

Comprehensive behavior management plan assignment

[Education](#)



This paper details the beginning key components for my comprehensive behavior management plan. It includes my teaching philosophy, classroom mission/statement, classroom expectations, and procedures. This behavior management plan lays the foundation for the expectations of all in the classroom; educators and students alike. Classroom Description As a special educator, I will be co-teaching in an inclusion 6th grade math or language arts class. This class will include general and special education students.

The student's disabilities will vary from learning and emotional disabilities, to those with health impairments and developmental delays. The approximate number of students in the class will be about 23, which about 50 percent will be Caucasian, 40 percent African American, 5 percent Latino and 5 percent two or more races. Teaching Philosophy As a career changer, coming into the field of education in a roundabout way, as a substitute teacher, really opened up my eyes to the need for impassioned, enthusiastic, dedicated educators.

Each child is unique and they all require a safe, caring, positive and stimulating environment to foster their growth, emotionally, intellectually, physically and socially. It is my ambition as an educator to help all students reach their full potential in all of these areas; by providing a safe educational environment, where I can be a mentor, a motivational speaker, a friend, a leader and an inspiration.

As a special educator, I will encounter students with learning and emotional disabilities, as well as health impairments and developmental delays; this does not negate the fact that special education and classroom instruction

should still be designed to maximize student's learning potential. This can be achieved by incorporating effective instructional strategies in all classrooms, creating a more cohesive curriculum, and providing students with higher level thinking skills needed for the twenty first century. My goal as a special educator is to differentiate classroom instruction to fit the individual needs and goals of the student.

Additionally, with the use of research-based instructional strategies, I will encourage students to think and learn on their own, practice problem solving skills and help them find the intrinsic motivation for learning and acquiring knowledge. We know live in a global society, where we must cooperate and collaborate with one another to succeed. My classroom will be the perfect opportunity for student's to begin practicing these skills that will prepare them for their post- secondary lives. Teaching provides an opportunity for continual learning and growth for me.

My goal is to instill a love of learning in my students, in a safe, positive, nurturing environment. My philosophy is to help children learn and grow, while developing a love and respect for themselves, others, their school, classroom and community. Mission of Purpose Our classroom is a safe environment where learning, creativity and positive thinking is expected and encouraged for each student. We respect everyone's individual rights and freedoms. Every student is challenged to achieve personal and Behavior Expectations 1.

Report to class on time, prepared with all supplies and assignments. 2.

Respect the ideas, feelings, space and properties of others. 3. Come to class

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with a positive attitude, ready to learn. 4. Respect the rights of the speaker; wait your turn to share answers, thoughts or comments. 5. Take time to be kind. Rules are important to develop and maintain a standard of classroom behaviors and expectations. The textbook suggest that the term rules, although still used to his day by many schools, is better understood by younger children on the elementary school level.

Teaching at the middle school level, I plan to use the term behavior expectations to clearly define what is to be expected of every individual in the classroom. The first classroom expectation of being on time prepared with all supplies and assignments, I feel is one that would apply to any classroom, anywhere. To be on time and prepared is an expectation that will be required for most throughout the rest of their lives; school is the perfect time to begin to practice this skill.

Furthermore, there are often vast amounts of information from the curriculum that the students need to learn every day; getting the class started on time allows me as an instructor to keep up with the pacing and time frame set forth by the powers that be. Respecting the ideas, feelings, space and properties of others, is a rule that encompasses all the rights of everyone in the classroom; allowing for everyone to feel safe in this learning environment. Maintaining a positive attitude on an everyday basis is something that I strive to do every day and am often recognized by my peers for always seeing the glass half full.

I want to convey to my students that although your life outside of school may not be going as planned, in this classroom we will always try to put our

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best foot forward. Positivism is contagious and can change your life in ways you've never imagined. Respect the rights of the speaker; wait your turn to share answers, thoughts or comments. This expectation provides the basis for everyone to feel comfortable sharing answers and thoughts. Hopefully, allowing students the opportunity to think before they speak and to not speak out of turn, or over someone who already has the floor.

This last expectation is just a reminder for middle school students to be nice to one another. Bullying is a serious problem, and to possibly pre-empt some of the situations; I would like to emphasize that they should take a moment to be kind to one another and perhaps another student one day will return the favor. Classroom Procedures 1. Entering the classroom & the first five minutes of class a. Students will line up outside the classroom and wait for the teacher to invite them in. B. Students are to take their assigned seats c.

Read the screen/smart board at the front of the classroom. The power point slide will indicate the day, date, what materials are needed for the day and the warm-up/ drill. D. The drill is to be answered individually on a drill sheet (already in student's possession). E. If the student has answered the drill question before the rest of the class is ready to proceed, they are to wait quietly at their desk. *THERE ARE NO BATHROOM PASSES SIGNED THE FIRST FIVE MINUTES OF CLASS* 2. Going to lunch/ lockers students instructed to finish up their last thoughts, answers, etc... . Students are called to line up, single file, for lunch based on the month they were born (March, April, May, June), the sequence changes daily. . Students stop at their lockers to pick up whatever necessities are needed for lunch. They line up at pre-determined

spot in the hallway as they wait for their classmates to join them, again single file. D. We then proceed to the lunchroom. 3. End of the day dismissal

a. Timer is set too pre-determined amount of time. When the timer goes off students instructed to finish up their last thoughts, answers, etc... . Class work is either collected or put away, materials are returned to appropriate places if necessary and chairs are placed on top of desk. C. Students are instructed to stand and their chairs are dismissed on their appropriated bell. *STUDENTS ARE INFORMED ON THE FIRST DAY OF SCHOOL, THAT THE TEACHER DISMISSES THE CLASS AND NOT THE BELL* These class procedures are necessary so that students know what is expected of them at certain times of the school day. The procedure for entering the classroom is very important to me.

The behavior of the students entering the classroom sets the tone for the remainder of that class period. If students are lined up appropriately before entering the classroom, and have a task that needs to be completed; then the progression into the lesson will be much easier and the necessary information needed will be much more accessible to students. The anticipation of lunch for students often sets them into frenzy. Randomly sending students out to their lockers adds to this atmosphere of excitement.

The timer gives the students an indication that we are ending a task and they should prepare themselves for the next set of instructions. Randomly lining students up by their birth month minimizes the chance of standing next to someone they may talk to. Once students have went to their lockers and lined back up again, walking to the after in a single file line again

ensures that they will enter in an orderly fashion and take their seat at their appropriate tables. The long school day is drawing to a close and students are anxious to get out of the school building.

The timer gives themselves for the next set of instructions. As we prepare for the dismissal bell, I feel that it is important to have a sense of pride in our classroom, to clean up after ourselves and put away the days materials. Students are instructed to put up the chairs, stand behind their desk and wait for me to dismiss them. This is done for after purposes and to maintain some semblance of order. There are other times of the school day when procedures are needed as well; they include moving on to the next class period, leaving the classroom (bathroom, nurse, office, etc... And homeroom. Being a middle school teacher is dramatic enough. Without procedures in place, you are adding to the havoc and creating your own set of unnecessary problems and headaches. Although procedures will not guarantee a stress free day, it will aid in a smooth, continuous flow to the school day.

Consequences Positive Consequences: 1. Appropriate, specific, individual verbal Praise . Viking keys to be spent in the Viking Vault Homework Passes 4. 5. " Good News" phone call home 6. Computer Time Homework Lottery 7.

Student of the Month 8. Student chosen Classroom Reward 9. 10. Working with a classmate of choice to complete an assignment 1 1 . Knowledge on subject Negative Consequences . Appropriate individual verbal warning Classroom citation 2. Sent to designated " time out" area 3. Lunch detention 5. Parent contact Before/After school detention Meeting with team teachers Referral Increase of In the beginning of the school year, these consequences

will be presented to the dents along with classroom expectations and procedures.

Students will have an opportunity to reflect, discuss and amend the consequences for their classroom. The edited version of the classroom consequences will be presented to the class, along with a contract that the teacher, each student and parent must sign. Students are always encouraged to submit any changes that they think may be necessary along with a statement why they think these changes should occur. Students will always be informed of the open door policy, where they are free to speak with me at a designated time to discuss any concerns.

If a student does not feel comfortable addressing me personally, there will be the classroom suggestion box, where complaints, suggestions, and any general concerns may be addressed anonymously. Booster sessions are required throughout the school year to refresh the students and teacher on the classroom behavior expectations, procedures, positive and negative consequences. The most effective times for these booster session will be after the return from Christmas vacation, Spring break, or any unintended multiple day break in the school year like inclement weather.

The refresher will be a power point lesson ND an open Q & A session for questions, thoughts, or concerns. To ensure that as the educator I am providing positive feedback and consequences to students, throughout the school year, there are several approaches that can be taken. Following the school IBIS model, give out two Viking Keys a day to two students. The Viking Keys focus on positive attributes of a successful student. They are

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achievement, respect, cooperation, and honesty. These keys can be accumulated and spent in the Viking vault for prizes ranging from pencil cases to Pods to current video game consoles.

A student of the month will be chosen by the team of teachers on a monthly basis, as well as conducting the homework lottery on a bi-weekly basis. Verbal praise is given out on a daily basis to students who are on task, participating positively in class discussions and to students who may have just had an extremely the classroom, when that situation occurs, they will be sent out of the classroom with a think sheet that needs to be completed upon return to the classroom. A sample think sheet is to follow. Reflection Sheet Name Class Date happened What Why did it happen?

List two ways you could have solved this situation or something you could have done so that this would not happen. Student Signature If this happens again, next time I will Crisis Plan A crisis plan for the classroom will combine two components, one for behavioral crisis and another for medical crisis.

Behavioral: 1. Send designated student to office with crisis information slip 2. Call the office and inform of crisis situation 3. Evacuate students into the Pod (common area) if necessary and appropriate 4. Give student time and help them regain control 5.

Allow students to re-enter classroom once control has been re-established 6. Follow up with office referral and parental contact Medical: 1. Send designated student to office with medical crisis information slip 2. Call the school nurse and inform of medical crisis 3. Have students clear the area of furniture and create space if needed 4. Monitor student 5. Re-assure student

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after situation is over 6. Follow up with incident report and parental contact
Parental Involvement The presence of a parent or guardian in a child's life has tremendous influence and impact.

The positive partnership of the educator and parents will help guide a child's life on a path of educational, social, and emotional growth. The beginning of the school year is the initial opportunity to reach out to parents and inform them of and negative behaviors. Many schools host a back to school night, this is a time for personal introductions to the parents, allowing them to explore the classroom and ask any pertinent questions about the upcoming school year. Letters can be sent home to parents that were not able to make the back to school night.

A newsletter is also a way to have parents involved. The newsletter should contain information about the whole educational team, what lessons or topics they are completing, and what they are beginning to explore and learn. Although not quite as effective on the middle school level, the planner or agenda, is an excellent way to communicate daily, Kelly, and monthly assignments to parents. The planner can also be utilized to drop a line or two about positive behaviors or the lack of completed assignments, behavior disruptions or the inability to remain on task.

Finally, the phone and emails are a tried and true method of communicating with parents. Phone calls or emails home do not always have to focus on negative behaviors. It is refreshing to contact a parent to inform them that their child is making remarkable strides in the classroom; or their behavior has taken a positive turn. Positive information needs to be invoked to

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parents and guardians Just as much as negative information. Action Plan The action plan is all of the key components that have been put together to implement a successful Comprehensive Behavior Management Plan.

My action plan includes the following information as well as a time when these components need to take place. A. Tool kit: the tool kit should be compiled before the beginning of the school year and should contain the following necessary items- a substitute teacher folder with seating charts, attendance list, and the policies of the classroom and school, and pre-referral forms if necessary. Posters should be up and visible that lists the behavior expectations of the classroom as well as all classroom procedures.

Teacher/student/parent contracts and welcome letters are prepared to give to students to review with their parent or guardian. Positive behavior supports should be prepared as well, such as homework lottery tickets, homework passes and student of the month certificates. Included also should be school issued citations, detention slips and referrals. B. Teaching the plan to students: the next step is to introduce to the students the behavior expectations and procedures of the classroom. This can be accomplished in the form of a power point lesson, which may include role play and a question and answer session.

The plan should be taught in the first few days of school. C. Booster sessions are needed throughout the school year, to re- establish classroom expectations and procedures. This can be essential after long school holidays and unexpected school wide days off due to inclement weather or emergencies. D. Disseminate the plan: All pertinent information regarding

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classroom expectations, procedures, positive and negative consequences should be given to proper school administration and parents the first two weeks of school.