

Classroom Management Plan

When I am a prospective teacher I plan to use the classroom management plan that I constructed. I believe considering the physical and psychological environment, the classroom's procedures, and classroom rules and consequences are all important in a classroom management plan. It is also essential that the individual needs of every student are met when creating this classroom management plan to ensure that every student has the best opportunity to learn. I will also include the needs of the special education child that will most likely be in my classroom, to ensure that their unique learning style is met.

Physical Environment

In my pretend first grade classroom at Mineral Point Elementary School, I am aware that the school prides itself on its special education program. That is why in my classroom management plan when I am considering the physical environment of my classroom, I will consider how that will also affect my special needs child.

Upon entering my classroom one should feel that my space is very well organized. Everything is either in a container that we are not using at that time, or on shelves and baskets that are easy for children to have access to. Putting labels on everything lets children know what goes in that space so when cleaning up materials they can put things in the right place. Books for reading are put into baskets that are labeled by color; depending on the reading level the student is at, is what color basket their book will be in.

My walls are decorated with the student's artwork, sight words, classroom rules, educational posters, homework chart and the daily schedule. I would make sure that the

room's walls aren't too cluttered because this causes children to be distracted easily but covered enough that the students feel safe and comfortable in the classroom. My students will also be involved in helping me decide what should go on the walls and I will ask them to provide me with materials occasionally, such as pictures of their family.

Considering how objects are positioned made me consider that everything in my room has to be accessible for a wheel chair, so that the student has no trouble getting around the classroom. This means I have big aisles between desks and no small spaces. I want the special needs child to have as much access to materials as the other students. I also considered making a space for the students and especially the special needs child to go when they need a break to regroup. This space is not cluttered with posters and kids artwork like the rest of the classroom. It has plain walls, serene paintings, and a comfy chair so the children can come here, be alone, and relax.

The children's desk will be arranged in groups, because I feel that it allows more space in the classroom for everything else and it gives the students more working space. I also feel that having the students be arranged groups is useful because at least once a day the students will do assignments in groups. The students will be learning the vital skills of working together and getting along.

I plan to put my desk in the back corner of the room, though I will be barely at my desk because I will be floating around the room most of the time. My desk will be in the back of the room so I can see the whole classroom and I can see into the hallway.

For my classroom I think it is important to have a library center, where the students can sit and read. This area has blue paper over the lights, natural lightening and uses lamps. I think the harsh overhead lightening can annoy children especially when

reading. Natural lighting and lamps provide for softer lightening. This area will also be used for morning meeting, and various activities throughout the day so it is important to have a comfortable place where children can relax and give their eyes a break from the harsh light.

A final thing to consider with my physical environment is the temperature. I feel that when the room is too cold the students can only focus on the fact that they are cold. When a room is too hot then the student will most likely fall asleep. It is important to have the temperature just right so that the best learning can be possible. Since each student has varying feelings of what comfortable temperature is, I could open the window when it gets too hot, and I can ask students to bring in extra clothing in case they are too cold in my classroom.

Psychological Environment

My classroom management plan includes the psychological environment that I hope to implement in my future classroom. I believe that going to school should be educational and fun for children. In my plan I will incorporate music and dance into my daily lesson; this will get the student's more involved and interested. As a transitional activity I plan to have the students involved in movement to get them to refocus and to get the wiggles out. Activities that I teach will be mostly hands on, because when a child is experiencing something with their involvement then they have a better opportunity to retain what they have learned. Using hands on experience, music, and movement are all important for serving the needs of the special education child because most special

education children have difficulty sitting for too long, this will help them to stay focused on the task before them.

Another important part of my classroom management plan is that I considered the personality of all the students. It is important that I am aware of the students that are: outspoken in the classroom or those that are shy, that are more aggressive than the other students or are consistently bullied, and who has been damaged from abuse or whose parents use the authoritative style. Knowing these things about each of my student is important because then I can make a plan that fits their specific needs. For instance, I plan for the student who is shyer in my classroom to be assigned to a group and then I choose that they lead that group in a discussion. A more outgoing child in my classroom will be instructed to help the students who are struggling in the classroom. This will be useful for my special education student incase they are falling behind in the lesson. A student's way of handling a situation is also considered in my management plan. I don't tolerate any type of violence and those that are bullied will receive counseling from me. Students that are neglected by their parents in some way will receive the help they need to make sure that their experience isn't as damaging as it can be. The student that is maybe spoiled a little bit will get experiences in having to work with their peers. Considering these types of personality in my classroom is important for children to feel safe and secure in their learning environment.

Along with considering the student's personality, I must apply respect into my plan. Because each student needs to realize that every student has different personalities, cultures, and backgrounds. As a teacher I will not accept disrespect to any student by name calling and violence of any kind. It is especially important that the students

understand why the special education child does things that they might do in the classroom. I think talking with the students about this child in your classroom will provide more respect to that student when they can fully realize that that student is no different than they are. Most importantly, I feel that when the student's respect and care for their peers then they will be able to work more as a team to accomplish classroom goals.

Finally, the psychological environment of my classroom management plan also contains how to teach with a democratic style. I believe that all students are honest most of the time. When a student is caught being dishonest they usually feel the guilt of doing something wrong. That is why as a teacher I will work with the student to decide what the best punishment for them is. I think when we both agree on a suitable punishment then the student will have a better understanding of what they did wrong. Having the child help decide what would be the best punishment for special needs is important because I feel that most of the time the special needs child doesn't mean to misbehave. There is just usually a communication loss or misunderstanding. This process can be applied for anything in the classroom and it doesn't have to deal with just punishment, such as making classroom rules.

Daily Classroom Procedures

It is important that students learn responsibility while in school and I feel a major way to get the students to be involved and responsible is to have a chore chart. Every week during the morning meeting, a student will be assigned a job on the chore chart. Jobs will include: someone who erases the board, holds the door, gets the milk for snack,

passes out papers, there is a pointer, etc. A pointer uses the plastic hand to point out certain things throughout the week, such things as the schedule, spelling words when reviewing, or classroom rules. When each student is given responsibility for a job in the classroom then that student will most likely strive to do their best in that job.

Children may use the bathroom only when they ask me to. A student is not allowed to wander to the bathroom without my permission. There is only one student allowed in a bathroom at a time or else this can lead to misbehavior in the bathroom. I will know when students are in the bathroom because the bathroom pass will be on their desk indicating that they are in the bathroom. A child can't go to the bathroom until the bathroom pass is placed back where it belongs.

Throughout my day I will transition the students through varies activities by movement. In the beginning of the semester, when I want the students to stop what they are doing and pay attention or when it is time to change activities, I will raise my hand. Then, I will play the music and the students will stop what they are doing for a couple seconds to just dance. This will get the wiggles out and get their attention. Eventually the students will be able to connect hand raised means that the teacher wants us to pay attention. By the end of the year, I wouldn't even have to play the music I will just raise my hand, let the students dance, and then explain the next step in our day.

Having a plan that explains how the classroom will be run everyday that the students are aware of is important because it allows more flow in the classroom. When the students arrive I will have a procedure for them so that it will make the classroom less chaotic in the morning. The first thing the students will know to do is hang up their backpacks, remove any outdoor clothing and put them away properly, and to remove

anything from their backpacks that they need for school that day. Once all of this is completed the students know to immediately come into the classroom. The first thing the student will do is to put homework in the turn in basket, then go to their seats. At their seats the students know that they need to get their assignment notebooks out so I can come around and check to make sure their parent has signed it, approving that their child has done their homework. At this time I will also collect any notes from parents and put them up near my door as a reminder for me. While I am doing this the students will look to the board for further instruction. I will usually write instructions for them to get out their spelling packets and work on that for fifteen minutes.

After I have taken attendance, checked to make sure all homework is in, and responded to the parents notes, I will move on to the morning meeting. This is a time when the students will become aware of what is planned for today. The first thing I will do at this meeting is discuss the schedule for today. Since my schedule is displayed in the classroom I will point to each activity as I say it. The students will be aware of any changes in the schedule at that time. I think it is important that the students are involved with the daily schedule because when they are involved they feel more important to the classroom. At this time I will also discuss up coming events to make the students prepared for things that might cause a change in the schedule. During the morning meeting, I also plan to make sure that I discuss any problems the students feel that are in the classroom. As a class the students and I will try to figure out how we can solve the problems to make the classroom run smoother.

During snack I will set rules to ensure that students know what is expected of them. In the beginning of the semester I will discuss with each parent that it is

appreciated that they bring in a snack for a week at least two weeks out of the school year. The person, who has the milk job, will go and retrieve the milk that is needed for snack that day. Each student will be aware that they are responsible for cleaning up after themselves and there are consequences when that is broken.

When it is time to depart the students will, like in the morning, have a routine that they follow. Students that ride the bus know that they need to leave earlier than others. So those who have jobs to complete at the end of the day will take responsibility to get those jobs completed on time. The students will all be required to collect their take home folders from me so they can hand their parents any notes and to collect their homework. At the end of the day I will also discuss with the students their homework for the night. The students will be responsible for writing down what their assignments are as I write them on my big piece of paper. I will also discuss with the students anything they feel that we need to improve on during the day to make the classroom an even more comfortable learning environment for all students.

Ensuring that my students have a routine, have jobs, and a daily schedule will make it easier for the special needs child to be involved. They will be able to enter the classroom knowing that it is their responsibility to do what is required of them. For a special needs child I think giving them responsibility is important because it helps them boosts their self esteem and makes them feel needed in the classroom.

Classroom rules, procedures, and consequences

Getting the students involved in making up classroom rules is important. When the students are involved in this process then they are more aware of the rules and will

more likely obey their own rules. Within the first couple of days of school I plan to make time for thinking of rules in the classroom. Each student will be actively involved in thinking of what rules are important for the classroom to run smoothly. My job will be to write down the rules on paper and display it in the classroom for all students to see. Displaying the rules will be helpful for the special needs child because it requires no memorization of how to behave on their part.

In implementing the classroom rules I will also make another poster with the rules on it, this time I will discuss what we shouldn't do in the classroom. The good behavior is above the thick black line and the bad behavior is below the thick black line. This way the students can see what is appropriate behavior in the classroom and what is not. I will then leave space on the bottom of the poster for the children to sign agreeing that they will follow the "above the black line classroom rules".

Throughout the year if I feel that rules are being broken too often then I will make sure that I review the rules with the students. In doing this the students will get a refresher in what is appropriate behavior in the classroom. If I feel that rules need to be added or changed then I will discuss with the students how they feel about this improvement. I want the students involved in rule changes so that they are aware of the new behavior that is required of them and know why the rules needed to be tweaked.

Each individual student will be required to perform tasks that improve their ability to handle responsibility. Such things include: completing homework to their best of their ability, behaving in the way that is required of them, and being involved with the class. When I feel that the student has achieved what I expected of them in any of these ways, then the student will get an "Arhart Rewards". This is just simply a piece of paper that

they can save up and use once a month to receive prizes. The idea is the more “Arhart Rewards” you have, the bigger the prizes you can receive. I think this idea is great for my special education child because then I can reward that child on when I feel that they behaved appropriately for or completed a task. It is more of the individual student’s performance and not student’s performance being compared to other students.

Not only will my students get rewards for their individual performance but also the classroom will receive rewards as a whole. I feel that when the students see the benefits of behaving, completing tasks, and interacting in the classroom then they will enjoy doing these things even more. They will also learn to work together with their peers to achieve a goal. The special needs students will benefit greatly in this interaction with peers, because it will help them feel that they are more involved in the running of the classroom. My plan is that every time I feel the classroom has followed my directions, respected their peers, etc. then they get a marble into the marble jar. Marbles can be taken out for misbehavior and the students really wouldn’t want that marble to be taken out so they will try their best to behave. When the marble jar is full then the students and I will discuss what reward they would like. The reward should be as simple as a pizza party, movie and popcorn, or extra recess.

When rules are broken it could be a short or long term consequence depending on the situation. A student can earn a short term consequence by breaking one of the minor rules, such as: speaking out of turn too much in class, running in the classroom, or not sharing with their peers. Short term consequences can be sitting out in a fun activity or at recess, or losing an “Arhart Reward”. A student who makes fun of another student, or is violent will receive harsher consequences. Long term consequences is when I feel that

something in the classroom isn't working and needs to be taken away for awhile. For example, the students have a radio that they can choose what music they want to listen to, but lately they have been arguing and not agreeing on a song. So I will remove the radio until the students can come up with a plan to who chooses the songs, and when they can choose what song to listen to, then they get their radio back.

The consequences I have come up can be as simple as taking a marble or two out of the jar or as severe as getting a call home to parents. In my classroom management plan I have come up with gradual steps that will be implemented when rules are broken. The students in the beginning of the year will come up with appropriate consequences that I will agree on. Like the rules poster it will be displayed in the classroom and will be discussed daily so the students know what is expected of them. As a whole the classroom will get marbles taken away for not obeying the classroom rules. When an individual student is misbehaving they will get the first consequence of taking away an "Arhart Reward". If the behavior continues or the student still isn't obeying the classroom rules then the student will move to ten minutes on the wall at recess. From there it can move to ten minutes on the wall and a note home to parents. Finally, the highest consequence a student can reach is ten minutes on the wall that whole week and a call home to parents. Before I implement my consequences I will discuss with the students if they feel that the consequence I have chosen for their misbehavior is justified. This will give the students the opportunity to express their feelings and help them understand why I need them to respect my rules. For the special needs child in the classroom it will give them a chance to explain to me something that I might not have realized before about the situation.

Colleagues, parents and the principal are all important in making decisions on how to effectively implement rules and consequences. I feel that when the teacher works with other teachers and the principal to agree on rules, then it makes the school more connected. This way everyone understands and follows the same rules which ensure no students getting confused on the rules. Hallways rules are an example of this, since all students share the hallway it is important that rules are agreed upon to ensure safety when students are moving throughout their day. To guarantee that parents know what is required of their child, I will send a newsletter home explaining the required rules and consequences in my classroom. My hope is that the parents will discuss with their child how to behave appropriately in the classroom. Throughout the year if I feel that rules are getting broken to often then I will send another newsletter home, explaining the rules of the classroom again and hope for discussion with the parents and children.

IEP of One of Mrs. Radtke's Students

In Mrs. Radtke's third grade classroom she has a student who is considered special needs because of his ADD and ADHD. The plan for him is to be involved in a regular third grade classroom for most of the day so that he can interact with children his own age and learn from observing their behavior. Because this child needs more attention than the other students Mrs. Radtke has an Individualized Education Plan (IEP), intergraded her classroom management plan, that will suite his unique needs, this IEP consists of many components. In his IEP it states where he is academically, this is important to know when constructing a curriculum, because since he is behind the other students, the curriculum needs to fit more to helping him keep up with the rest of the classroom. His IEP also states what the goals for him as a student are. It is important for the IEP team to set down goals for the student so that the IEP team can see the student's improvement throughout the year. His IEP also consists of special education services that will be provided for him, such as the one-on-one writing class he attends with a special education teacher.

With his IEP in mind, Mrs. Radtke was able to consider how the physical and psychological environment should be altered to fit his needs. Her room was arranged so that most of the distracting posters on the walls are behind the child. This way the child can focus solely focus on the front of the classroom and doesn't get distracted from the clutter on the walls. She also decided that emphasizing to students how important respect is will diminish any future problems she may have between the students and the special needs child. Mrs. Radtke also considered how to approach the classroom procedure and she knew that having a schedule visible will make it easier for the child to follow along

with the tasks required of the students. Finally Mrs. Radtke reflected on how the classroom rules should be changed to better fit the needs of the special education student. She realized that the child doesn't mean to misbehave but sometimes he just needed to be refocused or doesn't understand, so when implementing rules with him she first gives several warnings and explains to the child what she would like him to do. When the student still doesn't obey then she knows that the student does deserve a punishment because she has given him enough chances to fix his behavior.

FBA and BIP

In Mrs. Radtke's classroom management plan which includes the special needs child's IEP. An important part of the IEP is the Functional Behavior Analysis (FBA) and the Behavior Intervention Plan (BIP). When assessing a student's behavior the teacher first considers the FBA, how the FBA is perceived will determine the use of the BIP. The BIP is the action of the problem; it is the consequences that will result because of the child's misbehavior.

Though a child may have done something that the teacher doesn't deem appropriate in the classroom, she must put this aside and think about the factors that affected that behavior. For resources the teacher should review records, interviews, observations and previous formal or informal assessment. Once the teacher has drawn enough conclusions from previous data, they need to ask themselves these questions. What is the behavior(s) of concern? The behavior could be anywhere from the child denying to do homework to the child hurting another child. Another question to consider is why the problem exists. A teacher should consider if any social factors such as peers, emotional concerns such as worrying about a parent's divorce or environmental factors help caused the child to misbehave. From there the teacher will need to decide what will be done to address the problem, this where the teacher will form the Behavior Intervention Plan.

A BIP consists of what the behavior was, how intervention will be used, and what consequences will be given. In Mrs. Radtke's BIP the first thing that she fills in is the behavior that is causing a disruption in class, possible antecedents, and the duration of the misbehavior. Then she considers any goals she has decided that will help improve this

behavior, and positive interventions that will be implemented to cease the misbehavior. This BIP is broken down into three parts a stage one and a stage two. Stage two would be a result of violent behavior, with a more severe consequence.

Stage one will occur within a classroom and doesn't require that the child be removed from the classroom at this time. This part of the BIP is related to a specific behavior that occurred. Things that the teacher should consider in stage one is the specific behavior of concern, the intervention that will used for this behavior and the consequences for the student.

When a child still doesn't improve their behavior after stage one has been executed, then the child will be moved to stage two. Like stage one the teacher will need to label the specific behavior which could be a continuum from stage one. Then, the teacher will fill in the new intervention plan; her plan usually requires the student to be moved down to the Special Education classroom where they think about how they can improve their behavior for next time. Finally, the teacher has to consider the appropriate consequences at this time. .

The final stage is used is the child still doesn't improve their behavior and only gets more violent. Like stage one and two the teacher must state the specific behavior, the intervention that will be used, and the consequences. In Mrs. Radtke's BIP the consequence could be as serious as being picked up by the parents.

Behavior Intervention Plan
Riverdale School District
FirstName LastName

Major Interfering Behavior: Refusing to complete work Disruptive behavior	Possible Antecedents: Mood, Fear of failure	Intensity/Frequency/Duration: FirstName has 11 serious incidents 1 st quarter.
Behavior Goals: FirstName will improve his behavior in school to the point where he has less than 5 serious incidents per quarter.		Positive Interventions: In addition to having the opportunity to earn “on a roll” and POPS drawings, FirstName will also have the opportunity to earn Cool Cash which can be used to purchase small toys, school supplies and snacks for completing behavioral goals.

Stage One: Within Regular Classroom

Specific Behavior of Concern: Refusing to work Arguing / pleading with adults that becomes disruptive.	Intervention (Action to be Taken) <ul style="list-style-type: none"> • FirstName will be warned about possible removal from class because of his disruptive behavior or refusing to work. If FirstName doesn't get back on the right track or becomes significantly disruptive then FirstName will be removed from class. (Stage Two)	Consequences for the Student: Marking of his daily report sheet which results in the loss of “Cool Cash”
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Stage Two: Removal to Special Education Classroom

Specific Behavior of Concern:	Intervention (Action to be Taken)	Consequences for the Student:
<p>Refusing to Complete Work</p> <p>Potentially Dangerous or Violent Behavior</p>	<p>FirstName will be given time to calm down and think</p> <p>FirstName will complete a time out in room 151 or office if space or teachers aren't available.</p> <p>FirstName will design a plan to make peace, which includes his inappropriate behavior, and future improved behavior.</p>	<p>FirstName will not be returned to class until he is calm and has completed his apology.</p> <p>FirstName may be required to take a note home or phone home outlining the incident(s) that lead to his removal.</p>

Stage Three: Removal from Special Education Classroom to Office (or other) / Recovery Behaviors

Specific Behavior of Concern:	Intervention (Action to be Taken)	Consequences for the Student:
<p>Dangerous or Violent Behavior</p> <p>Refusal to be compliant in special education classroom</p>	<p>FirstName will be given the opportunity to calm down. If FirstName refuses or is unable to calm down, a call home will be made.</p>	<p>When appropriate, If FirstName calms down he will make peace with those effected by his behavior and return to class.</p> <p>FirstName will be picked up or taken home for the rest of the day.</p>

Describe interventions and/or consequences that are alternatives to those specified in the Riverdale Code of Conduct.

FirstName's behavior problems are significant enough that the Riverdale Code of Conduct will be administered at the discretion of the principal and those involved in the incident. When appropriate, FirstName will receive both in and out of school suspensions for serious incidents.

Comments: