

Classroom Behavior Management Plan

EDUC 360

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November 23, 2009

Descriptive Statement

This document was created to outline my current beliefs concerning classroom management. It is based upon a number of theories and practices, as well as my own teaching philosophy. However, one important thing to note is that each group of students differs from years past. This means that not every single principle mentioned within this text will benefit their needs; therefore, it is best to classify this plan as a “working document.”

Philosophy of Classroom Management

My classroom management plan is based upon the themes of respect, responsibility, and encouragement. Teachers need to be seen displaying these concepts at all times or else they will not be able to genuinely teach these to students. I believe that I hold the qualities mentioned within this plan. If I did not see myself as a respectable, responsible, and encouraging person, then I could not successfully promote these in any setting. However, I know that to be a teacher these characteristics, among many others, must be rooted within. Others that hold these beliefs, or at least parts of them, include the theorists of Fred Jones, Jane Nelsen, Lynn Lott, Linda Albert, Harry Wong, Rosemary Wong, Marvin Marshall, Spencer Kagan, Patricia Kyle, and Sally Scott

Philosophy of Classroom: “My Top Ten Beliefs”

1. Body language is one thing that can be utilized to minimize student misbehavior.
 - According to Fred Jones, limits can be set through body language. I agree with him in saying that teachers do not always need to discipline with their mouths. Instead, teachers can choose to use other tactics, such as making eye contact and coming into close physical proximity of the student. To

reduce the likelihood of misbehavior, teachers should first and foremost be aware of their facial expressions and body carriage, as this can set the tone in the classroom. If students perceive their instructor as bored, annoyed, or even fearful, then their misbehavior will be promoted. Therefore, teachers need to be aware of their nonverbal cues, so that they can properly apply them.

- Ultimately, it is the teacher's job to support and encourage the learning of all students. In fact, I believe that a teacher should not have to disrupt a lesson every time a student misbehaves; instead, the teacher can use nonverbal cues to address the issue. In turn, this will allow for the student to see the teacher is fully aware of the situation and will not condone the misbehavior. This will not work in all situations, but it is one thing a teacher can attempt.

2. Classroom meetings should be implemented to help build and promote social and academic skills.

- This belief was proposed by Jane Nelsen and Lynn Lott. They strongly believed, as do I, that students can learn positive behaviors when in a social setting. However, the teacher needs to take part in these meetings; otherwise, a mutual respect will not evolve. If this shared sense of respect does not develop, then students will not take these meetings seriously. Additionally, listening skills, taking turns, and essentially being responsible for one's own actions are the desired results of these meetings.

In essence, these outcomes can be achieved when working on academic skills like problem solving.

- I believe that these meetings should be held more than once a week when in the lower elementary grades. For instance, students in kindergarten and first grade like to have a predictable agenda, so it is important that teachers be consistent with their meeting schedules.

3. All students need to feel as though they are capable of accomplishing the work that is presented to them throughout the school day.

- Linda Albert is the theorist behind the “Three C’s of Cooperative Discipline,” in which the first C stands for capability. I believe that students need to gain the sense of “I can.” This is extremely important, especially in the lower grades. If teachers are to build upon this sense of encouragement at an early age, then students will move on to other grades with a new found sense of confidence.
- Teachers need to do four things to ensure that students see themselves as capable. The first thing that educators can do is to capitalize on students’ mistakes, but only to show that everyone makes mistakes. Students need to see that errors are part of learning, meaning that no one is perfect and there’s always room to improve. In turn, this can build their confidence, which is the second thing that needs to be done in achieving capability. Another thing that teachers ought to do is display the class’s work in albums and/or portfolios. This allows for students to see how much they have improved over a given time span and it can ultimately boost their

self-confidence. Lastly, recognizing accomplishments must be done, in which award assemblies or presentations can be held. All four of these things can help to create a constructive and capable student and hopefully an entire class.

4. Teachers need to encourage their students.

- I agree with Marvin Marshall in saying that teachers need to foster encouragement. If this is done, then students will put forth more effort to learn because they will feel as though their attempts were noticed. Therefore, teachers need to look at mistakes as learning opportunities and offer supporting comments. I want all of my students to feel proud of their work, even if it is incorrect. After all, if they tried their best, they should be praised for their work and not scolded. Also, I would take a student's inaccurate response and turn it into a learning experience, meaning that they would see learning as a process and not a product.

5. Teachers need to incorporate a variety of learning materials in their lesson plans.

- The theorist behind this belief is Marvin Marshall. He and I believe that lesson plans need to be creative, meaning that they need to deviate from the usual lesson plan structure. A multitude of materials and techniques need to be utilized or else students' attention may be lost. I think that this goes along with Gardner's Multiple Intelligences, although Marshall does not directly state this. It is vital that teachers include a myriad of intelligences, that way students' curiosity is peaked. In fact, I believe that

educators should be held accountable for planning in accordance to their students' needs.

- There are several ways that teachers can “spice up” topics that students might otherwise find tedious. For instance, if a teacher is to instruct a lesson on latitude and longitude they could simply have the students read about it their basal textbooks. However, an effective teacher would respect the need for variety and choose to add flavor to the lesson. One way this could be done is by splitting the class into groups and then having them draw the latitude and longitude lines on a pumpkin. The teacher could then have the students label certain degree marks and map out various continents, countries, or even cities. This would incorporate several of the multiple intelligences, including: visual-spatial, interpersonal, verbal-linguistic, and logical-mathematical.

6. Teachers need to plan and organize their classrooms and schedules.

- Harry and Rosemary Wong strongly believe that if teachers are to create a fostering and nurturing environment, then they will need to be organized. Being prepared will entail several things, such as keeping a schedule and knowing where you place things. This can create a lot of work for a teacher, but if done correctly, it will help to eliminate some of the chaos that could instill.
- I pride myself in being an organized person. I enjoy categorizing and labeling things, such as paperwork, books, etc. Therefore, I believe that my classroom will have pre-labeled book baskets that correspond to

varying genres, along with labeled trays for homework and in-class work. I will also see to it that my students have their own mailboxes, which will be utilized for the placement of homework, take-home folders, and other essential papers. Another way that my classroom will be organized is by utilizing a laminated class schedule poster, which will be placed on the upper left-hand side of the chalkboard. I would write the title, “Miss Kipfer’s Class Schedule” at the top, but then the rest of the poster would be blank. The reason for leaving the poster blank is that many times a schedule is interrupted due to school assemblies or perhaps I would find it in my students’ best interest to switch the teaching arrangement for that day. Nevertheless, I would see to it that the schedule would be written and posted every day.

7. Students need to gain a sense of responsibility.

- Linda Albert is one of the theorists behind this belief, in which she stresses the ideas of belonging and cooperation. She believes that students ought to be encouraged to make contributions to the school. In my opinion, I think that she is alluding to the concept of classroom jobs. I feel that students need to be taught responsibility at a young age or else they will come to depend on others. Ultimately, learning rests in the hand of the individual and not solely upon the teacher. Therefore, I think that students need to be given classroom duties to help instill that sense of accountability.
- There are several classroom jobs that can be implemented. Some of those duties include: attendance/lunch counter, board cleaner, paper filers (those

who pass back papers), coatroom monitor, bathroom monitors, playground equipment managers, calendar aid, door holders, and so many more. I would make sure that each student was assigned was assigned a job, in which the roles would switch weekly. This would help to ensure that each student had the opportunity to do each job at least once.

8. Conflict resolution skills need to be taught in order to ensure a harmonious environment.

- According to Linda Albert, when a dispute breaks out among students, they need to consult the teachings of a conflict resolution plan. Albert was very specific in her plan, in that she identified six steps. I particularly liked how her plan placed the responsibility on the students. Instead of tattling to teacher, they are to try and resolve the disagreement on their own. This plan would have to be thoroughly explained to students and modeled as well, that way they were able to comprehend its purpose.
- The first step within the “Six-D conflict resolution plan” is defining the problem objectively. This means that students are not to place blame on one another for the dispute. The second step concerns that of declaring the need. Students are to state what makes the situation a problem, in which they are to keep in mind that blaming is not to be placed on any one student. Thirdly, students are to describe the feelings they are experiencing with the issue. It is extremely crucial that all parties involved hear one another’s side because often times individuals only consider their own feelings. The fourth step within the plan involves the discussion of

possible solutions. Students need to consider the pros and cons of each possible resolution. If individuals quickly decide on an answer without weighing their options, then another issue could quickly arise among those students. The fifth part of the process includes the parties deciding upon a plan, in which the solution with the most support from both sides should be implemented. As to when it should be put into practice is another thing that needs to be discussed. Lastly, those who were involved in the conflict should set up a follow-up meeting, which could be carried out amongst the students themselves or the teacher could be engaged. Ultimately, the goal is to ensure that the problem was successfully worked out among those involved.

- In order for students to effectively work out their own problems, I would set up a conflict resolution zone. Within this designated area, the resolution plan would be posted, along with comforting items, such as pillows, stuffed animals, books, etc. It may take some time for students to calm down, so that is why these peaceful items would be placed within the conflict resolution zone.

9. Students are to display respect for all adults within the classroom, at any given time.

- The two theorists behind this belief are Harry and Rosemary Wong. However, their theory pertains to substitute teachers, but I took it one step further and applied it to all adults within the classroom. I believe that all students need to display a reverence for those adults in a classroom, even

if they are not technically teachers. To help students understand how they are to treat these individuals, the “Golden Rule” could be applied. In order for students to identify with this rule, it could be translated to mean “do unto others as you would have them do unto you” or in more simpler terms “treat others as you would want to be treated.”

- The Wongs also state that students are to “be as helpful as possible.” This means that students are to assist substitutes and other adults in the classroom. If a question is asked of an individual, then they are to respond positively and honestly. I firmly believe that if students show respect toward others, then the foundation for a trusting relationship has been laid.

10. Students need to have an active role in deciding upon the classroom rules.

- According to Spencer Kagan, Patricia Kyle, and Sally Scott, students need to be included in the rule making process. In fact, these theorists called class rules- agreements, in which the teacher and students are to cooperatively decide upon the rules. They also state that rules should be simple and limited to a maximum number of five. Additionally, the classroom rules should be displayed on a poster in the room, so that the students can refer to them throughout the school year.
- By allowing the class to be involved in the rulemaking procedure, they can feel more like a classroom community because they were allowed to have input in the agreement. I also like how the teacher can hold the students accountable for their actions. Also, students are less likely to oppose the rules if they were allowed to help formulate them. However, there will be

the occasional student who defies the rules in order to seek attention and so forth. If this occurs, then the teacher will need to take a different approach with this student. Nevertheless, the rule of thumb is that the class will try to act responsible at most, if not all, times.

These top ten beliefs will be achieved through the implementation of my class procedures and routines. In order to effectively implement these measures, I intend to create a more structured environment. This will in turn help to counteract many forms of misbehavior that could have otherwise occurred.

Procedure and Routines: “Six Principle Values”

By establishing procedure and routines within my classroom, I believe that this will help to limit student misbehavior. There are six areas within this plan that I am going to focus on, in hopes that students will learn to respect others, as well as themselves, in addition to becoming responsible members of the class. Along the way, encouragement will need to be provided, so that these practices remain successful.

1. Getting attention/signaling for quiet

- This is a very important procedure that I believe every teacher should include within their classroom management plan. Instructors need to have some way of gaining students' attention, as well as quieting them. However, it should be conveyed to the students that some level, a minimal level, of noise will be allowed, but if it gets out of hand, a signal will be given for the room to quiet. For instance, during group discussions

students will be required to talk to their partner(s), but if the noise level rises out of control, the teacher will need to use their quieting signal.

When students hear or see the signal being administered by the instructor, they need to respect it, so that the teacher can move on to the next part of the day.

- The signal that the teacher will be utilizing is the hand clapping mechanism. The teacher will announce to the class “Clap once if you hear me,” and after the initial clapping sequence, the teacher will repeat it but with a different number of claps. The different number of claps will ensure that the students are listening with their ears and not their mouth. When students hear the teacher announce for their attention and quietness, they need to respond by clapping, so that the teacher can see that they have their listening ears turned on. Another clapping technique that could be used is the clapping of a rhythm. I would not incorporate this into my plan until the students have grasped the number of claps technique. I also would like to implement two different clapping signals because I want my students to have to think on the spot.

2. Communicating with parents

- Parents and/or legal guardians need to be informed about classroom rules, as well as current projects and teachings. It is vital that several means of communication remain open. For example, the teacher’s phone number and email address need to be dispensed to all students’ families. Encouraging the sending of notes, as well as the scheduling of conferences

can be done to ensure that the caregivers are well-informed of what is happening in the classroom.

- One thing that I have seen many teachers do and would like to implement myself is the sending home of a weekly newsletter. This could be placed within students' Friday folder, that way caregivers would be able to read about what is to occur in the upcoming week. Additionally, sending home a weekly newsletter encourages student responsibility because ultimately they will be responsible for taking the note home and handing it to their parents and/or legal guardians.

3. Beginning of the day

- As soon as students step foot into my classroom, they will be responsible for carrying out the morning routine. To begin, they are to put away their belongings, such as their coat, book bag, lunchbox, etc. Next, they are to turn in their homework, if they had any, while finding their way to their desk. At this time, they are to hand in any notes or lunch money they might have to the classroom teacher. It is crucial that these be handed in right away, so that the teacher can send this information to the office along with the attendance.
- Once all the above has been completed, students are to work on any morning work that might be on their desk. If there is a worksheet of any kind, it will contain skills that the students have been working on, such as a color by number but with addition facts. This will allow for the students to be actively and cognitively engaged in a learning extension, while I fill

out the attendance and any other morning work. There will not always be a worksheet on their desk, so this will signal to the students that they are to grab a book basket (my books will be placed in baskets and grouped by theme, authors, and/or genre) and quietly read. If the students are busily involved in a morning activity, this will reduce their misbehavior because they will not be engaged in any down time.

4. Dismissal or end of the day

- The end of the day will be a hectic time, so it is crucial to have a consistent routine for this time. There are many things that need to be accomplished before the students walk out of the classroom. For instance, students need to collect their back packs, lunch boxes, any papers that have been placed in their mail boxes, their homework that has been housed in their desk, and any other additional items. I believe that teachers can eliminate chaos during the end of the day if they dismiss certain groups or even an allotted number of students at various intervals. For example, if I were to place my students' desks into five pods, then I would call one of the pod numbers, in which they would be given two minutes to collect their items and head back to their desks and so on with the other pods.
- Once all the students have packed their bags, they are to quietly line up at the door, but they are to line up in a special order. Students should not have to be reminded of this order, for it will be the same throughout the entire school year. The walkers and car riders are to be at the front of the

line, followed by the bus riders. When it comes to the bus riders' part of the line-up, they are to place themselves in order of the buses; for instance, when the teacher walks the students out to the buses, those that get on the first bus should be near the beginning of the line. Also, on the way out to the buses, the walkers and car rider will be dismissed. Students should be encouraged to familiarize themselves with those students who ride the same bus as them or those that normally line up in front or behind of them because this will help them find their place in line every day. However, the line-up may change occasionally when students are picked up by parents and/or legal guardians for appointments, so that is why students are encouraged to know more than just the person who stands in front of them.

5. Classroom Helpers

- As mentioned in the belief's section, I think that students need to be assigned classroom jobs. This will help to instill a sense of responsibility, in that they will be required to carry out their assigned task every day without being reminded. Many of the job postings were also discussed within the belief's section, so I will not repeat them.
- The teacher will assign student jobs on Monday and they are to be carried out throughout the entire week. Jobs will only switch after students have performed those duties for a week. Ultimately, students will have one opportunity to carry out each job, so fairness is a factor that is taken into

consideration. If a student neglects to complete their job, then they will be “fired” and “rehired” on a probationary period the next week.

- The way that the teacher is going to assign jobs is through an alphabetical class list. For instance, if the first two students are named Carter Allen and Ethan Emmett, then the job that Carter had the first week will go to Ethan the next week. This will allow for students to keep track of when they will have what job, although they will not be required to keep record of this. When a student is absent, the teacher can carry out that student’s role or they can assign a person to do double duty if more than one person is not present.

6. Emergency drills

- When an emergency arises, a teacher will have to quickly and calmly move students away from the situation. Two prime examples are tornado and fire drills. Most of the time schools will have a school wide procedure, but not always, for these types of circumstances. If a policy is not in effect, then the teacher must come up with their own plan. No matter whose plan it is, the teacher needs to post by the exit(s) in the classroom.
- Teachers should provide practice drills with the students, so that they know how to respond if a tornado and fire does occur. Once ample practice has been provided (and it will continue throughout the school year), students will be held responsible for the procedures to be carried out. For instance, the teacher is going to have several jobs for the students to perform. If there is a class pet, then the student who is in charge of

handling it that week will need to quickly gather it. Another thing that the students will have to carry out is the switching off of the lights and the shutting of the door, in which the last person in line should be in charge of these tasks. It will be the teacher's job to grab the clipboard with all the students' names on it, so that they can take attendance once they are outside (if it is a fire drill). In case of a tornado, the students will complete the same procedures, but they will locate to a different spot in the school, such as the hallway outside the classroom.

Implementation of Classroom Management Practices:

Classroom rules/expectations:

- I strongly believe that the rules should be established between the teacher and the students on the first day of school. No less than three, but no more than five rules will be implemented. The reason for these numbers is because students are more liable to remember things in groups of three to five. Also, the rules will be written in a positive manner and they will be specific and not general. The advantage of specific rules is that they clearly state the expected student behavior, unlike general rules, which offer flexibility in the behavior that can occur.
- Once the students and the teacher have agreed upon the classroom rules, they will be written on a poster that will be displayed at the front of the room. Before it is hung, each and every student will need to sign the rule's poster. This will ensure that they agree to the established regulations. Also

at this time, the students and the teacher will need to agree upon a consequence and rewards system. The only way for the rules to be effective is to have a consequence system that enforces them and a rewards system for complying.

- It is my belief that the teacher should be in charge of creating the consequence and rewards system, but they should hear the students' opinions before firmly establishing such a system. Therefore, the teacher will announce the official consequence and rewards system on the second day of school; although this does not mean students can get away with misbehavior on the first day of school. Instead, the teacher will write the names of those who cause misconduct on the chalkboard and each time their name is written after the first, five minutes of recess will be taken away.
- Before hearing the students' input, I think my desired consequence plan would involve five steps, in which students' names would be written on their own clothespin. Each time the student misbehaves, they are to move their clip one space up the chart. When this happens, the teacher will be sure to emphasize that the student chose those their consequence. The first floor is where I'd like their clips to remain, but students will occasionally make a mistake. Therefore, the first offense is a warning. The second time they move their clip they are to lose 5 minutes of recess. The third time they are to lose all of their recess. The fourth consequence involves a ten minute time-out that will take place in the office and a phone call home to

their parents and/or legal guardians. The top notch on the chart, the fifth step, involves the teacher holding a conference with the student, their parents and/or legal guardians, and the principal. I have high expectations for my students, but I will not impose these consequences unless I have their approval. If the students propose a better idea, then the plan will be reworked, but if no improvements are suggested, then the original plan will take effect on the first day of school.

- As for the rewards system, this will be referred to as positive consequences, in which the teacher will try to show that they are pleased with those students who follow the rules. Examples of positive consequences include smiles, nods, winks, and the displaying of a thumbs up sign. Sometimes I will say how pleased I am with the way a student is working or behaving toward another classmate. On special occasions when the whole class is behaving appropriately, I might allow them to go to recess five minutes early or allow them to watch a short video.

Curriculum and instruction:

- In trying to prevent student misbehavior, the curriculum and instruction will need to be kept in mind. I believe that teachers need to ask their students what they would like to learn about, within the realm of certain topics of course. For instance, if the teacher intends to cover a unit about community careers, what would the students like to find out this subject? It is crucial for teachers to center their instruction upon students' interest levels, or else students might become bored and act out.

- Teachers also need to keep in mind Gardner's Multiple Intelligence's, in which he identified eight different learning styles. I highly recommend utilizing at least two of the intelligences in each lesson, although if more can be included, then that will be better. Since each student learns best in their own way, it is in the teacher's and students' best interest to capitalize on a multitude of learning activities.
- I think that one type of project I would like to implement with my students, at least once each semester is that of a "Tic-Tac-Toe Chart." Within each of the nine squares there is one project activity listed. All students will be required to complete the center activity and from there they are to choose two other projects, but the catch is that they have to line up in a row, as though they are playing to win a game of Tic-Tac-Toe. The main reason I want to utilize this type of assignment is because it allows for structure on the teacher's part, yet freedom on the students' behalf.

Classroom Management Styles:

- Preventive:
 - The prevention aspect of discipline involves the removing of known causes of misbehavior or limiting their effects to the best possible extent. Any prevention of misbehavior will allow the saving of instructional time, as well as the relationships you form between the students.
 - One way that I intend to prevent misbehavior is by quickly learning the students' names. This will allow for me to call

students by their name and perhaps even form a positive relationship, in which we could converse on occasion. This would allow that student to know that I care about them because I took the time to get to know them and listen to their thoughts.

- Another way that that I can prevent misconduct is by conveying the importance of responsibility. This will be done through the assignment of weekly jobs. Students will also be responsible for their own learning, in which the teacher cannot force the knowledge into the students' minds. However, the teacher will need to emphasize the first "C" in Albert's "Cooperative Discipline" model. Ultimately, they will be conveying the importance of "I can." Students need to learn that they will make mistakes, but this does not need to stop them, for learning arises out of mistakes.
- A third characteristic to be included in the prevention of misbehavior is that of class agreements. By this, I mean that students and the teacher need to make decisions together concerning the classroom rules and expectations. If students are to comply by the rules, then they should have a say in them. Also, students should look at their misbehavior in a positive way, in that it is a learning opportunity to discover new and better ways of behaving.

- Supportive

- The supportive facet of discipline refers to what teachers do to help students maintain self-control. This includes the teacher's use of body language. It is crucial that instructors be aware of their nonverbal cues and how the tiniest signal could upset a student. Therefore, it is important for teachers to remain positive and calm throughout the school day, even if misbehavior does occur.
 - An example within the sphere of supportive discipline involves a student who has repeatedly interrupted class by giggling out of turn. If the teacher has asked the student to quiet down and has moved their clip on the discipline chart two times, this means that the student has chosen the negative consequence of losing five minutes of recess time. The indication for the student should be that they need to change their behavior.
- Corrective
 - If the preventive and supportive styles of discipline do not work with a student in need, then the teacher may have to resort to corrective discipline. This will require the teacher to intervene, but I think this should be done in a positive manner. For example, if a student is being too loud during independent reading time, I could announce to the class that "I like how Jenny and Matthew are reading quietly to themselves at their desks." Also, the teacher could make eye contact or use physical proximity when addressing this issue, in which this should convey to the misbehaving student

that they need to modify their behavior to meet the teacher's expectations.

- Another way the teacher could intervene, with say a pencil tapper, would be that of whispering short requests to student, such as "Please put down your pencil." The key is to remain calm and consistent with your requests. If you politely ask a student to put down their pencil, but they won't comply, then their clip will need to be removed and their consequence of choosing would be a warning.

As mentioned before, this document was created to outline my current stances on classroom management practices. Since my views are likely to change with the vast wealth of information being constantly presented within the realm of education, it is safe to say that this plan is a "work in progress." All the while, my plan will relentlessly center upon the themes of respect, responsibility, and encouragement. I hold these themes near and dear to classroom management, so you will most likely find them in the backbone of it, not matter how many times the document changes.

Parent Letter

Dear Parent/Guardian,

I am pleased to announce that I, Sahara Kipfer, will be your child's teacher this school year. I am looking forward to working closely with you and your family. First of all, let me say that my goal for this school year is to create a warm, encouraging, friendly, respectful, and safe environment for your child. I believe that teachers need to do everything in their power to ensure that each student is learning at their optimal level and that it what I hope to achieve in my classroom.

Within this letter I am not disclosing any of the classroom rules, mainly because they have not been drawn up. I firmly believe in letting the students have an active role in the process of rulemaking. However, I will limit the number of rules to no less than three, but no more than five. The reason for these numbers is that children are more apt to remember things in groups of three to five. Once the rules have been agreed upon by all the students and myself, I will send a copy home, along with the negative consequence system that will be utilized. As for rewards, these will be referred to as positive consequences, in which smiles, nods, the occasional verbal praises, and additional recess times will implemented.

Hopefully this year is a successful one, as I intend to see all my students flourish. Furthermore, I want to make it known that you have a vital impact on your child's education, whether you realize it or not. I hope that this does not alarm you; I just wanted to alert you to that grave fact, so that you can foster a positive learning environment at home as well. If you have any questions throughout the school year, whether they are personal or related to homework, feel free to contact me.

Sincerely,

Sahara Kipfer

Email: sokipfer@spartans.manchester.edu

Cell phone number: 260-273-9890 (I would prefer no calls later than 9 p.m.)

Classroom Arrangement

