A guide to analyze classroom management strategies

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Summary

This guide presents a research and training tool for classroom observations. It aims at observing teachers' classroom management strategies. The observation grid is based on scientific literature, in particular literature on effective teaching and explicit teaching, and enables an objective analysis of teachers' classroom management strategies.

It should be stressed that the grid presented in this text is not intended to train teachers to apply a pedagogical approach mechanically and uncritically. It has been designed for research purposes and formative evaluation of lessons delivered by pre-service teachers during their internships.

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1. Introduction

The observation grid for analyzing the classroom management of (pre-service) teachers proposed in this document follows on from research conducted in the Learning and Training Sciences department at the University of Mons, including Derobertmasure's thesis (2012) and Bocquillon's thesis (2020). Indeed, in the perspectives of her thesis, Bocquillon (2020) mentions the need to train teachers in the use of effective classroom management strategies.

Classroom management, or education, represents one of the two types of interventions, along with learning management, implemented by teachers (Doyle, 1980). Classroom management remains problematic for many teachers, including novice teachers (Dicke, Elling, Schmeck & Leuther, 2015; Nault & Fijalkow, 1999). The 2018 Talis survey, in which the Wallonia-Brussels Federation took part, shows that only a third of teachers feel they received sufficient training in classroom management during their initial training. In fact, in the field, 35% of novice teachers and 25% of teachers in general report difficulties in classroom management (the average for OECD countries is 15%).

The observation grid proposed in this document was built on the basis of scientific literature (e.g., Bissonnette et al., 2016; Bocquillon, 2020; Hollingsworth & Ybarra, 2013; Rhode et al., 1993) and is based on the theoretical model of effective teaching, effective classroom management and explicit teaching. This model stems from observational and experimental research (e.g., Evertson & Harris, 1995; Good & Grouws, 1979) that has demonstrated the effectiveness of certain teaching strategies on the learning of the greatest number of students, regardless of their initial characteristics (Bloom, 1979). This research has also highlighted effective classroom management strategies for "establishing and sustaining an orderly environment so students can engage in meaningful academic learning" and "enhancing students' social and moral growth" (Evertson & Weinstein, 2006, p. 4).

2. Grid overview

Table 1 provides an overview of the grid. It is divided into two parts: teacher's strategies and students' actions.

Teacher's strategies are divided into two subgroups of categories: preventive strategies and corrective strategies (Bissonnette et al., 2016). These, in turn, are divided into categories.

Students' actions are divided into two subgroups of categories: minor misbehavior and major misbehavior (Bissonnette et al., 2016).

Table 1

Overview of sub-groups of categories and categories for teacher's strategies and students' actions

Groups of categories	Sub-groups of categories	Categories
Teacher's strategies	Preventive strategies	Managing resources
		Setting clear expectations
		Developing relationships
		Keeping students on-task
	Corrective strategies	Using indirect strategies
		Using direct strategies
		Using punitive strategies
Students' actions	Minor misbehavior	/
	Major misbehavior	/

To these elements are added subcategories and modalities, "i.e., the details that the observer adds to the coded behavior"[1] (Bocquillon et al., 2019).

Table 2

Synthetic view of the sub-categories and modalities used to add details to the group of categories linked to the teacher's strategies

Sub-groups of categories	Categories	Sub-categories	Modalities
Preventive strategies	Managing resources	Managing space	/
		Managing time	Managing time effectively
			Managing time ineffectively
		Managing logistics	/
	Setting clear expectations	Teaching rules and reviewing rules	/
		Giving feedback on students' behavior and reinforcing appropriate behaviors	/
	Developing relationships	Using positive social strategies	/
		Using negative social strategies	/

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[1] Personal translation of : « *c'est-à-dire des précisions que l'observateur apporte au comportement codé* » (Bocquillon et al., 2019).

		Grabbing students' attention	/
		Managing participation	Letting students speak spontaneously
			Designating among volunteer students
			Designating among non-volunteer students
			Using an explicit random designation system or using collective answer systems
			Continuing the exchange
	Keeping students on-task		Using other means to designate students
		Supervising activities	/
Corrective strategies	Using indirect strategies	Using nonverbal strategies	/
		Intentionally ignoring a misbehaving student	/
	Using direct strategies	Using effective verbal strategies	/
		Using verbal reprimands	/

		Using strategies outside the classroom	/
	Using punitive strategies	/	/

The following section presents a detailed view of groups of categories, categories, sub-categories, and modalities, with operational definitions and theoretical elements on these professional strategies.

3. Detailed grid presentation

Teacher's strategies

This section details the categories, sub-categories, and modalities of teacher strategies.

Preventive strategies

It is important for teachers to anticipate behavior problems before they occur as it is more difficult for a teacher to re-establish order once they have lost control over the pace of the class. Many strategies can be put in place to prevent unruly behavior. These so-called preventive strategies need to be thought through and planned by the teacher (Rhode et al., 1993).

Preventive strategies are those put in place by the teacher before a misbehavior occurs. These strategies aim to prevent misbehavior and establish a positive classroom climate conducive to learning (Bissonnette et al., 2016).

Preventive interventions are presented first, as they help establish the conditions necessary for teaching.

This subgroup of categories includes several types of preventive strategies (categories): managing resources, setting clear expectations, developing relationships, and keeping students on-task.

Figure 1

Preventive strategies
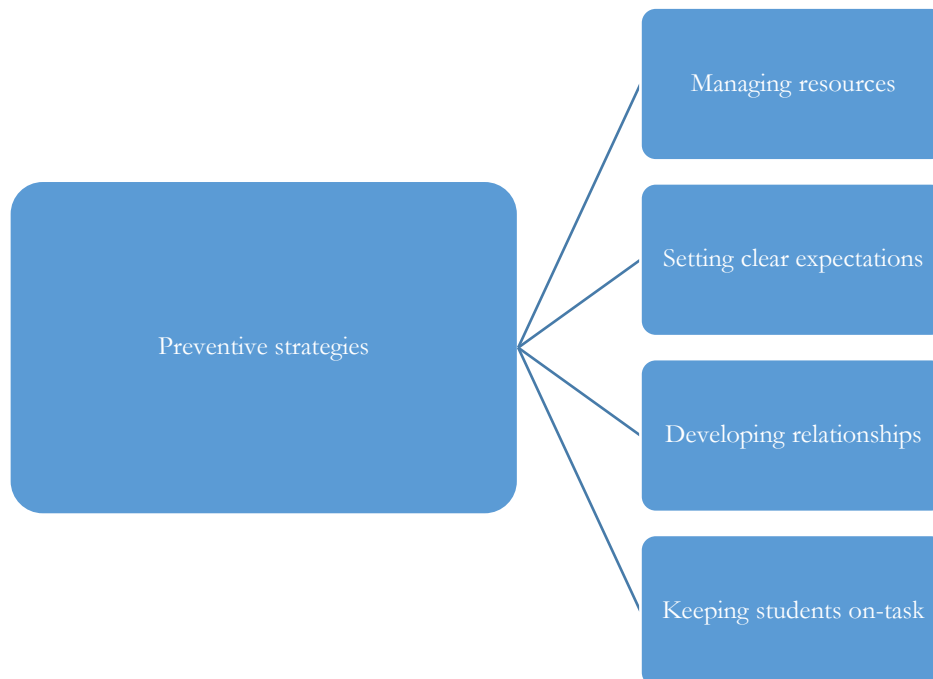
Managing resources

The grid contains three sub-categories related to managing resources:

- managing space,
- managing time,
- managing logistics.

The sub-category "Managing space" is coded when the teacher manages students' movement and placement in the classroom.

Table 3

Reference authors, definitions, and examples to help clarify the sub-category "Managing space".

Sub-category and reference authors	Definition	Examples
Managing space (Bissonnette et al., 2016 ; Gaudreau, 2017)	This sub-category is coded when the teacher manages students' movement and placement in the classroom. For example, the teacher gives clear instructions for the placement of students during	*"Get into groups of 4 and arrange the benches in blocks".* *"Mathéo, you sit on the first bench on the right and Alexis, you sit on the left".*

	group work, the teacher assigns seats to students to prevent misbehavior, etc.	

The sub-category "managing time" is coded when the teacher manages time. Research has shown the importance of effective time management to avoid down time. Transitions are particularly critical moments for teachers. Effective teachers take advantage of these transitions to give clear instructions for the rest of the activities (Bissonnette et al., 2016). Effective teachers also give students clear instructions about the time available to complete different activities (Gaudreau, 2017).

Table 4

Reference authors, definitions and examples that can be used to define the subcategory "Managing time".

Modalities and reference authors	Definitions	Examples
Managing time effectively (Bissonnette et al., 2016; Gaudreau, 2017)	This modality is coded when: - the teacher gives clear instructions to students as to the time they have to complete an activity; - the teacher manages transitions between activities, without leaving any down time and gives clear instructions to students about the activity to follow.	*"You have 5 minutes to complete exercise 3".*
Managing time ineffectively (Bissonnette et al., 2016; Gaudreau, 2017) This type of strategies is not recommended.	This modality is coded when: - the teacher does not give clear indications as to the time available to complete an activity; - the teacher leaves down time between different learning activities; - the teacher goes off topic.	*"Right... now we're going to... where were we yesterday?"* *"You have a few minutes to complete exercise 3".*

Finally, the sub-category "managing logistics" is coded when the teacher manages logistical aspects related to the classroom, such as distributing sheets, handing in assignments, managing the materials used, etc.

Table 5

Reference authors, definitions, and examples to help clarify the sub-category "Managing logistics".

Sub-category and reference authors	Definitions	Examples
Managing logistics (Bocquillon, 2020; Gaudreau, 2017)	This sub-category concerns the management of logistical aspects related to the classroom. For example, the materials needed for learning are prepared (course sheets, specific materials for an experiment, etc.). This category also covers the distribution of sheets, taking attendance, handing in assignments, etc.	*"Now I'm going to hand out the folder for the rest of the course".* *"Your work is due next Wednesday in the tray".*

Setting clear expectations

The grid contains two sub-categories related to setting clear expectations:

- teaching rules and reviewing rules regularly,
- giving feedback on students' behavior and reinforcing appropriate behaviors.

It is important to implement rules in the classroom to establish a predictable and safe learning environment (Gaudreau, 2017; Rhode et al., 1993). According to Marzano and colleagues (2003), establishing rules and procedures could decrease the frequency of misbehavior in primary and secondary schools by 28%. Establishing rules has other positive consequences: they enable the development of positive social relationships and increase student participation (Gaudreau, 2017).

Scientific literature shows that effective teachers establish rules, procedures, and routines in their classrooms. They teach expected behaviors explicitly (ideally by mobilizing the three stages of explicit teaching: modeling, guided practice, and independent practice) to students. These expected behaviors are taught in the places and contexts in which they are likely to appear (Bissonnette et al., 2016; Gaudreau, 2017). It is advisable to make explicit to students the consequences of failing to meet behavioral expectations (Rhode et al., 1993), to post the rules in the classroom (Gaudreau, 2017) and to review them regularly, after holidays, when new students arrive, etc. (Bissonnette et al., 2016; Rhode et al., 1993).

In addition to rules, the effective teacher implements procedures and routines to maximize students' learning time (Bissonnette et al., 2016). Procedures and routines enable students to be

aware of how classroom activities unfold, which develops their autonomy. These must also be taught to students in the places and contexts where they take place (Gaudreau, 2017). It is important to provide positive feedback to students who meet behavioral expectations. This positive feedback encourages students to adopt expected behaviors, promotes students' self-development and helps to establish a positive classroom climate (Bissonnette et al., 2016). This positive feedback can take many forms: thanks, or congratulations, verbal acknowledgements, etc. (Gaudreau, 2017).

Table 6 presents the category related to setting clear expectations, providing a definition of its components, reference authors and examples of its sub-categories.

Table 6

Reference authors, definitions, and examples of subcategories to help clarify the category related to setting clear expectations.

Sub-categories and reference authors	Definitions	Examples
Teaching rules and reviewing rules regularly (Bissonnette et al., 2016; Rhode et al., 1993)	This subcategory is coded when: - the teacher teaches the expected behavior, gives examples and counterexamples, and states the consequences for misbehavior; - the teacher teaches the procedures necessary for the smooth running of the classroom (e.g., class dismissals, late arrivals, etc.); - the teacher reminds students of the rules of conduct, without a student having committed a misbehavior.	*"In the hallway, I walk".*
Giving feedback on students' behavior and reinforcing appropriate behaviors (Bissonnette et al., 2016; Gaudreau, 2017)	This subcategory is coded when the teacher provides feedback to students on their behavior and reinforces appropriate behaviors.	*"Amelia, I congratulate you on your behavior today. You raised your hand every time you wanted to ask to speak."*

Developing relationships

The grid contains two sub-categories related to the development of relationships:

- using positive social strategies,
- using negative social strategies.

In the classroom, an effective teacher creates positive relationships with students and encourages positive relationships between students. A positive teacher-student relationship induces greater student participation and less undisciplined behavior, whereas a poor teacher-student relationship negatively impacts class participation, student achievement and motivation to stay in the school system (Bissonnette et al., 2016; Gaudreau, 2017).

Effective teachers treat students with respect, fairness, and equity. They praise students for their effort and participation in learning activities. They get to know their students, are interested in their point of view/opinion and their perception of reality. They quickly memorize their first name (Gaudreau, 2017; Gauthier, 2021) and during interactions with students, they establish eye contact with them (Gaudreau, 2017). Effective teachers avoid turning their backs when students talk to them or pointing at them, they do not use sarcasm and they do not make gestures indicating their irritation or discouragement.

In this way, teachers can set up positive and negative social interactions, both verbally and non-verbally. Table 7 presents the category related to the development of social relationships, providing a definition of its components, reference authors and examples of its sub-categories.

Table 7

Reference authors, definitions and examples of subcategories that can be used to define the category related to the development of social relations.

Sub-categories and reference authors	Definitions	Examples
Using positive social strategies (Bissonnette et al., 2016 ; Gaudreau, 2017)	This sub-category includes the teacher's verbal and non-verbal strategies that have a social function, such as: - expressions of positive affectivity (use of humor, use of first names, etc.); - strategies in which the teacher congratulates and encourages all students for their efforts and participation in learning activities; - strategies in which the teacher discusses with	*"Hello"* *"Well done for this exercise"*

	students what interests them (hobbies, interests, etc.); - polite gestures (e.g., saying hello to students).	
Using negative social strategies (Bissonnette et al., 2016; Gaudreau, 2017) This type of strategies is not recommended.	This sub-category includes verbal and non-verbal signs of negative affectivity such as threats, sarcasm, humiliation, criticizing the student as a person, looking at a student aggressively, pointing, etc.	*"You always ask dumb questions"*

Keeping students on-task

The grid contains three sub-categories related to keeping students on task:

- grabbing students' attention,
- managing participation,
- supervising learning activities.

Keeping students engaged with the task decreases the likelihood of inappropriate behavior (Hollingsworth & Ybarra, 2013). According to Marzano and colleagues (2003), students' success depends on the teacher's ability to capture their attention and maintain it on the learning object.

Before beginning any learning activity, it is important for the teacher to ensure that all students are focused on the task at hand (Gaudreau, 2017). Attention can be captured using non-verbal gestures and sound cues (e.g., the sound of a bell), as long as these are taught to students and used systematically and solely for this purpose (Gaudreau, 2017).

It is also important for the teacher to manage class participation, i.e., to clearly designate which students are to complete the task (Bocquillon et al., 2021). Some strategies for designating students are more effective than others, such as random designation systems (Hollingsworth & Ybarra, 2013). To do this, for example, the teacher may use sticks on which they indicate the name of each student. The set of sticks is placed in a container from which the teacher randomly selects the name of a student. To make this method as effective as possible, the teacher replaces the stick after the question to maintain the attention of all students and so that each student can be chosen at any time (Hollingsworth & Ybarra, 2013). It is also necessary for the teacher to explain to students the reasons for using such a system: to enable each student to participate and receive feedback (Bocquillon, 2020).

There are also methods that allow the teacher to involve all students at the same time, for example with individual whiteboards on which students write a short answer that they all reveal at the same time. This method allows the teacher to then ask several targeted students for an oral explanation of the answer (Hollingsworth & Ybarra, 2013). The teacher can also ask students to respond in chorus (Gaudreau, 2017). Numerous technological applications also make it possible to solicit the participation of all students (Gaudreau, 2017), such as Plickers or the Kahoot! app. These strategies

enable the teacher to question all the students in the class, and not just those who raise their hands (who generally know the right answer) (Hollingsworth & Ybarra, 2013).

In order to exhaustively identify the different ways of designating students, the grid includes categories linked to less effective strategies such as designating among volunteer students, letting students speak spontaneously without designating, etc. (Bocquillon, 2020).

When students are engaged in the task, effective teachers do not stay behind their desk: they sweep the classroom with their gaze and circulate between the benches in order to spot students who are still encountering difficulties and provide feedback to others (Bissonnette et al., 2016). Effective teachers implement the technique called 'appropriate help', which is "an intervention technique designed to provide assistance to students in completing a task before they encounter difficulties likely to cause them to drop out of the activity in progress"[2] (Gaudreau, 2017, p.129). The teacher does not do the exercise for the student but provides support. The teacher must therefore assess the right moment for its use, as soon as they observe signs of disengagement. If teachers remain at their desk, students may choose not to get down to work, to get the answers at the end of class, or to complete other tasks unrelated to the course (Gaudreau, 2017).

Table 8 presents the category related to keeping students on-task, providing a definition of its components, reference authors and examples of its categories and modalities.

Table 8

Reference authors, definitions and illustrations of subcategories and modalities for clarifying the category related to keeping students on-task.

Subcategories and reference authors	Definitions of the subcategories	Modalities and reference authors	Definitions of the modalities	Examples
Grabbing students' attention (Gaudreau, 2017)	This sub-category is coded when the teacher's intervention is aimed at capturing the students' attention (non-verbal signs, noises, silence, etc.).	/		*The teacher counts aloud: "5,4,3,2,1".*
Managing participation	This sub-category is coded when the teacher	Letting students speak spontaneously	This modality is coded when the student speaks	/

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[2] Personal translation of : « *une technique d'intervention visant à apporter de l'aide à l'élève dans la réalisation d'une tâche avant que celui-ci ne rencontre des difficultés susceptibles de l'amener à décrocher de l'activité en cours* » (Gaudreau, 2017, p.129).

(Hollingsworth & Ybarra, 2013; Bocquillon, 2020)	designates which student(s) must complete the task.	(Bocquillon, 2020)	spontaneously to answer a question asked by the teacher, without having been designated by the teacher.	
		Designating among volunteer students (Hollingsworth & Ybarra, 2013; Bocquillon, 2020)	This modality is coded when the teacher designates a student from among the volunteers.	/
		Designating among non-volunteer students (Bocquillon, 2020)	This modality is coded when the teacher designates a student from among the non-volunteers.	/
		Using an explicit random designation system or using collective answer systems (Hollingsworth & Ybarra, 2013; Bocquillon, 2020)	This modality is coded when the teacher uses an explicit random system to designate students (drawing sticks, etc.); when students answer in chorus; when students use a whiteboard to give their answer.	/
		Continuing the exchange (Bocquillon, 2020)	This modality is coded when the teacher continues the exchange with the student.	/
		Using other means to designate students (Bocquillon, 2020)	This modality is coded when students give their answers in turn, etc.	/

Supervising learning activities (Bissonnette et al., 2016; Gaudreau, 2017)	This sub-category is coded when the teacher supervises learning activities. For example, the teacher provides feedback to students during individual exercises; the teacher looks around the classroom during learning activities; etc.			/

Corrective strategies

Corrective strategies are aimed at managing misconduct when it occurs (Rhode et al., 1993).

As shown in Figure 2, this subgroup of categories is subdivided into three more specific categories: indirect strategies, direct strategies, and punitive strategies.

Figure 2

Categories specifying the subgroup of categories related to corrective strategies
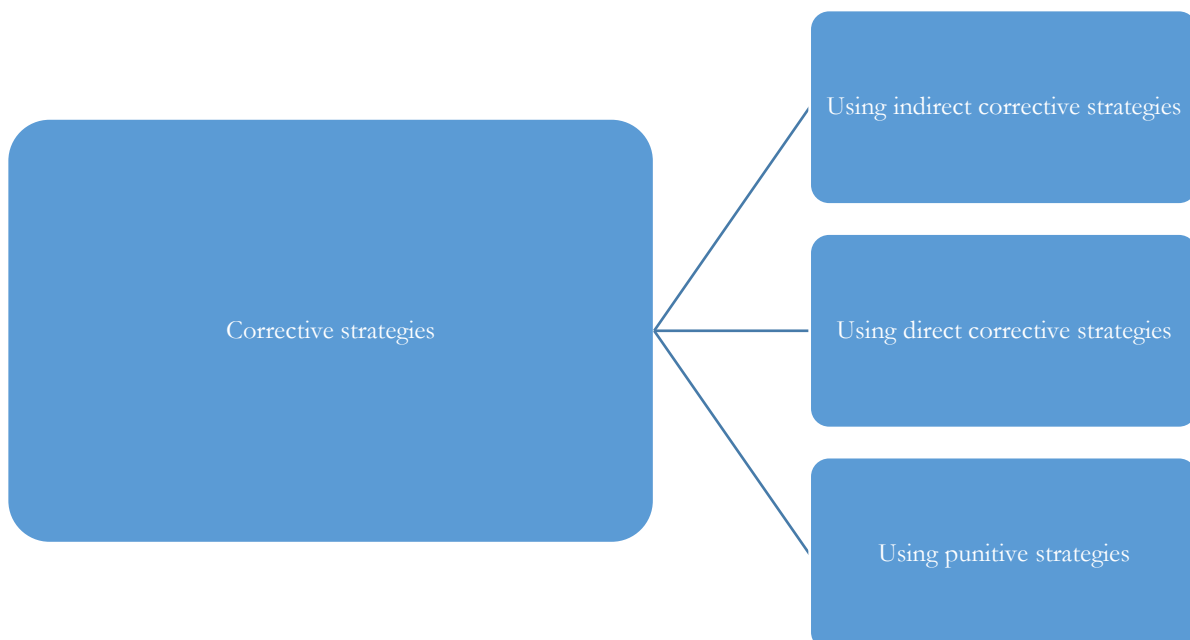
Table 9 presents the sub-group of categories related to corrective strategies, providing a definition of its components and the reference authors for its categories.

Table 9

Definitions and reference authors for the different types of corrective strategies

Categories and reference authors	Definitions
Using indirect corrective strategies (Bissonnette et al., 2016)	This category covers non-verbal strategies used by the teacher, which aimed at refocusing the student on the task.
Using direct corrective strategies (Bissonnette et al., 2016)	This category refers to verbal strategies used by the teacher that directly challenge the student for misbehavior.
Using punitive strategies (Rhode et al., 1993) This type of strategies is not recommended.	This category is coded when the teacher resorts to punitive strategies such as punishments, loss of privileges, detentions, yelling at the student, etc.

The literature on explicit teaching advocates defining whether a student's misbehavior is minor or major (see below). In the case of minor misbehavior, the teacher has a set of effective strategies at their disposal, which should be used gradually, depending on the degree of nuisance caused by the student's inappropriate behavior. These strategies are described below.

Using indirect corrective strategies

This category concerns non-verbal, non-intrusive strategies used by the teacher to manage inappropriate student behavior. When a student fails to complete the task, the teacher can mobilize proximity control, touch control and eye contact (Bissonnette et al., 2016).

According to Gaudreau (2017), proximity is one of the first strategies to implement when a student shows inappropriate behavior. The teacher can also use touch control, placing a hand on the desk of the student displaying inappropriate behavior. Eye contact is also important. An insistent look informs the student that they must stop the inappropriate behavior (Bissonnette et al., 2016).

When the student is not completing the task and is disturbing some of the students around them, the teacher may resort to gestures, noises (e.g., tapping on a table) or silence. The teacher can also resort to intentionally ignoring a student who is behaving inappropriately, as long as this behavior is not likely to negatively influence the behavior of other students or be seen as a lack of reaction

on the part of the teacher. At the same time, the teacher may reinforce the appropriate behavior of another student nearby (Bissonnette et al., 2016).

Table 10 presents the category related to indirect corrective strategies, offering a definition of its components, reference authors and examples of its subcategories.

Table 10

Reference authors, definitions, and examples of indirect corrective strategies.

Sub-categories and reference authors	Definitions	Examples
Using non-verbal strategies (Bissonnette et al., 2016)	This sub-category is coded when, in order to manage the misbehavior, the teacher: - moves closer to the student whose behavior is inappropriate; - touches the chair or bench of the student whose behavior is inappropriate; - stares at the student whose behavior is inappropriate; - makes a noise or gesture to attract the attention of the student whose behavior is inappropriate; - uses silence wisely to grab the attention of students who are misbehaving.	/
Intentionally ignoring a misbehaving student (Bissonnette et al., 2016)	This sub-category is coded when a teacher intentionally ignores a student's inappropriate behavior and reinforces the appropriate behavior of a nearby student.	/

Using direct corrective strategies

If the student does not respond to indirect corrective strategies, the teacher resorts to direct corrective strategies, i.e., verbal strategies that directly challenge the student who is displaying misbehavior (Bissonnette et al., 2016).

When a student does not complete the required task and disturbs several students around them, the teacher reminds them of the rule and/or the expected behavior. If this does not work, teachers re-teach the student the expected behavior, ideally by mobilizing the three stages of explicit teaching (i.e., modeling, guided practice, and independent practice) in the place and context in which the expected behavior is likely to appear. When a student fails to complete a task, disturbs others around them and interferes with the smooth running of the class, teachers can use two strategies: giving student a choice and using formative consequences. Giving students a choice consists in offering the student a choice between the behavior expected by the teacher and a solution that is even less attractive to the student. Using formative consequences consists of sanctioning the student for their misbehavior by requesting reparation in connection with the misbehavior (Bissonnette et al., 2016). For example, a student who graffitied their desk is expected to clean it up. When the student acts inappropriately, interferes with the task, and does not seem to know how to behave correctly, it is appropriate to meet privately to teach the expected behaviors (Bissonnette et al., 2016).

Table 11 presents the direct corrective interventions, providing a definition of its components, reference authors and examples of its subcategories.

Table 11

Reference authors, definitions, and illustrations of subcategories of direct corrective strategies

Subcategories and reference authors	Definitions	Examples
Using verbal effective strategies (Bissonnette et al., 2016)	This subcategory is coded when: - the teacher recalls the expected behavior; - teaches it again (by presenting it, teaching it, and having the student practice it); - gives the student two options (the expected behavior or a less attractive alternative); - provides a logical, educational consequence for the misbehavior.	*"Maxim, I remind you that you have to ask before standing up"*
Using verbal reprimands This type of strategies is not recommended.	This sub-category is coded when the teacher indicates to a student that he is behaving inappropriately, but without indicating the expected behavior.	*"Stop clowning around, Arthur! »* *"Guys, calm down "*

| Using strategies outside the classroom (Bissonnette et al., 2016) | This sub-category is coded when the student is removed from class following a misbehavior and/or when the teacher meets with the student individually to re-teach the expected behavior. | *"Come and see me at the end of the hour in my office"* |

Using punitive strategies

For the sake of completeness, punitive strategies, deemed ineffective by the scientific literature, are included in this grid. They follow a student's misbehavior, but unlike the strategies suggested above, they do not indicate to the student the appropriate behavior to adopt.

Table 12

Reference authors, definitions, and examples of punitive interventions

Category and reference authors	Definition	Examples
Punitive strategies (Rhode et al., 1993) This type of strategies is not recommended.	This category is coded when the teacher uses punitive strategies such as punishments, loss of privileges, detentions that are not associated with formative consequences. It is also coded when the teacher yells at the student, questions a distracted student, etc.	*"You'll copy the definition of gravity five times by tomorrow."* *"Alice, instead of dreaming, can you repeat what I have just said?"*

Students' actions

This section gives a detailed presentation of the categories related to students' actions.

Table 13 presents student's actions by distinguishing between minor and major misbehavior. The table also includes the definitions of these two types of misbehavior.

Table 13

Reference authors, definitions, and examples of different types of students' actions

Categories and reference authors	Definitions	Examples
Minor misbehavior (Bissonnette et al., 2016)	This category is coded when one or more students commit a minor misbehavior. A minor misbehavior is defined as "a breach of previously taught behavioral expectations that does not interfere with classroom functioning or student learning, but that disturbs the student or some students around them"[3] (Bissonnette et al., 2016, p.102).	*Two students chatting quietly.*
Major misbehavior (Bissonnette et al., 2016)	This category is coded when one or more students commit a major misbehavior. A major misbehavior is defined as "a breach of previously taught behavioral expectations that interferes with the smooth running of the classroom, the teacher's teaching and, consequently, student learning; dangerous, illegal or illicit behavior (violence, bullying, drugs, theft, etc.); a minor misbehavior that persists despite various actions"[4] (Bissonnette et al., 2016, p.103).	*A student who shows up drunk after lunch, a student who comes to school with a knife, etc.*

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[3] Personal translation of : « un manquement aux attentes comportementales préalablement enseignées[3] qui ne nuit pas au bon fonctionnement de la classe, ni à l'apprentissage des élèves mais qui dérange l'élève lui-même ou quelques élèves autour de lui » (Bissonnette et al., 2016, p.102).

[4] Personal translation of : « un manquement aux attentes comportements préalablement enseignées[4] qui nuit au bon fonctionnement de la classe, à l'enseignement du maître et par conséquent à l'apprentissage des élèves ; un comportement dangereux, illégal et illicite (violence, intimidation, drogue, vol, etc.) ; un écart de conduite mineur qui persiste malgré diverses interventions réalisées » (Bissonnette et al., 2016, p.103).

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5. Appendix: Observation grid for professional classroom management gestures

	Sub-groups of categories	Categories	Sub-categories	Definition of the sub-categories	Modalities	Definition of the modalities	Examples
Teacher's strategies	Preventive strategies	Managing resources	Managing space (Bissonnette et al., 2016 ; Gaudreau, 2017 ; Rhode et al., 1993)	This sub-category is coded when the teacher manages student movement and placement in the classroom. For example, the teacher gives clear instructions for the placement of students during group work, the teacher assigns seats to students to prevent misbehavior, etc.	/	/	*"Get into groups of 4 and arrange the benches in blocks".* *"Mathéo, you sit on the first bench on the right and Alexis, you sit on the left".*
			Managing time (Bissonnette et al., 2016; Gaudreau, 2017)	This sub-category is coded when the teacher manages time.	Managing time effectively (Bissonnette et al., 2016; Gaudreau, 2017)	This modality is coded when: - the teacher gives clear instructions to students as to the time they have to complete an activity; - the teacher manages transitions between activities, without leaving any down time and gives clear instructions to students about the activity to follow.	*"You have 5 minutes to complete exercise 3".*
					Managing time ineffectively (Bissonnette et al., 2016; Gaudreau, 2017) This type of strategies is not recommended.	This modality is coded when: - the teacher does not give clear indications as to the time available to complete an activity;	*"Right... now we're going to... where were we yesterday?"* *"You have a few minutes to complete exercise 3".*

							- the teacher leaves down time between different learning activities; - the teacher goes off topic.	
			Managing logistics (Bocquillon, 2020)	This sub-category concerns the management of logistical aspects related to the classroom. For example, the materials needed for learning are prepared (course sheets, specific materials for an experiment, etc.). This category also covers the distribution of sheets, taking attendance, handing in assignments, etc.	/	/	*"Now I'm going to hand out the folder for the rest of the course".* *"Your work is due next Wednesday in the tray".*
		Setting clear expectations	Teaching rules and reviewing rules regularly (Bissonnette et al., 2016; Rhode et al., 1993)	This subcategory is coded when: - the teacher teaches the expected behavior, gives examples and counterexamples, and states the consequences for misbehavior; - the teacher teaches the procedures necessary for the smooth running of the classroom (e.g., class dismissals, late arrivals, etc.); - the teacher reminds students of the rules of conduct, without a student having	/	/	*"In the hallway, I walk".*

				committed a misbehavior.		
			Giving feedback on students' behavior and reinforcing appropriate behaviors (Bissonnette et al., 2016; Gaudreau, 2017)	This subcategory is coded when the teacher provides feedback to students on their behavior and reinforces appropriate behaviors.	/	/	*"Amelia, I congratulate you on your behavior today. You raised your hand every time you wanted to ask to speak."*

		Developing relationships	Using positive social strategies (Bissonnette et al., 2016 ; Gaudreau, 2017)	This sub-category includes the teacher's verbal and non-verbal strategies that have a social function, such as: - expressions of positive affectivity (use of humor, use of first names, etc.); - strategies in which the teacher congratulates and encourages all students for their efforts and participation in learning activities; - strategies in which the teacher discusses with students what interests them (hobbies, interests, etc.); - polite gestures (e.g., saying hello to students).	/	/	*"Hello"* *"Well done for this exercise"*

			Using negative social strategies (Bissonnette et al., 2016; Gaudreau, 2017) This type of strategies is not recommended.	This sub-category includes verbal and non-verbal signs of negative affectivity such as threats, sarcasm, humiliation, criticizing the student as a person, looking at a student aggressively, pointing, etc.	/	/	*"You always ask dumb questions "*
		Keeping students on-task	Grabbing students' attention (Gaudreau, 2017)	This sub-category is coded when the teacher's intervention is aimed at capturing the students' attention (non-verbal signs, noises, silence, etc.).	/	/	*The teacher counts aloud: "5,4,3,2,1".*
			Managing participation (Bocquillon, 2020; Hollingsworth & Ybarra, 2013)	This sub-category is coded when the teacher designates which student(s) must complete the task.	Letting students speak spontaneously (Bocquillon, 2020)	This modality is coded when the student speaks spontaneously to answer a question from the teacher, without having been designated by the teacher.	/
					Designating among volunteer students (Hollingsworth & Ybarra, 2013; Bocquillon, 2020)	This modality is coded when the teacher designates a student from among the volunteers.	/

					Designating among non-volunteer students (Bocquillon, 2020)	This modality is coded when the teacher designates a student from among the non-volunteers.	/
					Using an explicit random designation system or using collective answer systems (Hollingsworth & Ybarra, 2013; Bocquillon, 2020)	This modality is coded when the teacher uses an explicit random system to designate students (drawing sticks, etc.); when students answer in chorus; when students use a whiteboard to give their answer.	/
					Continuing the exchange (Bocquillon, 2020)	This modality is coded when the teacher continues the exchange with the student.	/
					Using other means to designate students (Bocquillon, 2020)	This modality is coded when students give their answers in turn, etc.	/
			Supervising learning activities (Bissonnette et al., 2016; Gaudreau, 2017)	This sub-category is coded when the teacher supervises learning activities. For example, the teacher provides feedback to students during individual exercises; the teacher looks around the classroom during learning activities; etc.	/	/	/

		Using indirect corrective strategies (Bissonnette et al., 2016 ; Gaudreau, 2017 ; Rhode et al., 1993)	Using non-verbal strategies	This sub-category is coded when, in order to manage the misbehavior, the teacher: - moves closer to the student whose behavior is inappropriate; - touches the chair or bench of the student whose behavior is inappropriate; - stares at the student whose behavior is inappropriate; - makes a noise or gesture to attract the attention of the student whose behavior is inappropriate; - uses silence wisely to grab the attention of students who are misbehaving.	/	/	/
			Intentionally ignoring a misbehaving student	This sub-category is coded when a teacher intentionally ignores a student's inappropriate behavior and reinforces the appropriate behavior of a nearby student.	/	/	/
	Corrective strategies	Using direct corrective strategies (Bissonnette et al., 2016)	Using effective verbal strategies	This subcategory is coded when: - the teacher recalls the expected behavior; - teaches it again (by presenting it, teaching it, and having the student practice it);	/	/	*"Maxim, I remind you that you have to ask before standing up."*

				- gives the student two options (the expected behavior or a less attractive alternative); - provides a logical, educational consequence for the misbehavior.			
			Using verbal reprimands This type of strategies is not recommended.	This sub-category is coded when the teacher indicates to a student that he is behaving inappropriately, but without indicating the expected behavior.	/	/	*"Stop clowning around, Arthur! »* *"Guys, calm down "*
			Using strategies outside the classroom	This sub-category is coded when the student is removed from class following a misbehavior and/or when the teacher meets with the student individually to re-teach the expected behavior.	/	/	*"Come and see me at the end of the hour in my office"*
		Using punitive strategies This type of strategies is not recommended.	/	This category is coded when the teacher uses punitive strategies such as punishments, loss of privileges, detentions that are not associated with formative consequences. It is also coded when the teacher yells at the student, questions a distracted student, etc.	/	/	*"You'll copy the definition of gravity five times by tomorrow."* *"Alice, instead of dreaming, can you repeat what I have just said? "*
Students' actions		Minor misbehavior	/	This category is coded when one or more students commit a minor misbehavior. A minor misbehavior is defined as "a breach of previously	/	/	*Two students chatting quietly.*

				taught behavioral expectations that does not interfere with classroom functioning or student learning, but that disturbs the student or some students around them" (Bissonnette et al., 2016, p.102).			
		Major misbehavior	/	This category is coded when one or more students commit a major misbehavior. A major misbehavior is defined as "a breach of previously taught behavioral expectations that interferes with the smooth running of the classroom, the teacher's teaching and, consequently, student learning; dangerous, illegal or illicit behavior (violence, bullying, drugs, theft, etc.); a minor misbehavior that persists despite various actions" (Bissonnette et al., 2016, p.103).	/	/	*A student who shows up drunk after lunch, a student who comes to school with a knife, etc.*