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The Well-Managed Classroom: Strategies to Create a Productive and Cooperative Social Climate in Your Learning Community

Michele Hensley, Walter Powell, Susan Lamke, Scott Hartman

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How can the school experience be humanized so that students feel connected, valued, and motivated to learn and achieve? How can the school environment be improved so that teachers and staff feel confident, respected and safe? The Well-Managed Classroom can show you how to overhaul or enhance the social climate and build a true community in your school.

The authors describe the Girls and Boys Town Education Model, a school-based intervention strategy that emphasizes behavior management practices, relationship-building techniques, and social skills instruction. It offers you the structure and strategies needed to reduce disruptive behaviors and empower students with self-management skills. The Model has been implemented in hundreds of schools and school districts nationwide. Research shows that in classrooms where the Model is implemented with high fidelity, more students comply with teacher correction and stay academically engaged while office discipline referrals and student suspension days decline.

The benefits of social skills instruction, coupled with proactive classroom management (having rules, procedures, and consistent consequences) cannot be underestimated. When students are motivated to learn, when they feel good about the classroom environment and the relationships they have with teachers and staff, when they can manage themselves and accept responsibility for their behavior, and when they feel empowered to improve, only then can you effectively teach and students truly learn.

The authors have many years of experience teaching and training teachers and school administrators to successfully implement the Education Model

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