

Managing Student Behaviour in the Classroom and Lab



This job aid is designed to help you increase positive student behaviour in your classes and labs. The checklists will:

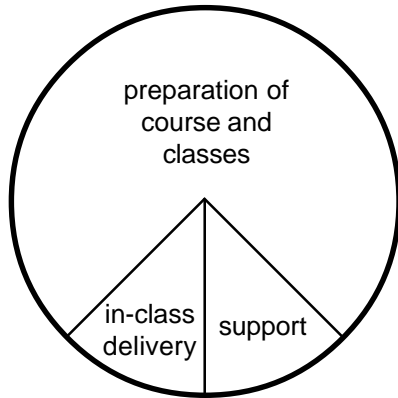
- help you anticipate opportunities for disruptive behaviour
- help you plan ahead to increase positive student behaviour
- describe techniques that increase the likelihood of positive student behaviour
- help you to handle problems when they arise.





An instructor has several chances to influence behaviour in the classroom and lab. It is dangerous (and less effective) to rely on reacting to poor behaviour as it occurs—far better to **prevent** or reduce its occurrence.

Instructor Influences on Behaviour



As this diagram shows, the most effective way to reduce undesirable behaviour in your classes is to make sure that your courses and lessons are thoroughly and appropriately prepared for your students. And you must ensure that they understand your expectations right from the beginning.

The following checklists will guide you in improving student behaviour in your classes and labs.

Class and course preparation

1. There is the right amount of subject matter material for the course length
2. My planned evaluations treat students fairly
3. Lessons are prepared for every class
4. I provide an introduction to each lesson
5. My lessons match stated learning outcomes
6. My tests and assignments match stated learning outcomes
7. I gather all my resources well before the class
8. I verify that there is enough subject matter for each class
9. I check that the students are not overloaded

Student support

1. I have posted office hours at times when students are available
2. I remain in my office during posted office hours
3. I treat all students equally and fairly
4. I am compassionate without being “easy”



In class

In class there are many ways to prevent or defuse disruptive behaviour. They involve your own behaviour as well as your interactions with your students. You set the tone for your whole course in the first class and your own behaviour toward the students is the most powerful tool for modelling what you expect from them.

On-going classroom organization

1. I arrive, start, and end on time
2. I ensure that everyone can hear and see

At the first class

1. I hand out and explain my course outline at the beginning of the course.
2. I specify the learning outcomes of the course
3. I discuss and negotiate classroom ground-rules for the course
4. I provide an introduction to the whole course
5. I communicate my expectations and criteria for assignments.

Interacting with my students

1. I demonstrate and promote respect for others
2. I make eye contact with all students
3. I provide opportunity for questions
4. I respond to all questions satisfactorily
5. I use effective questioning techniques
6. I use students' names when I speak to them

Delivering information

- 1. I state the learning outcomes for each lesson
- 2. I teach at a pace that is appropriate for the student group.
- 3. I deliver material in a variety of ways to attend to different learning styles
- 4. I connect new material to previously learned material
- 5. I connect new material to real-life situations
- 6. I summarize the lesson(s) at the end of each class
- 7. I tell the students of preparation and supplies needed for the next class

Involving my students

- 1. I acknowledge students' previous or advanced knowledge of the subject
- 2. I use this knowledge to make the lesson more relevant.....
- 3. I use a variety of active learning strategies in the class
- 4. I use appropriate media (handouts, overheads, computer)
- 5. I give students a chance to practise or work with materials in class .
- 6. I help students learn strategies to make their group work more effective

Dealing with problems

- 1. I stay alert for potential problems
- 2. I address problems as soon as they arise in class
- 3. I involve students in the resolution of problems