

Classroom Management Plan

Criterion 1: Establish positive relationships among all learners

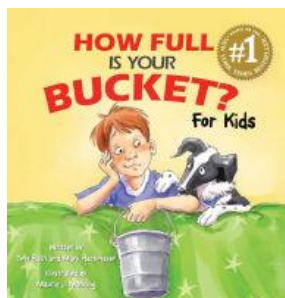
1) I want all of my students to feel welcome and a part of a special team. I would explain that we are all going on this learning journey together and I would explain the importance of being a team and getting to know each other. When we know the interests and backgrounds of our peers, we can understand each other better and work together for a positive outcome. We would come up with a team name so we recognized the importance of being a team. Examples: Mrs. Babcock's 3rd Grade Rock Stars, The Firsties. I want everyone to feel important and I would teach them that if we all work as a team this year, we will all be successful learners.

2) I would play teamwork building games. We would play the game where there are four players in a group and each group gets six red solo cups and a rubber band with four strings attached. The students will have to work as a team to stack the cups. You will really get to know the attitudes and perseverance of each of your students when you do this activity. It is really interesting to see which students give up easily, which ones get frustrated or angry and the ones that are cheering on the whole team. I think this would even be a fun activity to do with adults at a staff meeting. This activity is silly and fun but it's great for staff that are not familiar with each other.



3) I would try to have an extra fifteen minutes at the end of each day for the first week or two of school, and play a game show style game where one person is the host and one person is the guest. This would be a game to get to know the guest of the day. The host will choose students in the "audience" to ask the guest questions. The teacher would be the first guest so that the students know how to do this activity. I would also try and have a surprise host for the first time so it seems like a special activity. I would either invite our principal, counselor or instructional aide to be host for that first day. If you make learning fun, the students will do anything you ask them to do.

4) I love the book *How Full Is Your Bucket*. This is a great book to read to students about how to be kind to each other. To work as a team in our classroom, we need to fill each other's buckets, not empty them.



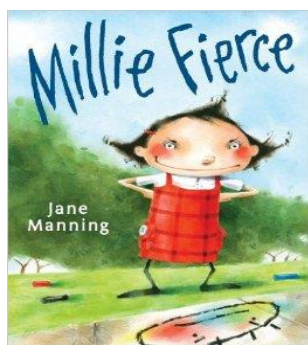
Criterion 2: Prevent attention-seeking and work-avoidance behavior

1) Proximity: I would move closer to the child that is seeking attention, or move closer to the student that is not working. I think proximity is very important because it's something you can do that does not draw a lot of attention to the attention seeker.

2) For the work avoidance student, I would modify the activity/work so they are not burdened by the whole assignment at one time. It is sometimes overwhelming to see a lot of problems on a paper. I would maybe differentiate for the student avoiding doing their work and give them a sheet with only half of the problems that is pertinent to what I want them to know.

3) When school starts for the year, I would set clear rules and guidelines for our classroom. Everyone would know the rules and expectations. When everyone is aware of the rules/procedures, your classroom will run more smoothly. If more than a few students were attention seeking or avoiding, I would discuss the classroom rules again. I would make sure to engage those students in the classroom and ask them for ways to help our classroom run more smoothly.

4) I would read the book *Millie Fierce* to the class. It is a good book to read to the class about attention seeking behavior, it's a good book to stop and predict behavior. I like to connect books to lessons to further our classroom discussions. We could then have an open dialogue about how Millie could have handled these situations.



Criterion 3: Quickly and unobtrusively redirect misbehavior once it occurs

1) If the safety of our room is compromised, I will either have my aide take the student out of the classroom or I will take the student out of the classroom and talk with that student. I will have a talk about the seriousness of safety in our classroom. I will give that child different tools to be

able to identify when they feel like they want to act out. If they know they need to move, I will let them move around the room or give them a note to take to the office so they can walk off some of their energy.

2) I think the important thing to do is to identify when the misbehavior is occurring. If I had a student that was struggling, I would maybe choose a new spot for that student to learn better. I would choose a spot with less distractions. I would make mental notes about when the student is getting distracted.

3) I think that proximity would also work for this situation. If I want to quickly deter a behavior, I would either ask that student to help teach the lesson or I would go and check on that student's learning and ask them a question about what they are working on. It will let them know I am paying attention and I expect them to be doing their work.

Criterion 4: Stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently

1) I would use one on one conversations with the student. We would discuss the behavior and ways we can improve the behavior. I would ask them to try and think of ways on their own to improve the behavior. I would talk with the student, not at the student. I would be enthusiastic about improving the behavior, I would not want to be intense and encourage bad behavior.

2) I would use a behavior chart that has a reward at the end of the day if so many tasks are marked off, that child gets a reward. The reward could be as simple as passing out papers or wiping off the board. If the student continued to have good days, we would increase the value of the rewards. If they had a great week, I would let the student read a book to the class or choose a brain break activity. I would encourage the student to self-monitor themselves and go back to their desk and calm down if they thought they were get fired up.

3) I think that moving the students desk closer to the front of the room where I will be primarily teaching and have them stay at their seat when the students are at group rug time. It would hopefully deter bad behavior and encourage them to try harder so they can join their peers at the rug.

Criterion 5: Teach self-control

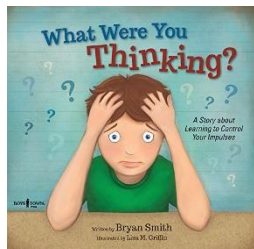
1) Breathing techniques, meditation. I think that teaching core breathing is very important to having a successful learning environment. We need to teach students how to calm themselves down. I work with a student that has autism and sometimes he will ask if we can "do our breathing." He has learned that this technique helps to calm your mind and body when you are feeling overwhelmed.

2) I think it is important to teach self-reflection. If we teach self-reflection, it will teach the student to reflect on their day. They can think about their day and what worked and what didn't. They can set learning goals for the next day. I will encourage the students to write for five

minutes every afternoon before school is over. I want them to write their thoughts and feelings and teach them that writing is a good outlet to let out their feelings.

3)Consistency, children need consistency. They need to know why are they doing what they are doing. They need purpose to help them self-regulate. If the teacher keeps consistency in the classroom, there will be less room for students to get out of control.

4)What Were You Thinking is a book that talks about self-control and gives tools to self-regulate.



Criterion 6: Respect cultural differences

1)In some cultures, it is considered threatening to stand over a student while they are doing their work. Even though the teacher is just standing over them to check their work or engagement, some students may get upset. Being aware of all of your student's backgrounds is key to making everyone feel comfortable and safe.

2)Your classroom should be a place that is open to everyone. It should be a comfortable space where all of your students feel safe to be themselves. Adults expect students to look at them when we are talking to them. We should not force students to look us in the eye because some students are nervous and eye contact in serious situations make them more nervous. In other cultures, out of respect, children should not look at an adult when they are talking to them.

3)Be aware of your student population. Know how many students have both parents or who their guardians are. When Mother's Day or Father's Day comes around, we need awareness of what language to use. I would probably talk with those students ahead of time about what people they would like to celebrate and why. I would talk to the class about how families are all different yet the same. I would explain that we all need to be respectful even if someone has a family that doesn't look like your family.

4)I absolutely love the book Same, Same, but Different. It celebrates our similarities and differences.

