

STOIC

Online Classroom Management

University of Missouri



Center for Evidence-Based Youth Mental Health
Psychological Services Clinic
Turning Evidence-Based Practice into Everyday Practice



Missouri Prevention
Science Institute
University of Missouri

Structure for success

Physical setting, schedules, predictable routines, procedures, and policies

Teach expectations

Define clear expectations for all class activities and explicitly teach these expectations to fluency

Observe and monitor

Circulate and scan to continuously monitor student behavior

Interact positively

Maintain a high ratio (3:1) of positive to negative interactions with all students.

Correct fluently

Correct misbehaviors calmly, consistently, briefly, and immediately.

References

Sprick, R. (2009). *CHAMPS: A positive and proactive approach to classroom management*. Eugene, OR: Pacific Northwest.

Sprick, R., Wise, B. J., Marcum, K., Haykin, M., McLaughlin, B., & Hays, S. (2016). *Leadership in Behavior Support: Administrator's Guide (2nd Edition)*. Eugene, OR: Pacific Northwest Publishing.

Top 7 STOIC Online Strategies

The acronym STOIC is used to describe five key elements of effective classroom management and school-wide behavior strategies (Sprick et al., 2009). STOIC provides a useful and efficient framework for teachers and school leaders to identify areas of strength and areas needing improvement in classroom and school discipline and behavior management practices.

- (1) Establish online behavior expectations**
 - Connect to your overarching behavior expectations
 - Online specific expectations: How do students ask for help? Can students move around while online? Do they need to ask for permission? How do students show they are participating? What behaviors do you expect students to show through their screen?
- (2) Clearly define and teach what each of these norms looks like in your classroom/school, and define and teach non-examples of each** (what each norm does not look like).
- (3) Provide frequent Opportunities to Respond (OTR):** 4-6 per minute for new material; 9-12 per minute for review. OTR will depend on specific "questioning strategies" for I-Individual, C-Class/Chorus, P-partners or G-Group for any given lesson.
 - Online learning is more conducive to I-Individual responses, but teachers can be creative in their questioning strategies that elicit partner, class or group responses.
- (4) Monitor Time on Task (TOT):** 85% or above is accepted percentage.
- (5) Strive to provide each student with 3 positive interactions (encouragement, praise, acknowledgement) for every 1 negative interaction (correction, reprimands).**
 - Remember to "interact positively" with parents, as well as students. Periodically send reports or a friendly note/update home to let parents know their student's status.
- (6) Provide brief feedback/corrections in a calm, matter-of-fact tone, consistently, and immediately after the infraction.**
- (7) Understand and use the virtual power of proximity (monitor, supervise, and document student engagement and participation).**

