Non-Contingent Attention

Walberg (1984) ranked feedback third on a list of the 26 most effective instructional variables affecting student achievement.

A common rule of thumb in literature on classroom management is that to encourage positive behavior, teachers should pay at least three times as much attention to behavior they want to encourage as they do to the behavior they want to discourage.

Non contingent attention is also important this means giving student time and attention not because of anything they've done, but just because you notice and value them as people.

Actions:

Tally or have a peer coach tally comments make during at a 30 minute period of your class.

Make a list of the most common rule violations then identify exactly what consequences will be for each rule violation. Then practice applying the consequence calmly, consistently, quickly and with as little interruption to flow of the class as possible. Use a peer coach for support and feedback.