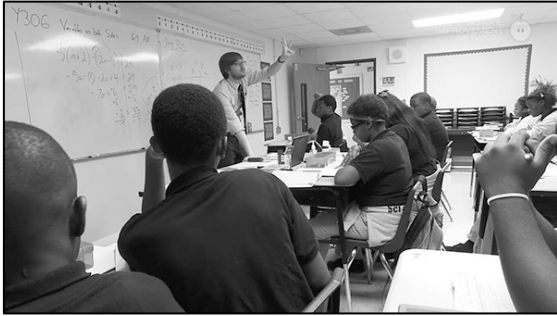


# Proximity, Gestures, and Verbal Reminders - Secondary



## Classroom Management

The *Classroom Management* series provides examples of teachers working with students to create learning environments that foster achievement and growth. The segments in this series complement each other within a framework of five evidence-based components: Vision and High Expectations, Clear Procedures, Relationships and Support, Engaging Instruction, and Intervention and Redirection.

### Pre-viewing Discussion Prompt

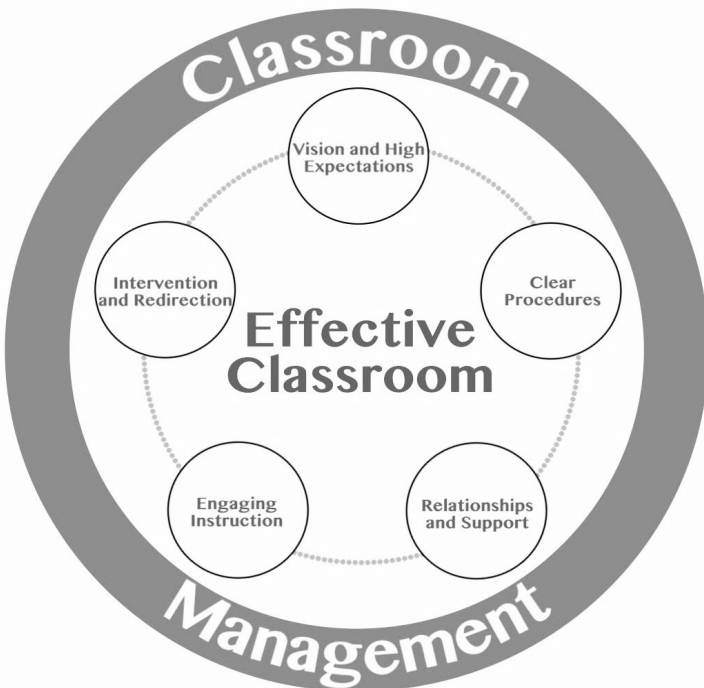
1. What low-impact redirection strategies do you find most effective in your teaching?

## About this Segment

Effective classroom management includes a progression of intervention and redirection strategies, such as proximity, gestures, and verbal cues. This segment provides examples of two secondary teachers demonstrating these strategies.

### Post-viewing Discussion Prompts

1. How does having a progression of redirection strategies affect time management and teacher-student relationships?
2. In terms of a holistic approach to classroom management (see below left), how do intervention and redirection strategies contribute to other components in this model?



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### Reflection Questions

Following the discussion, participants can use the following to reflect on new learning and ideas.

1. Describe a time you felt that a teacher reprimanded you with undue harshness. How did that affect your relationship with that teacher and your learning in that class?
2. How were the elements of these redirection strategies (listed to the right) demonstrated effectively in this segment?
3. What other redirection and intervention strategies have you seen colleagues use that you would like to try with your students?

### Proximity, Gestures, and Verbal Reminders

- Demand minimal effort, attention, and time when appropriately sequenced
- Are less likely to potentially embarrass or shame students than teacher correction that overreacts to minor infractions
- Are most effective when students are familiar with them and clearly understand their meaning

### Benefits include

- Efficient instructional time
- Positive teacher-student relationships

### Resources from School Improvement Network

Classroom management: A framework for student success. *Classroom Management*. Edvivation. <https://www.pd360.com/index.html#resources/videos/7562>

Intervention and redirection. *Classroom Management*. Edvivation. <https://www.pd360.com/index.html-resources/videos/7567>

Redirecting student behavior – elementary. *Classroom Management*. Edvivation. <https://www.pd360.com/index.html-resources/videos/7573>

### Additional Resources

Simonsen, Brandi, et al. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351-380. Retrieved from <http://www.mepbis.org/docs/cace-11-15-10-PBISclassroom.pdf>

Escambia County School District, Escambia, FL. (n.d.) Addressing student behavior: A positive approach. Retrieved September 23, 2014, from <http://www.escambia.k12.fl.us/pbis/rtib/Behavior%20Intervention%20Guide-9.13.pdf>