

Cierra Wisher

EDUC 360: Classroom Behavioral Management

Discipline Paper

30 November 2005

When developing a classroom discipline plan, teachers must take several things into account. They must look at preventative, supportive, and corrective methods of classroom management. They must understand the diverse needs of each class and the individual needs of each student. They must build their own classroom discipline plan for each group of students. It is important that teachers allow students to be involved in the decision process of classroom expectations. It encourages student responsibility. Doing so increases the likelihood that students will agree with and follow the set rules of your classroom. However, it is encouraged and often expected that teachers have specific rules and procedures that they will enforce regardless of the class.

With today's students, teachers need to enforce policies to ensure that our students are learning in a safe and effective environment. Because misbehavior interrupts class time that would be spent on learning, it is important to stop misbehavior as soon as it starts, if not before. It is helpful if you start out the school year with expectations that you hold firm to. Consistency is a crucial part of an effective discipline plan. Students need to know that rules are meant to be followed and if they break them they will be expected to follow through with the previously established set of consequences.

As I spend more and more time in the classroom, observing several different classroom management styles, researching discipline, and thinking about my own ideas of classroom management, I begin to formulate a philosophy on discipline that will help me manage my own classroom. Through reading, I learn about several aspects of classroom management, including rules. "Rules and procedures are the most common explicit expectations. A small number of general rules that emphasize appropriate behavior may be helpful. Rules should be posted in the classroom. Compliance with the

rules should be monitored constantly” (Classroom Management 2). In order to create a positive learning environment, I’ve developed some basic rules and procedures that I would like to enforce in my own classroom.

Some basic rules that I intend on enforcing regardless of my class dynamics are 1) Do not put others down, no name-calling, 2) Keep hands and feet to yourself, 3) Take care of personal property, school property, and one another’s property, 4) Do not talk out under any designated “silent time.” Other rules will differ depending on the class. The teacher and students will develop specific expectations of one another that will be posted in the classroom, along with the four basic rules.

As far as procedures go, I will stick to my use of a democratic policy of classroom management. I will allow my students to be involved in developing the procedures they will be expected to follow. I have seen the pull a stick or move a magnet, methods so many times, and while I have seen it as a good tool, I do not think it is the most effective way of dealing with misbehavior. I think this often becomes boring to the students to the point that they are unaffected by its consequences. The students that typically misbehave often become apathetic to these procedures. I would like to remain consistent in my expectations; however, I would like to change my procedure for enforcing classroom policies. I would like to do something different each 6 weeks, based on the time of the year, and the effectiveness of the last 6 weeks plan. I might even do a couple of things simultaneously.

I would start the year off with a sticker grid. Each student would have a paper with a grid on it posted somewhere around the room. They will earn a sticker for appropriate behavior in an entire day. If they do not follow the classroom expectations

they will not receive a sticker that day. When the students fill up their grid, they will be allowed to draw a prize from the classroom treasure chest. There will also be negative consequences for those that do not receive a sticker for the day. The negative consequences will remain consistent throughout each separate procedure.

For the next procedural period, I might do something in season, like have a bulletin board with leaves on a tree. Each student has a leaf card on their desk, in which, I will punch holes in the ones that have followed classroom expectations for the day. Those who have misbehaved will have their names recorded on a tab of paper, so that I will not punch a hole in their leaf card for that day. Once a student has a set number of holes punched in their leaf, they will be allowed to make a leaf fall from the tree. Once all of the leaves are off the tree the class will earn a fall party. If a student didn't get any holes punched in their leaf card, then they will not be eligible to participate in the fall party.

For the next procedural period, once the students have gotten used to the classroom expectations, I might make the disciplinary plan a little more simplistic. I could have two jars. One of the jars could be filled with marbles; the other one could be empty. The plan would be for them to get the marbles moved to the other jar. Each time I notice the class doing something they are supposed to be, working well together, or following classroom expectations well for the day, I will move marbles to the other jar. Once they have the jar full, they will receive a "marble jar party."

Throughout each procedure there will be continuous positive and negative consequences. Positive consequences will include verbal and written praise, stickers, drawing different toys and things from the class treasure chest, and being able to

participate in class earned parties. In order to implement positive and negative consequences, I will need to keep track of student behavior. Lee and Marlene Canter's *Assertive Discipline* encompasses a discipline hierarchy that I plan to use to handle negative behavior. "To employ the discipline hierarchy effectively, teachers must keep track of offenses that students commit" (Building Classroom Discipline 44). I plan on keeping track of misbehavior either on a clip board or by having the students turn in a paper that describes what they did wrong. Negative consequences will include warnings, time off of recess, writing a letter or calling a parent, and going to the principal's office. The negative consequences might depend on the severity of the action. Other positive and negative consequences will be developed as a class.

It is important that the students are completely aware of the class's discipline plan. Because my students will take part in developing the classroom expectations, I will expect them to be aware of the procedures. This is a way I can ensure my responsibility and student responsibility in our classroom. This is one way I can be an effective teacher. Effective teachers build students skills in the area of "problem solving, responsibility, and self-discipline" (Wong 160).

Also, parents, administrators, and colleagues should be aware of your classroom management styles. Parents need to know what's going on with their children. They need to know what it means when their student comes home with a note, or receives a call due to misbehavior. The best way to inform parents of your plan is to discuss the plan at open house, through parent/teacher conferences, and sending informative letters home. "The objective is to acquire parental support to work cooperatively with you in correcting a student's misbehavior" (Wong 160).

It is important that administrators and colleagues are aware of your specific discipline plan, because they will encounter your students throughout the school year and they need to know ways to handle misbehavior that are consistent with your plan. Staff meetings are the best time to discuss your personal classroom discipline plan with your colleagues.

My classroom behavioral management plan can be adapted to any age level. It is written to be most effectively used with students from 3rd-5th grade. Students at this level have developed enough reasoning skills to participate in developing an effective classroom discipline plan. If I were to use these methods with lower level students I would make the process simpler. I would have only one aspect that they had to understand. Also, the rules would be simpler for lower level students.

There are four fundamental aspects of an effective classroom management plan. First, “know what you want and what you don’t want. Second, show and tell your students what you want. Third, when you get what you want, acknowledge (not praise) it. Lastly, when you get something else, act quickly and appropriately” (Classroom Management 2). These are all things I plan on using in my future classroom, in order to ensure that my students follow policy, which will ensure a safe and effective learning environment that encourages student involvement. Classroom management is so crucial, because it can determine the effectiveness of the teacher and the learning ability of the students.

Dear Parent/Guardian,

Welcome to another wonderful school year! I am excited to have your child in my class. I would like to inform you of my classroom discipline policy. I want each child to have the opportunity to get the best education possible in my class. In order to guarantee that your child is getting the best education in the best learning environment, I have established a classroom discipline plan to help manage behavior in my classroom. I believe the best way to ensure that my students follow classroom expectations is to have them be a part of developing them, as well as the consequences associated with misbehaving. We will develop these by the end of the first week of school. However, I have some basic rules your child will be expected to follow.

Classroom Rules:

1. Do not put others down-No name-calling
2. Keep hands and feet to yourself
3. Take care of personal property, school property, and one another's property
4. Do not talk out under any designated "silent time"

I try to keep things running smoothly in my class, but I also feel that we learn a lot by talking and working with one another. My class is not one where your child will be expected to sit still and quiet for long periods of time. Due to this, the possibility for misbehavior increases. In order to prevent misbehavior your child will be involved in developing our classroom discipline plan. If however, a student doesn't follow the set of classroom expectations there will be negative consequences.

For the first grading period, each student will have a sticker grid posted somewhere in the room. They will earn a sticker for appropriate behavior in an entire day. If they do not follow the classroom expectations, they will not receive a sticker that day. When the students fill up their grid they will be allowed to draw a prize from the class treasure chest. In order to handle misbehavior, I will keep a clipboard that keeps track of each child's behavior. If a child misbehaves they will receive a verbal warning on the first offense. If they misbehave a second time they will lose time off of their recess. If they misbehave a third time they will have to either write a note or call a parent/guardian. If they misbehave a fourth time they will be sent to the principal's office.

While I will maintain the same classroom rules and consequences throughout the entire school year, I plan on changing the discipline procedure with each grading period. I will inform you of each change as I make them.

As always, if you have any questions, comments or concerns please contact me via phone, email, or a personal visit. Do not hesitate to come to me as an advocate for your child!

Thank you,

Miss Wisher

Works Cited

Charles, C.M. Building Classroom Discipline. Boston: Pearson Education, Inc, 2005.

Classroom Management and Managing Student Contact. Oct. 13, 2005.
<http://www.adprima.com/managing.htm>

Wong, Harry and Rosemary. The First Days of School. Mountain View, CA: Harry K. Wong Publications, Inc, 1998.