



Classroom Management **Tip of the Week** STOIC Checklist

Periodically throughout the school year, consider using the STOIC Checklist as a simple self-assessment tool. The "C" component, *Correct Fluently*, prompts us reflect on the type of behavior corrections we use with students. To *correct fluently* is to correct students in a way that does not interrupt the flow of instruction. Remember, the way in which a teacher responds to misbehavior will either increase or decrease misbehavior in the future. Let the following questions guide your assessment and next steps.

Guiding Questions	Yes	No
Do you correct classroom rule infractions consistently? Though every infraction does not warrant the same type of correction, we must acknowledge them consistently to avoid student confusion.		
Do you correct calmly? An emotional reaction to student misbehavior has the potential to reinforce the student and increase the likelihood of the student misbehaving again.		
Do you correct briefly? Verbal corrections should be said in just a couple of words or a very short sentence. Private discussions with students may be more detailed and lengthy. Discussions are best kept for a time when the class is engaged in independent work or after class. Remember to review the desired replacement behavior during this time.		
Do you correct respectfully? One characteristic of an effective correction is that the student is treated with dignity and respect. An effective correction does not jeopardize the positive relationship you have worked to establish.		
Do you correct in way that creates the illusion of privacy? Remember, misbehavior can be very entertaining. Try to correct students in a way that does not put the misbehavior "on stage."		
Do you have a menu of in-class consequences that can be applied to a variety of infractions? The basic rule of early-stage misbehavior is to try the easiest correction first. Check out volusiachamps.weebly.com to download our easy-to-follow "Menu of Responses!"		