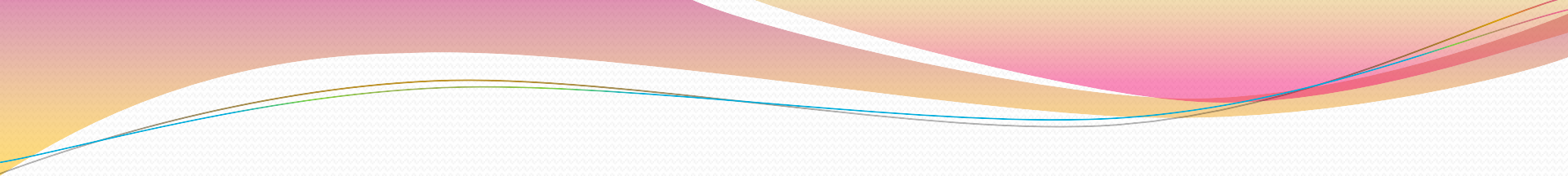


Ms. Heckman's Classroom Management Plan

By Jennifer Heckman

Michigan State University

CEP 883 Psychology of Classroom Management



“One of the most important professional decisions you will make is how you choose to create and maintain a learning environment that is comfortable and supportive for all learners”

(Jones & Jones, 2013, p. 21).



What is my ultimate goal?

Effective Classroom Management

- All students feel safe and valued
- Effective Instruction
- Enhance students' sense ownership and responsibility
- Thoughtful Planning
- Collaboration of teachers, counselors, principal, parents, and students
- Helps students develop new behavioral skills

(Jones & Jones, 2013, p. 5)



Why?

Student Needs

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time
- Motivation
- Positive Values
- Social Competencies
- Positive Identities



OK, so how?

Classroom Management

Prevention

- Physical Arrangement
- Teacher-Student Relationships
- Peer Relationships
- Parental Involvement
- Expectations & Norms
- Schedule and Procedures
- Maintaining Motivation

Intervention

- Accountability
- Consequences
- Problem Solving
- Behavior Contracts
- Reward System



PREVENTION

“An ounce of prevention is worth a pound of
cure”

(Baldwin et al., 2009, p. 89).

Prevention Strategies

- Arrangement of classroom
- Creating a positive teacher-student relationship
- Creating positive student-student relationship
- Parent Involvement
- Clear Expectations
- Schedule and activity preparation
- Motivating students

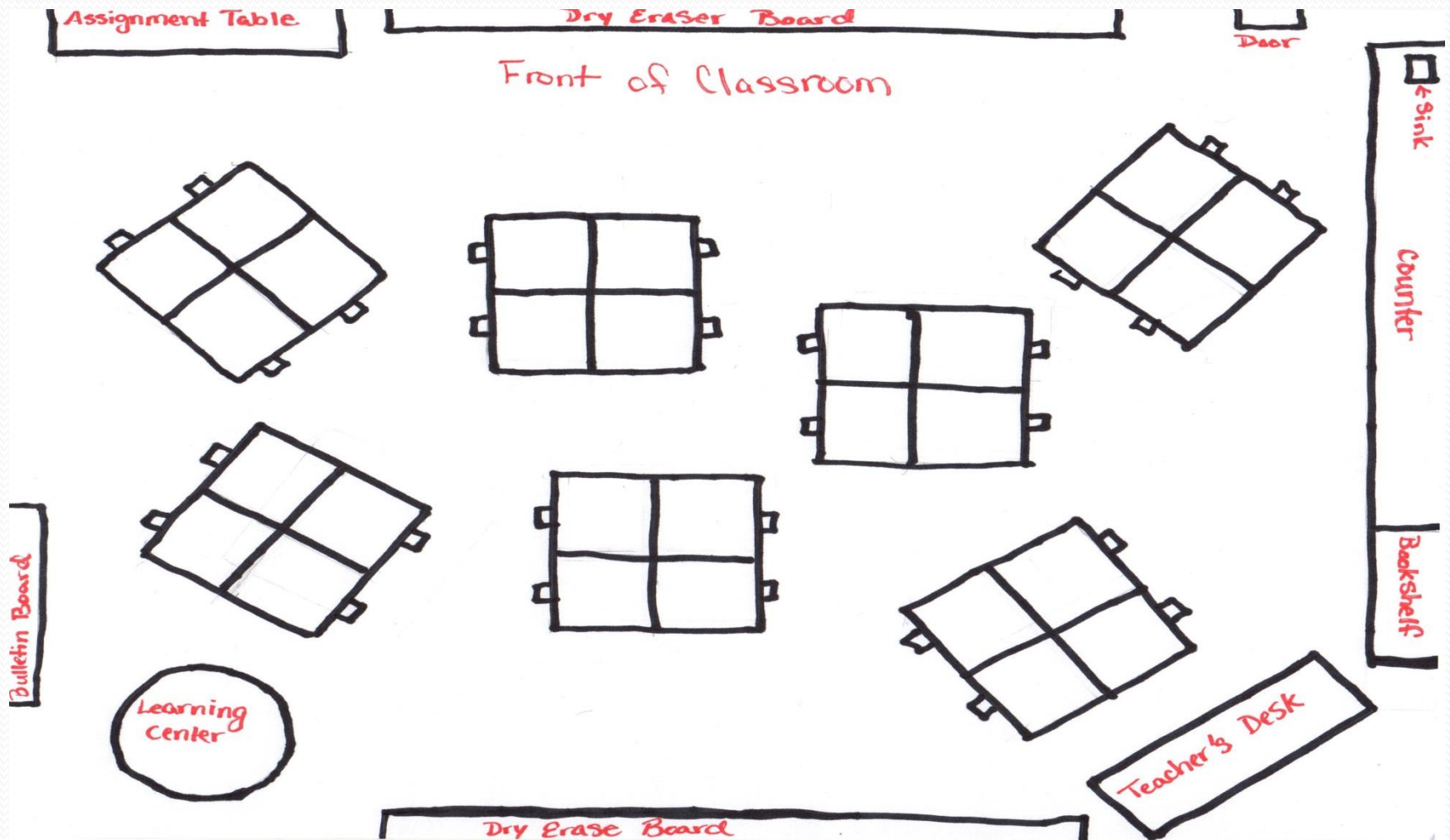
Physical Arrangement

“The arrangement of the classroom can significantly impact student motivation to learn and classroom behavior as well as the teacher’s ability to respond quickly and unobtrusively to student behavior that disrupts a classroom”
(Jones & Jones, 2013, p. 195).

Physical Arrangement Considerations

- Movement of teacher and students
- Seating supports learning
- Promotes interactions
- Students can see the board without moving
- Maximizes space
- High traffic areas

My Physical Arrangement



Physical Arrangement Clusters

Pros	Cons
- Easy access to circulate classroom	-More distractions
-Great for cooperative learning groups	-Students may need to move to see board

(Baldwin et al., 2009, p.72)

Positive Teacher-Student Relationships

“Although our primary role as teachers is to assist students in developing academic skills, successful teachers interact with students in ways that provide encouragement, support, and a positive learning environment”

(Jones & Jones, 2013, p. 89).

Applications for Positive Teacher-Student Relationships

- “Getting to Know You” worksheet
- Individual Conferences
- Listening to opinions of students
- Incorporate students’ interests into lesson
- Know individual students’ learning styles and incorporating them into lessons

Applications for Positive Teacher-Student Relationships Continued

- Greet students at door
- Attend activities students are involved in
- Sending notes to students
- Suggestion box
- High ratio of positive to negative statements

Positive Peer Relationships

“The focus on developing a positive, safe, caring classroom and school community through strategies that help students get to know each other is important not only because students tend to show improved academic performance when working in this type of learning setting but also because the creation of a safe, caring community that feels like a healthy family can help students decrease racism, harassment, and stereotyping, thereby creating a more just environment in which students learn practice and compassion and develop an appreciation for the value of all individuals”

(Jones & Jones, 2013, p. 95)

Applications for Positive Peer Relationships

- Base groups
- “Guess who”
- “Know your classmates”
- Incorporating acquaintance activities into content
- Identify roles in group work



Working with Parents

“The support family members or other caregivers provide to our students can have a significant impact on the motivation students bring to the learning environment and their willingness to behave responsibly in school”

(Jones & Jones, 2013, p. 128).

Applications for Working with Parents

- Introductory letter
- Initial event at school
- Class website
- Progress reports
- Unit news letters
- Phone calls and e-mails
- Recording contacts
- Parent Conferences

Expectations and Behavior Standards

“The methods teachers use to develop classroom behavior standards and the strategies they implement to maintain a smooth flow in the classroom are key factors associated with creating a positive learning community”

(Jones & Jones, 2013, p. 168)

Applications for Expectations and Behavior Standards

- Discussion of value of Norms
- Teach “time, place, and manner” (Jones & Jones, 2013)
- Clearly state and agree on Norms
- Use positive statements for Norms
- Letter home of student and teacher expectations
- Expectation Quiz
- Display Behavior Standards for classroom activities
- Correct violations timely and consistently

Class Schedule and Procedures

“An effective schedule provides enough variety that, at any given time, students won’t find it difficult to keep their attention focused on the task at hand”

(Baldwin et al., 2009, p. 64).

Class Schedule and Procedures

- Beginning of class (5-8 minutes)
 - Problem of Day on board as students walk into class
 - Students put practice work on desk
 - Teacher walks around, checks practice work, and takes attendance while student solve the problem of the day
 - Write objective of day in daily planner (the learning will be on the board before class starts)

Class Schedule and Procedures

- Review (8-10 minutes)
 - Go over practice work and problem of the day
 - Whole-class
 - “Volunteer” (set up students for success)
 - Students respond to their classmate’s answers

Class Schedule and Procedures

- Instructional Activities (20-25 minutes)
 - Clear Instructions
 - Small group or individual work
 - Teacher-student contacts
 - Discovery lesson
 - Signal for students' attention

Class Schedule and Procedures

- End of class (5-10 minutes)
 - Clean up
 - Review objective of the day
 - Notecard of thoughts

Maintaining Motivation

“We have never met a student who was unmotivated to learn. We have met many students who were unmotivated in certain setting but highly motivates in others; that is, students who were motivated when their learning needs were met but appeared unmotivated when they were not”

(Jones & Jones, 2013, p. 217).

Applications for Motivation

- Engaging tasks
- Knowing the value of tasks
- Students' connection with tasks
- Challenging tasks
- Choices
- Celebrating successes
- Students involved in decision making of their education
- Teach to students' learning style and strengths
- Rewards

Intervention Strategies

“Because many teachers lack training and skill in responding to behavior that is disruptive to students’ learning, teachers all too often find themselves resorting to the authoritarian models they experienced as students”

(Jones & Jones, pg. 281).

Accountability and Common Disruptions

Students waste valuable class time and energy trying to find out assignments they missed, asking for handouts, passing in assignments, and returning papers.

(Baldwin et al., 2009, p. 89)

Absent Students and Missing Assignments

- Class website (containing all assignment past, and present)
- Assignment Table (containing folders with past assignments and “Hand- in” & “Graded” baskets)
- Assignment Chart (of each day’s assignments by assignment table)
- Zero Slip (Baldwin et al., 2009, p. 98)



Consequences

“ It is our responsibility as educators to help all students develop behaviors that will enable them to reach their fullest potential both at school and in society at large”

(Jones & Jones, 2013, p. 346).

Applications to Consequences

- Clearly stated at beginning of year
- Quiz
- Student awareness of problem
- Signal
- Use “I” statements (Jones & Jones, 2013)
- Respond immediately after behavior (positive or negative)
- Record unwanted behavior
- Parent involvement
- Detention in classroom not school detention
- No tolerance – Bullying , Fighting, Harassment

Problem-Solving

“If we merely punish or remove students, we will be the last to find out what may be influencing their behavior, and we may be the first to incur their frustration”

(Jones & Jones, 2013, p. 317).

Applications of Problem-Solving

- Clear expectations involving problem-solving technique
- Place for “think time” (calm down and reflect)
- Problem-solving worksheet
- Verbal conversation with teacher discussing worksheet
- Ready to return?

Behavior Contracts

“Employing behavioristic interventions to manipulate students into behaving docilely in an environment that does not meet their psychological and academic needs is unprofessional. Employing individualized behavior change plan to help students adjust to a positive learning environment, however, is an important aspect of being a competent teacher”

(Jones & Jones, 2013, p. 346).

Applications of Behavior Contracts

- Observable Behavior
- Data Collection
- Functional Behavioral Assessment Form (Jones & Jones, 2013, p. 355)
- Parent and Counselor Involvement
- Contract to Modify Environment
- Travel Contracts
- Reinforcements
- Student Agreement
- Monitoring and Adjustment
- Feedback
- Behavior Tracking Form (Jensen, Rhodes, & Reavis, 2009, p. 74)

Classroom Reward System

“Providing intermittent rewards for students who have exhibited desired behavior more accurately reflects an attempt by school personnel to recognize and celebrate students’ progress and success”

(Baldwin, 2009, p. 293).

Applications of Classroom Rewards

- Seating Choices
- No Final
- Publicly Congratulate
- Homework Pass
- Class Party
- Bring a Food Treat
- Positive Recognition

Review

- Goals: Safe and effective environment to enhance student success
- Why: Effective classroom management meets students need
- How: Effective classroom management is achieved through many methods that can be described as
 - Prevention strategies
 - Intervention strategies

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