

Proximity

The main idea of proximity is to put the teacher close to the students who are more likely to get off task, or who are currently off task. This technique is a subtle way of letting students know that you are aware of them and what they are doing, and frequently helps to stop behavior problems before they become an issue.

HOW TO USE:

1. Power Zone — Always be walking around your classroom. Pay attention to where you naturally walk around and ensure your catching problems as they arise.

2. Risky Students - *Know your students*. If there are a few students that are easily distracted or have a tendency to get off track, maintain close-ness, proximity, to those students.

2. In the Moment — In the moment of disruption, be ready to calmly and naturally change your movement patterns in the direction of the student who is off task or misbehaving.

WHEN TO USE:

1. Preventative & Moment of Disruption
2. Certain student(s) have a habit of getting distracted easily
3. Student(s) are joking around during time that should be dedicated to academic work

VARIATIONS:

Frequent Eye Contact:

Eye-Contact can be a non-verbal, non-distracting, cue to distracted and off task students to redirect them to get back on to task. Many times, students naturally read teacher eye contact as a non-verbal cue to stop doing what they are doing and do what they should be.

Alternative Seating Near the Teacher:

In the event a student is getting distracted by their surroundings or people around them, the teacher can employ alternative seating as a strategy to minimize distractions. The teacher would need to provide a desk that is frequently passed during the teachers natural walking patterns, and free of extra distractions.