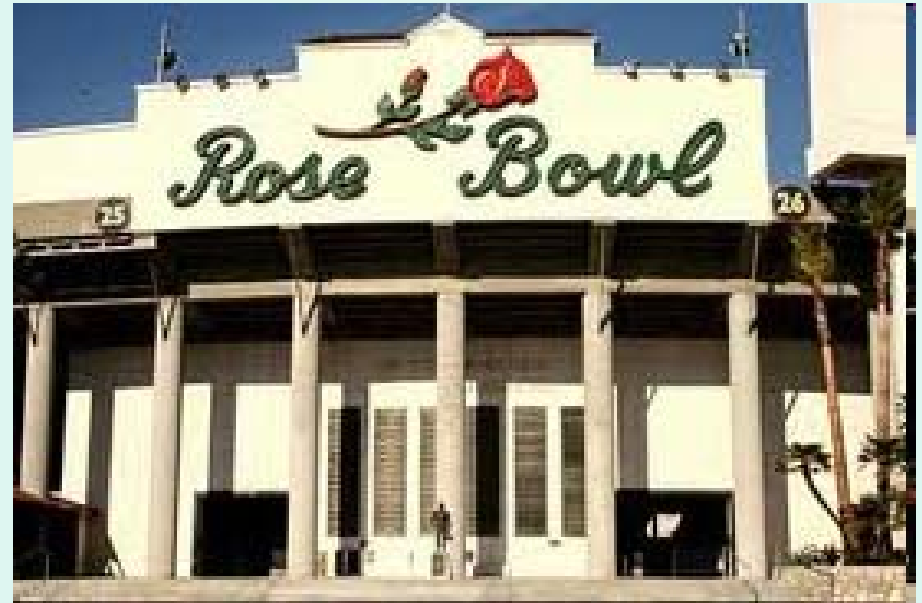
Transition Problem Solving Activity

1. With a partner, identify a classroom transition that you find you have the most difficult behaviors.
2. Identify one way you could make the transition more behaviorally successful AND academically engage students
3. Share

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AND...



Opportunities to Respond (OTRs)


The “Granddaddy” of them all!

OTRs

- Reduce behavior problems
- Keep students engaged
- Improve academic achievement
- Create opportunities for more OTRs and Praise

<http://www.teachstone.org/professional-development/sample-video/?level=5>

Three Types of OTRs

- Individual (“Johnny, what is the answer to number 5?”)
- Group/Choral responding (Class, which letter makes the /w/ sound?”)
- Mixed OTRs 

Ideal rate in elementary classrooms is **0.5 per minute...**

Or, at least every two minutes a student should be responding to an academic question/prompt.