Effective classroom always begins with establishing proper rapport. Proper rapport is built on the recognition that you are first and foremost the teacher, and they are your students. This provides the foundation. Decisions have to be made with the good of the students in mind. It’s always about the students not about you.

Likewise, the establishment of rules, the communication of expectations, and the consequences of misbehavior, all need to be determined and implemented in ways that ensure students are aware of behavioral expectations for your classroom, familiar with the consequences of misbehavior, and comfortable enough with the routines in the classroom so that appropriate behavior can be expected and encouraged.

Maintain open lines of communication with students and their families. Parents and guardians are often allies in dealing with students who struggle with behaving appropriately in the classroom. Using parent and student input when dealing with a student behavior issue often offers a teacher more options for resolving the issue than relying solely on the ideas generated from the teacher’s perspective alone.

Effective classroom teaching also requires the teacher to give feedback to students about their behavior often and in very specific forms. Students need to know that the teacher is aware of student behavior, both appropriate and inappropriate, and will deal with the students effectively and consistently. Inappropriate behavior in not unusual nor is it an indication that the student is a bad person. Inappropriate behavior is however, always inappropriate, and as such in needs to be addressed each and every time. The teacher is wise to address inappropriate behavior in ways that focus on the behavior not on the student.

Consider the following questions.

- How can the classroom be arranged to best facilitate the learning activities planned and the management needs of each specific group of students?
- How can I assist those students who struggle with anger management issues to: redirect their anger sequences, express anger appropriately and/or avoid inappropriate expressions of anger?
- How can I develop a system to accurately and effectively document events and issues that arise?
- What, if any, are the negative unintended consequences of my rules and expectations for this classroom?
- How can I deal with potentially volatile situations in ways that de-escalate the situation without ignoring student misbehavior?
- Can I reinforce wise decision making, in any given situation, by connecting the consequences of misbehavior to the logical and reasonable results of unwise choices? If so, how?