Classroom Behavioral Management Plan

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Descriptive Statement

This document presents my beliefs on classroom management that will allow students to learn in the best possible environment. After reading and learning about different theories on classroom behavior, I have come up with my own beliefs and management plan that will allow my classroom to run smoothly. With the help of theorists, I have included my top ten beliefs on classroom management and six procedures that will be used in my classroom.

Philosophy of Classroom Management

My philosophy on classroom management is centered on helping students learn to the best of their abilities. Not only does my philosophy include behavior in the classroom, but also how procedures, rules, and the classroom are arranged. Student involvement and student/teacher cooperation will be a major part of my classroom. With all of these in mind, my classroom will be a safe, welcoming environment in which all students will have equal opportunities to learn. In order to create my philosophy on classroom management, I incorporate ideas from theorists, such as Rudolf Dreikurs, Spencer Kagan, Harry and Rosemary Wong, and William Glasser. After learning about these different theorist ideas, I am able to formulate a philosophy that will not only help me when teaching but also provide students with the best learning environment. In the following, I highlight my top-ten beliefs on classroom management.

Top-Ten Beliefs

1. At the beginning of the year, I believe students should have a hand in coming up with the classroom rules. This goes hand-in-hand with Rudolf Dreikurs theory that students will have more accountability to themselves and to each other when they help come up with classroom rules. In my classroom, students will make a list of rules on the
board they feel should be in our classroom. After discussing with the students about all that was written on the board, I will make a final decision about what rules will be in the classroom. When students come up with the rules as a class, they talk about what is important behavior to them and also learn what is important to their classmates. After the rules are established, students will feel more compelled to follow them because they had a hand in creating them. Students will not only feel accountable for themselves but for each other. This will allow students to better monitor their own behavior and other classmate’s behavior as well, creating a classroom that works smoothly and well together.

2. Going along with classroom rules, I think there should only be five main rules in the classroom. Rosemary and Harry Wong say there should be five main rules in a classroom that are stated in a positive manner. Five rules may seem too little, but I think anymore than that and the students feel overwhelmed and only think about what they are not allowed to do in the classroom. The five rules are general rules and can be used in every aspect of the day. For instance, listening when an adult is talking. This rule not only applies to the teacher, but to other adults in the building and classroom visitors. When rules are stated in a positive manner, they are promoting good behavior.

3. After coming up with the five main rules for the classroom, students will sign a contract. Student contracts basically have students attest that they will follow the classroom rules we developed together. By signing the contract they say they agree with the rules and agree to follow them. Student contracts go along with William Glasser’s choice theory. He says when students have a hand in determining classroom rules and sign a student contract; they will be more apt to make good choices. Once the class has determined the rules, I will type up the contract that states the rules and a small statement about
following the rules. I will send this paper home with students to talk about with parents and then sign with a parent. If a student misbehaves, we can revisit the contract and talk about what rule they broke.

4. In my classroom students will be given choices as to how they handle a situation. They can either choose to misbehave or choose to take an active role in the classroom. William Glasser’s Choice Theory states the only behavior a person controls is their own. When students are given choices, they learn to take responsibility for their choices and how their choices not only affect them but also others around them. Giving students choices will lead them toward positive behavior and move away from negative behavior. Students will become accountable for their choices and either suffer the consequences or benefit from the choice. Teaching students about making choices and giving them opportunities to practice this will help students in all other areas of life since making choices is a life-long occurrence.

5. As a teacher I will have to provide students with lessons that are engaging and meaningful for all my students. Jacob Kounin says lessons should not leave room for misbehavior. When students are active in the classroom and lessons, they will have no time to misbehave. Students will be engaged with the activity they will not want to misbehave. When all students are participating and no students are acting out, all students have the same opportunity to learn and will not be distracted by other students misbehaving. This will result in all students retaining more of the information and coming away from the lesson with new knowledge. In order to create engaging lessons, I will have to know what my students like and motivate them to all learn together.
6. Another way to prevent misbehavior as a teacher is to be fully aware of what is happening in the classroom. Jacob Kounin also says teachers should apply “With-it-ness” in the classroom. This means teachers are able to see and hear everything that is going on in the room. By knowing what is happening in the room, I will be able to monitor behavior and find out who is/isn’t following procedures. Distractions will also be cut down because I can stop the misbehavior immediately before it becomes an even bigger distraction.

7. Most misbehavior occurs when there is down time during the school day, or there is not enough work planned. One way to cut down opportunities for misbehavior in my classroom, I will provide students with morning work. After students have completed the morning procedures, they will pick up some type of morning work they can do independently. Harry and Rosemary Wong believe that morning work will cut down on discipline problems. When students have something to work on, they will sit down and work on it instead of being out of their seats. Morning work also helps get the day started smoothly. Students will be working on a task, which allows the teacher to take care of any problems that other students might have. Such as a note from home, questions about homework etc… Morning work will be a procedure started at the beginning of the year so students know what is expected of them when they come to school every morning.

8. Allen Mendler and Richard Curwin’s theory Discipline with Dignity highlights student responsibility as a major area teachers should cover. I also agree students need to be taught how to be responsible and be given opportunities to practice responsibility. Students should know they are responsible for making choices. If they choose to misbehave, then they will deal with the consequence. This teaches students they are the
ones in control of their behavior and choices. It is up to them as to how they will choose to behave. Students will be in control of themselves, and I will be there to enforce consequences when poor choices are made. Reminding students daily they are in control of themselves and their behavior will better help them to behave correctly and make good choices.

9. Another belief of Curwin and Mendler I agree with is the idea that when misbehavior occurs, teachers should deal with that student privately. If a student chooses to misbehave, he or she should not be called out in front of his or her classmates. Instead, the teacher should take the student aside, discuss the behavior, and choose an appropriate consequence. The other students do not and should not know what happened or the consequence. By pulling the student aside and talking privately, they will not be embarrassed in front of the class. I believe embarrassing a student will only hinder their performance in the classroom, and they will be most likely to repeat the misbehavior. Also by talking privately with a student, there will be lesser disruptions for other students.

10. Going along with student choices, I believe that when problems arise, students should try to find a solution on their own. However, if it is necessary to step in, I will involve my students in Michele Borba’s four steps of Respond, Review, Reflect, and Make Right. In the first step of respond, students are asked to give their side of the situation while the teacher listens calmly. In review, students think about what they did and answer the questions, “What are the class rules?” and “Why do you think I am talking with you now?” The third step has students reflecting on their actions, who their actions might affect, and how the other person might feel. Finally students, with the help of the teacher,
make the problem right. These steps help students see what they did was wrong and find a way to make it better. If students are just given a punishment without knowing what behavior was wrong, they will not know what behavior to fix.

These are my top ten beliefs that I consider to indispensable in creating a well running classroom. Teaching my students to be responsible for their actions and allowing them to make choices will help them become productive citizens. When misbehavior occurs in my classroom, students will reflect on their misbehavior and find a way to correct their behavior. If students do not understand what they did is incorrect, then they will not know how to correct the behavior. Going along with my top ten beliefs, procedures will be set up in the room to ensure students are correctly doing what is expected of them. Six procedures I will incorporate into my classroom are as follows:

**Procedures and Routines**

**Beginning of the day**

As the day begins, students need to have set expectations for what to do in the morning. This will cut back on losing time and making the morning chaotic. When students first come into the classroom in the morning, they will be greeted by me and may greet other classmates. They will then take out folders and materials from their bags and put their bags into the cubbyhole. After turning in any homework or other important documents to the correct trays in the back of the room, students will take their own attendance by moving their name card into the school lunch basket or lunch from home basket. Next students will make sure they have a sharpened pencil and begin the morning work that is described on the board. Morning work will be a short activity that is done independently and gets all students to their seat working on something.
This procedure will be taught to the students on the very first day of school and students will be provided time to practice this procedure many times. I will have to make sure each morning there is morning work for students to do and the attendance name cards are placed back at the starting point. When students have mastered this procedure, the morning will go smoothly and time will not be wasted.

**Attendance and Lunch Count**

Attendance and lunch counts will be taken at the same time and done by students. In the back of the room, there will be a pocket chart that holds name cards for all students and two baskets. One basket will be labeled “school lunch” and the other basket “packed lunch.” When students arrive in the morning, they will take their name card out of the pocket chart and put it into either of the baskets. When all students have begun working on the morning work, I will be able to see who is absent by looking at the name cards that are still left in the pocket chart. When learning this procedure, students will be told to only move their own name card and no one else’s. This is very important for taking attendance. By taking attendance and lunch counts together, I will cut down on interrupting the class and taking time out of the day. At the end of everyday, I will have to make sure each name card is placed back into the pocket chart.

**Getting Classroom Attention**

Transitioning from one activity to the next is an important time. Students must be able to hear the new instructions and put away unnecessary materials for the next activity. In my classroom when it is time to stop working on something, I will ring a bell. This will signal the students to start cleaning up their materials and go back to their seats. Students will be instructed
that this is done quietly and independently. Then after a couple minutes that allow students to get back to their seat, I will count down to 0 from 3. When students hear me counting down they know to get back to their seats and be ready to listen for the next directions. At the beginning of the school year, students need to be given multiple times to practice this procedure. I will have to have a bell and put it somewhere in the room where all students can hear it.

**Transitioning to Specials**

When it is time for students to leave the classroom, whether going to lunch, recess, a special, or leaving school, students will have a set procedure to remind them to keep their hands to themselves and not talk. As students walk to get in line we will say the following poem as a class, “1 2 Listen and do, 3 4 Face the door, 5 6 Fingers on lips, 7 8 Stand up straight, 9 10 Let the quiet walking begin.” This poem is fun for students to recite and reminds them where their bodies should be and how to walk in the hallway. As students recite the poem, they are getting in two lines, a boy and girl line. As we walk in the hallway, students are facing forward, not talking, and walking quietly.

In order for students to learn this procedure, I will have to give them ample time to practice reciting the poem and getting in the two lines. When students get in line, I will need to ensure all students are saying the poem and getting in line how they are supposed to. For students to learn the poem, I will make a poster writing out the lyrics and hang the poster by the door. This way students have a visual when they are lining up to remind them what they are supposed to be doing.
**Pencil Sharpening**

At the start of each school day, students will be required to have at least two sharpened pencils at their desk. Pencil sharpening throughout the day distracts the class and is an opportunity for misbehavior. In case students may need to sharpen their pencil throughout the day, I will set up an alternative area for pencils. By the sharpener in the room, there will be two cans for pencils: one can will be labeled *Sharpened Pencils* and the other *Unsharpened Pencils*. If a student needs a sharpened pencil, they will quietly put their broken pencil in the unsharpened can and take a sharpened pencil from the other can. This will ensure all students have a sharpened pencil and cut down on distractions from the noise of the sharpener. Misbehavior will also be limited because students will not be standing in line waiting to sharpen a pencil.

At the end of everyday I will need to re-sharpen any pencils in the unsharpened can and put them in the sharpened can. This must be done before students arrive the next day so they will all have two sharpened pencils.

**Using the Restroom**

During break times, students will be allowed to use the restroom. In order to cut down on disruptions and taking the whole class, I will set up an “Apple” procedure for using the restroom. On four apple cut outs, two for boys and two for girls, I will write the student’s names in a list. The apples will be kept on a hook by the door. When it is time to use the restroom, the four students whose names are first on the list of each apple, will go get the apple, take it back and leave it on their desks, and go use the restroom. When the student is done using the restroom, he/she will look on the apple whose name is next on the list and hand the apple to the next student. The next student will then use the restroom and follow the same steps. When the last
student on the list has used the restroom, he/she will hang the apple back up on the hook. If a student does not need to use the restroom, he/she will just simply pass the apple to the next student on the list.

The above procedure will require a lot of practice time with teacher support. The first few weeks of school, I may need to watch and intervene in the apple passing to ensure students are doing the steps correctly. At the beginning of the year I will need to make four apples and write the student’s names on the apples.

**Implementation of Classroom Management Plan**

**Classroom Rules/Expectations**

At the beginning of the school year, when it is time to make rules for the classroom, I will have my students help me determine what rules should be in our classroom. I believe if students have a hand in making the rules, they will be more apt to follow them. After making a list on the board of the student’s ideas, I will make the final decision and cut the list down to just five main rules. This goes with my top ten beliefs that there should only be five classroom rules. If there are anymore than five rules, students can become overwhelmed with learning and remembering them. I will then write each rule on a poster board and laminate them to hang them in the room. During the rule making time, we will also discuss as a class rules that will help all of us learn and help us be a good learning community.

When all five rules are established, I will make a student contract for all students to sign. The contract will list all five rules and have a brief statement of agreement. Students will then take the contract home, talk about it with a parent, and then sign the contract with a parent. The
contracts will be kept in a file in case I need to pull it out and remind a student they agreed with the rules.

After discussing the rules and going over the contract, I will talk with the students about the consequences of breaking any of the five rules. The rules will be enforced by using a three step consequence system: first offense will be a warning, second offense losing some of recess, and third offense losing all of recess, writing a note to the parent, and maybe seeing the principal. When the student has gotten to the third offense, he or she will spend their recess writing a note home to a parent describing what they did, how they made up for the misbehavior, and what they will do in the future to not make the same mistake. These three steps of consequences will also be posted somewhere in the room.

**Curriculum and Instruction**

In order to best teach my students and meet their needs, I need to make my lessons engaging, meaningful, and relevant. If my students are not engaged in the lesson, they will not retain the material I am teaching. At the beginning of the year, I will need to take time to learn what my students like and what they are interested in. Then I need to try to incorporate their interests into lessons. Another aspect I will look at is what type of learners my students are. Howard Gardner has a model of seven multiple intelligences. The multiple intelligences are logical/mathematical, verbal/linguistic, bodily kinesthetic, interpersonal, intrapersonal, naturalistic, and musical. By incorporating as many of the multiple intelligences into my lessons, I can meet the needs of my students.
**Classroom Management Style**

A preventive classroom management style is when the teacher prevents misbehavior before it can happen. In order to do this, a teacher needs to know all of the students in the class. When a teacher knows all of the students, he/she can easily predict how a student might behave in a situation. Another way to prevent misbehavior is to have set rules and procedures in the classroom. When students know what is expected of them, they are less likely to misbehave. I will need to be consistent with all my rules and procedures and make sure all students are following the steps correctly.

A supportive classroom management style is helping students stay on task. When students are off task when working on an assignment, I can give a gentle reminder to keep working. Whether a tap on the shoulder, eye contact, or by saying the student’s name, I will be encouraging the student to keep working. Another area students might need a reminder to stay on task would be playing with objects at their desks. Playing with objects distracts that student but also the classmates around him/her. If I see a student playing with something at their desk, whether a toy or supplies, I will take the object away and return it to the student at the end of they day.

A corrective classroom management style is when the teacher has to stop a misbehavior and help the student behave correctly. When a student does not follow the classroom rules we have set, I would give the student an appropriate consequence mentioned earlier for his/her misbehavior. I would speak with the student privately and have the student review the misbehavior, reflect on the correct behavior, and follow through with the consequence. As the teacher I will need to follow through with all of my consequences and not be slack on some areas. I will need to be consistent in order for my students to take me seriously as their teacher.
Dear Parent/Guardian,

I am so glad to have your child in my classroom. I am looking forward to getting to know and teaching your child this year. I thought I would send home this letter explaining how my classroom is structured to best teach your child.

Today as a class we discussed rules we thought would be important to make our classroom the best learning environment for everyone. Students wrote their ideas on the board and we narrowed the list down to the top five rules. Please ask your child about the five rules we came up with and sign the student contract with your child. The contract is an agreement to follow our rules and to help make our learning community the best it can be. As a class we also discussed the consequences for breaking any of our 5 rules. 1\textsuperscript{st} offense: warning, 2\textsuperscript{nd} offense: missing part of recess, and 3\textsuperscript{rd} offense missing all of recess to write a letter to parents and maybe seeing the principal. After today, the students know what is expected of them. As a class we are going to work together to ensure we all have the same learning opportunities. Do not hesitate to contact me with any questions or concerns. I am so excited to be teaching your child this year!

Sincerely

Miss Whitaker
Classroom Arrangement:

- Bulletin Board
- White board
- Storage
- Cubbies
- My Desk
- Windows
- Rug
- Student Tables
- Small Group Table
- Computers