Behavior Management Plan

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Descriptive Statement

The following document is a collection of my beliefs and ideas that I believe will together create an effective classroom management plan. I pulled theories, in-class observations and ideas that I believe will assist me in implementing a classroom management plan in my classroom that will create cohesiveness and a sense of community. Through this document you will discover my philosophies, rules and procedures, classroom arrangement, a parent letter that demonstrate my strong beliefs in classroom management. Within the philosophy section I have pulled ideas from various theorists that I believe to mesh well with my own philosophy in management. In rules and procedures you will get a glimpse of how my classroom will be run based on different procedure the students will be asked to comply with. By viewing my classroom arrangement you will be able to see how my future classroom will be set up that will be conducive to cooperative and group learning. Also, attached to this document is a parent letter that I will send home at the beginning of the year to my student’s parents. Within the letter I have outlined expectations of students and parents, my discipline plan, and how my room will be run. All of these documents together form what I believe will be an effective classroom management plan within my future classroom.
Philosophy of Classroom Management

In this section I will explain my philosophies on classroom management that will translate to how I will run my future classroom. Through coursework and research, I have taken ideas from several theorists that have helped me in developing my own behavior management plan. I believe that a well-developed management plan utilizes different beliefs from many theorists. My top ten beliefs include theories from Harry and Rosemary Wong, Fred Jones, Linda Albert, and Barbara Coloroso. From using these different beliefs I believe that I created a well-rounded behavior plan that will support student behavior and cooperative learning.

Top Ten Beliefs

The theorist Harry Wong and his wife Rosemary Wong developed the Discipline through Pragmatic Classroom Management, in which they believe “discipline problems largely disappear when students are carefully taught to follow procedures for all classroom activities” (qtd. in Charles 130). Their central focus is to describe why it is important for a teacher to understand the importance of rules and procedures implemented in the classroom. The Wongs state, “The single most important factor governing student learning is not discipline; it is how a teacher manages a classroom” (qtd. in Charles 132). Students need to understand the rules and procedures that are in place before they can be expected to follow them, by knowing their responsibilities as well as the teacher’s responsibilities. An effective teacher, according to the Wongs is, “One that spends most of the first two weeks of the school year teaching students to follow classroom procedures” (qtd. in Charles 132). As a teacher, I want to model for my students the correct way to follow the procedures that are in place for the school year. If I can model effectively early in the school year, I will not have to spend a lot of time going through
procedures and rules during time in which I could be teaching later on in the year. Allowing students to actually see how they need to behave and follow procedures “students will be able to learn better and conduct themselves better” (qtd. in Charles 132).

The Wongs also describe what effective teachers do and should do in a classroom setting in order to show authority as a teacher and to keep students on task. A teacher should position himself or herself at the door when students arrive each day and greet them. “This establishes authority and show that you consider them important” (qtd. in Charles 143). Each day, when my students arrive to school, I will be at the door greeting them with a big smile. I want my students to feel welcome and that I want them in my room. Effectively learning will take place if the student feels as if they belong in the classroom. Also, as students enter the room the teacher should have an assignment for the students to complete. According to the Wongs, “This eliminates 90 percent of discipline problems what would otherwise arise” (qtd. in Charles 144). If I have my students occupy their minds on an assignment when they first enter the room, they will not become focused on what they can do to pass the time by. When students try to find their own time fillers, it usually turns into behavior problems.

Fred Jones has many methods in his Positive Classroom Discipline plan that I find compatible to my beliefs, especially one “skill cluster” entitled Classroom Structure to Discourage Misbehavior. Within this skill cluster, Jones discusses room arrangement, classroom rules, classroom chores, and opening routines. I personally would not set my room up exactly how Jones’ says is the most effective, but I will keep the physical relationship of the students to the teachers reasonably close. Keeping a close distance between teacher and students, Jones’ says, “it keeps most students actively attentive and involved, with no inclination to misbehave” (qtd. in Charles 117). If a student knows that the teacher is close by and can watch each move
the student makes he or she are less likely to misbehave. Classroom rules should be general and specific that should be explicitly taught. Assigning classroom chores gives students a chance to develop a sense of responsibility. As a teacher, I want to have jobs set up in my classroom that students will have the chance to perform.

Another “skill cluster” set by Jones is Limit Setting through Body Language, is what I would like to work on a teacher. I want to make my students feel as if they belong in my classroom. Five effective body languages that Jones describes in this cluster are: proper breathing, eye contact, physical proximity, body carriage, and facial expressions: teacher presence. I believe that sometimes actions speak louder than words, and this is especially true in a classroom of students with different backgrounds. As a teacher, it is my responsibility to create a safe environment that is conducive to all learners. Jones states “Good discipline depends in large measure on teachers making effective use of body language” (qtd. in Charles 118). By displaying proper body language, it is in my interest to allow students to work out their problems without being nagged at, but I will neutralize their behavior with nonverbal communication.

Jones’ Backup System is a great asset to a teachers behavior management plan. As a teacher you will have consequences in order that you may think will “scare” the students into behaving correctly. Jones says that the Backup System “Hierarchical arrangements of sanctions intended to stop unacceptable student behavior” (qt. in Charles 123). Though, sometimes some students will neglect the consequences and misbehave anyways; this is why having a backup plan is imperative. The three backups that Jones suggests are: small backup responses, medium backup responses, and large backup responses. Small backup responses are the low-key messages that the student knows that the teacher means business. Medium backup responses are delivered publically to the classroom, such as giving a student detention in front of his or her
peers. The large backup responses are those that involve at least two professionals. The backup responses for me will only be used if I have exhausted all of my options. I want students to correct their behavior but if I have to take class time to deal with misbehaving students, more drastic levels must be used.

To help create a positive classroom environment, I will incorporate Albert’s *Three C’s of Cooperative Discipline* theory in my classroom. Albert believes that students see themselves three ways: “capable, connected with others, and contributing members of the class” (qtd. in Charles 94). Capable, the first C, Albert stresses that students will be more willing to complete their work when they believe that they can do it. As a teacher, I can let my students know that it is okay to make mistakes, for that is how we learn. If students feel connected, the second C, to the classroom environment they will be willing to stay positive about schoolwork. I need to make sure that my students feel comfortable in my class, and realize that it is okay to be different from one another; being different makes us come together and can be the strength of the learning community. The final C, contributing, means that as a classroom teacher I need to let my students know that if they contribute they will make learning better for all members of the classroom. I need to explain to my students that sharing answers and ideas with the class, will help turn on a light bulb for another student.

The Four R’s of Consequences, also by Albert, expresses how I will implement consequences to my students after they have misbehaved. The Four R’s of Consequence include related, reasonable, respectful and reliably enforced. It is important to make sure that students are given a consequence that correlates with their misbehavior. For example, if a student keeps bothering other students around her, her consequence should be put in a place in the where she is not able to bother anyone. The second R, reasonable, means, “The consequence is proportional
to the misbehavior” (qt. in Charles 99). Consequences need to help teach the student how to behave better, they are not to punish them. Respectful, the third R, means to the consequence should be given in a friendly but firm manner. Finally the final R, reliably enforced, means that the teacher needs to follow through with the consequence. My teaching philosophy lines up with not punishing the student when it comes to misbehaving. I believe that students have the right to learn how to behave correctly, because at home they may not be told what the correct way to behave might be. I am a teacher that wants to make my student’s not only become better learners but better citizens as well.

Barbara Coloroso is another behavior theorist in which my philosophy of classroom management matches up with well. When dealing with misbehavior amongst students, she suggests using her theory of the Three R’s of Reconciliatory Justice: restitution, resolution, and reconciliation. Restitution is repairing the damage that has occurred from misbehavior in the most necessary way. The second R, resolution, is correcting the misbehavior so that it will never happen again. Lastly, the third R, reconciliation, is making sure that all of the relationships that were hurt by the misbehavior are mended. Coloroso states that within her Three R’s of Reconciliatory Justice “Students learn to take ownership of the problem and situation they have created, they know it is up to them to make matters better” (qt. in Charles 102). As a teacher I want to make sure that all aspects of misbehavior are taken care of and the student sees the effects of the behavior he or she exploited. It is important for a student to see what they have done to truly understand why they must not behave in such a manner that causes “mistakes, mischief, and mayhem” (qt. in Charles 101).

According to Coloroso “Students learn problem solving better and more quickly when they know it is all right to make mistakes” (qt. in Charles 103). When students are faced with a
problem they need a way of dealing with it. Coloroso developed a six point plan that helps students see how to problem solve, the six points are: Identify the reality and define the problem, list possible solutions for dealing with the problem, evaluate the options, select the option that seems most promising, make a plan and carry it out, and reevaluate the problem and the solution. With this six-point plan students are able to work toward overcoming the problem they are faced with when it comes to behavior. Students need to be able to see how they can use the skills they possess to make the situation better. As a teacher, it is important for me to let my students know that it is okay to make mistakes and that everyone does it: not everyone can behave correctly all the time but there is a way to make the situation better in the future. If a teacher can convey the previous message to students they are going to become more inclined to changing their behavior.

Finally, Coloroso shares that “Proper discipline does four things that lead students toward positive behavior: shows students what they have done wrong, gives them ownership of the problems involved, provides them strategies for solving the problems, and leaves their dignity intact” (qt. in Charles 100). Disciplining a child helps him or her learn how to handle various problems that they may encounter through life. In contrast punishment “Removes good opportunities for developing integrity, wisdom, compassion, and mercy – all of which contribute to inner discipline” (qt. in Charles 100). As I have developed my philosophy of behavior management, I have discovered my adherence to assisting students into becoming responsible for their own behavior. If I want my students to take responsibility for their own actions, I need to instill in them discipline that will help them solve life problems and not punishment that will turn them off from wanting to correct behavior. My teaching responsibility to make sure my students
know what is right from wrong and what is the appropriate way to behave. I want to from my students into children that will change the world for the better.

With the implementation of these theorists I will be able to support my students with being responsible for their own learning, build problem solving skills, teach cooperative learning skills, and build a lasting relationship with my students. My top ten beliefs will assist me in my journey as a classroom teacher and create the philosophy I have developed in creating my classroom management plan. I will structure my classroom through lessons, rules, and expectations so that it demonstrates cooperative learning and taking responsibility for their own learning. Students will also be given the chance to take responsibility for the rules and goals that will be set within the classroom. If students are given a choice they feel included in the decisions of the classroom. All of the ideas that I have chosen to include in my behavior management plan contribute to create a positive and safe environment conducive to learning for all students.
**Procedures and Routines**

*Beginning of the Day:* When the students walk through the door they will be expected to take out any materials needed for the day from their book bags and place the materials on their desks. After the students have taken what they needed from their book bags, they should then take their book bag, lunch, gym shoes and etc. to their locker/cubby. Once they have finished putting their things in their locker/cubby students will be expected to turn in their homework and place it in the appropriate trays. If the students have anything for the teacher, that information should be placed in the tray that is located on the teacher’s desk. Students should return to their desks after they have turned in everything that was due. At the student’s desk they will find worksheet to complete or a question to answer in their writer’s notebooks. The “bell work” assignment will be a skill that the class had worked on the previous day or an introduction to the lesson that day. The teacher will prepare the materials for “bell work” the night before and have it laid out on the student’s desks before they leave school. Students should work quietly on their work. During “bell work” time, the teacher will remind the students to complete their jobs that they are assigned to do (i.e. feed the class pet). While students are working on their bell work, the teacher will take attendance and lunch count, as well as be available for the next 10 minutes after the tardy bell to answer any questions concerning the “bell work.”

*Turning in Student Work:* Students will need to turn in their work during the morning routine, or it will be counted as late or missing. Each student will be assigned a number at the beginning of the year. On their homework, the students name along with their number should be present on the assignment. The number the students are given will help keep papers in order and organized. Each subject will have its own homework tray lined up on one side of the classroom,
and students will be expected to turn their homework into the appropriate trays. The Homework Checker will go through each tray and put the assignments in order by student numbers. As the Homework Checker goes through the homework, he or she will also write down the missing numbers for each assignment on a sheet of paper. By having the homework in order by number, the teacher will be able to record grades more efficiently. After the Homework Checker has placed the assignments in order by number, he or she will put the homework back in its respected tray and give the teacher the list with the missing numbers. The teacher will be able to check to see who completed their homework or not. To let the students know they are missing an assignment, the teacher will write the assignment on the board along with the student’s number. Students will be expected to stay in during recess to complete their missing work. Three points will be deducted from the student’s assignment each day it is late, and any homework completed late will be expected to be placed in the appropriate subject tray.

* **Classroom Helpers:** The teacher will have a bulletin board in the room displaying the different classroom jobs. Classroom jobs will include; Homework Checker- puts homework in numerical order and writes down any missing numbers for assignments, Green Machine- picks up any trash and makes sure things are being recycled appropriately, Chalk Duster- cleans the chalkboard at the end of the day and whenever needed, Nutritionist- informs the class of the lunch menu, Substitute- fills in if someone is not there to fulfill his or her job, The Runner- takes papers to the office or to other teachers, The Zoo Keeper- feeds the class pet(s), Clean Sweeper- makes sure the locker/cubby area is tidy, and Paper Machine- passes out any papers needed throughout the day. Descriptions of each job will be gone over at the beginning of the year, during the first or second day of school. Each day the job assignments will change, and go in
alphabetical order. The teacher will tell the student to do their job once if it is not complete, if the job is still not complete after being told verbally once the job will be passed on to the next person. Incentives will be given to the students for doing their jobs and if they refuse to do their job they will have been marked down participation points. Having jobs set up in the classroom with create a community and a sense of contribution.

* Transition to “Specials”: The teacher will tell the students to line up at the door and stand in a straight, quite, single file line in the order of their assigned numbers. The class will not proceed to head to “specials” until everyone in the line is quite and not making any noise. Once everyone is quite, the teacher will lead the class to their designated “special” for the day. Students will be expected to remain quite in the hallway as well as stay in a single file line. When the students arrive at their “special” they will then be expected to follow the rules of their “special” teacher. Protocol for this transition will be discussed at the beginning of the year and then be expected to be followed everyday they have a “special.” If students are misbehaving in the hallway they will have a discipline that can either be individual or a whole group discipline action; this depends on the exploited behavior.

* Getting Attention/Signaling for Quiet: When students in the classroom are being too loud for constructive learning for others in the class or the teacher needs the class’ attention, the teacher will have various ways to signal for quiet or get the attention of the students. One way will be to ring a bell that will be placed at the teacher’s desk. The teacher will also say “I say voice” and the students will respond with “shhh.” Another technique the teacher will use will be to clap her hand in a set pattern and the students will mimic the patter the teacher clapped. These
techniques will let the students know that the teacher wants their attention or they need to keep
the voice level down, the techniques can be used interchangeably.

* **Dismissal:** At the end of the day students will prepare to go home 10 minutes before the bell
rings. The teacher will roll a dice that will dismiss one pod at a time. When a pod is dismissed
the students will be expected to get their book bags and put their homework and graded
work/handouts from their take home bin in their book bags. When their book bags are packed
up, the students will be expected to put their chairs on top of their desks. Once preparation to go
home has been completed the students will line up at the door in order of their assigned numbers.
The teacher will then sing song, ask questions about what was taught today or talk about night
plans. When school is dismissed the teacher will wait until all of the students are quiet then lead
them to the buses.
Implementation of Classroom Management Practices

Throughout this document I have explained my top beliefs, theories and routines/procedures that I will implement in my future classroom. In this next section you will be able to see exactly how I plan on implementing my practices of classroom management effectively. A lot of my ideas illustrated through this management plan demonstrate that I will provide explicit directions to my students that they will be expected to follow, but there is also room for my students to make their own choices. I am a believer in providing choice for my students but also provide structure within the classroom. Students need to learn problem-solving skills through choice, though it is also important for students to understand that routines and procedures are enacted for a reason.

Their classroom teacher, rather than a third party will give classroom rules and expectations to the students. Hearing what is expected from students from their classroom teacher helps build the respect that needs to be maintained throughout the whole school year. During the first few days of school, the teacher will give explicit direction to what the rules, procedures, expectations that will be asked of each student for the year. In order to make sure the established rules, procedures, expectations are kept students will have different consequences.

Individual, group, and whole class consequences will be given. For individual consequences the student will be asked to move their racecar to the pit stop for a “tune up” and if they continue to misbehave, the student will be asked to move their racecar to the garage for a “repair.” When the student is in the pit stop it is just a warning but when the student makes it to the garage it is a more serious consequence such as a write up. If students do not move their racecar at all during the course of the day, they get to add a sticker to their behavior chart. Group
consequences will consist of taking a chip from their basket of collected chips at their different pods. If a group does not follow directions or talks excessively, they will be asked to give a chip to the teacher. The group with the most chips at the end of the day will add a letter to the word SURPRISE. When a group has spelled the word SURPRISE they will receive their choice of candy bar from the teacher. Whole class consequences will consist of the class taking a marble out of the coffee mug. Students get to add marbles to the coffee mug for behaving well as a class but when they behave poorly they have to take a marble out of the mug. Once the mug is full of marbles the class can have a movie party.

The incentives that I have in place are there to in hope prevent misbehavior from happening and in an ideal world this will happen. As a teacher I know this will not be the case for every class, and it is important for me to also keep my students engaged through lessons and classroom curriculum. During lessons in which students are less engaged is when behavior issues arise. In order to keep my students engaged I plan to have my students up and moving as much as possible. When students are moving and involved in what they are learning, they will have less time to behave in a way that is unacceptable within the classroom.

There will be times in which students will have to sit at their seat to do work with moving about the room would not be appropriate. In these instances I will have the students complete a worksheet have them get out of their seats to turn it in then grab the next worksheet to work on. This will allow the students to get out of their seats for a bit and stretch their legs. I will also provide time for classroom discussion during this time so that students are given a chance to give input on the knowledge they have gained. Providing group discussion lets students become involved in their own learning and exercise their knowledge. Keeping students busy is key in making sure that classroom management is maintained.
When creating a classroom that is preventative in misbehavior goals and expectations need to be set at the beginning of the year so that students know what is expected of them. The moving of the student’s racecar is also a good method for preventing poor behavior. If students do now know what is expected of them early in the school year, the teacher can expect to have misbehavior throughout the year. Therefore as a classroom teacher, I will set expectations the students need to meet during the first few days of school. I will also need to make sure the expectations are visible for all students to see everyday. Verbal reminders will also be a good technique to use.

Making sure the classroom is supportive is also a very important behavior management style within a classroom. At the beginning of the year I will present an activity that allows everyone to see that we are all different but that “We are all in this together.” If students know that even though we are have our differences but all the same classroom cohesiveness will be met. I will have the students decorate handprints with their name on the outside of the handprint and then things that they enjoy inside of the handprint. I will then put the handprints in a circle on a bulletin board with the saying “We are all in this together” in the center of the circle. Having the handprints displayed all year will remind the students that we are all here for each other.

Also, to create a supportive classroom, I will explain to the students that I am here for them and if they need anything I am here. It is important for a teacher to develop good reporter with the students. I will maintain a professional relationship with the students but also a fun, loving and supportive link for the students. Some students may not have the support at home and it is important for the teacher to build that supportive relationship with those students.
Correcting behavior is the last resort in a preventative and supportive classroom environment. If it does come down to having to correct behavior of a particular student it is first important to have established the preventative and supportive aspects first. Having a strong relationship with students will allow for a more productive meeting of a plan to correct a student’s behavior. As a teacher, I will develop a contract or plan with the student that will outline new expectations and goals he or she will need to meet. Parents or administrators will not be fully involved unless behavior cannot be corrected after the first contract with the teacher and student. Parents will be informed of the new contract but they will not be involved with the creating of the first contract.

Developing a classroom arrangement cohesive to learning and cooperative learning is very important in the success of a classroom environment. Creating pods in which students are able to work with peers builds relationships amongst students. The teacher does need to make sure that students in the pods will work well together. A reading table needs to be included in the classroom to create an area for shared reading. Coat closets or cubbies will provide a more organized environment for personal belongings. Also, trays for homework and take-home items provide structure and a set place for papers. A reading area in which the teacher is able to sit in a chair and read to the students provides a more home feel to the room. Creating a structured environment as well as a place the students can call home will provide a place where they can learn and feel comfortable.
Classroom Arrangement
Sample Parent Letter

Dear Parents,

Welcome to a brand new school year! My name is Kelsey Morris and I will be your child’s 3rd grade teacher this year. With this letter I hope to begin open communication with you that will carry on throughout the year. By starting this communication I want to share with you my beliefs, ideas, and expectations that will be used daily in my classroom. Open communication with parents will assist in the success of your child through this year.

It is important to me that my students view their classroom as a community in which “We are all in this together,” and I will share this idea with the students at the beginning of the school year. To create the community atmosphere of the classroom I have set up my classroom and lessons to exemplify collaboration. The students will be sitting with group members and will sometimes be encouraged to work with group members to complete assignments. Creating this cohesiveness amongst students will set up success for the year.

At the beginning of the year, I will make sure that the students are aware of the rules, procedures, and expectations for the school year. A classroom meeting will be held in order to allow the students to have some choice of their class rules and expectations. Allowing students to have choices will create a dynamic in which they are involved in the classroom. I want the students to feel comfortable in their room. Rules, procedures, and expectations will be posted in the room as a reminder for all students.

I expect my students to take responsibility and initiative for their own learning. They will be given tasks in which they are to complete through classroom jobs, and will learn problem-solving skills through these tasks and schoolwork. A discipline program will be set up in which students will be held responsible on individual, group, and whole-class incentives and consequences. Weekly progress reports on behavior will be sent home to parents on Fridays.

My desire for your children is that they enjoy school and gain life skills that they will be able to carry with them for the rest of their lives.

It is important that parents play an active role in their child’s education. I will send home weekly newsletters conveying what we are doing in class, informing you of upcoming events, and what you can do to help your child in course work. Do not hesitate to contact me through phone calls, e-mails, or notes. You may reach me by phone at 111-2222 ext. 333, or by e-mail at kemorris@spartans.manchester.edu.

I look forward to getting to know you and your child this school year!

Sincerely,

Kelsey Morris
Work Cited