

CLASSROOM MANAGEMENT AND DISCIPLINE PLAN

Teacher:

School Year:

Room No.:

Grade Level:

The level of structure I anticipate establishing is (check one): High Medium Low

Guidelines for Success	Posted Rules
Set positive expectations – what students must do to be successful in school:	Objective descriptions of specific behaviors:
<ul style="list-style-type: none"> They don't need to specific behaviors 	<ul style="list-style-type: none"> They should address the most frequent misbehaviors
<ul style="list-style-type: none"> They teach students how to be successful 	<ul style="list-style-type: none"> Three to six rules are preferred
<ul style="list-style-type: none"> Teacher must refer to them when teaching, encouraging and correcting 	<ul style="list-style-type: none"> Post the rules and refer to them when needed
	<ul style="list-style-type: none"> Decide on consequences ahead of time
	<ul style="list-style-type: none"> Teach and review them at the start of the year
	<ul style="list-style-type: none"> Demonstrate and teach the rules at the start of the year and after major breaks
	<ul style="list-style-type: none"> Deliver consequences calmly and consistently

Attention Signal
<ul style="list-style-type: none"> The signal should immediately capture students' attention. It should be both auditory and visual. An effective signal is to raise one arm from the side to over the head while saying, "Class, your attention please".
<ul style="list-style-type: none"> Teach students to stop talking, stop working, and establish eye contact with you within five seconds of hearing and/or seeing the attention signal.
<ul style="list-style-type: none"> Consistently use the attention signal in the classroom, hallway, bus, and auditorium. Also use it on field trips.

Expectations for Classroom Activities and Transitions (CHAMPS)
<ul style="list-style-type: none"> Determine all activities (direct instruction, centers, quizzes, tests, small group work, etc.) and transitions (restroom, lunch, specials, etc.) that will occur with your students.

- Teach students the **CHAMPS** expectations are for each activity and transition:
- C – Conversation (can students talk during this activity or transition? If so, at what voice level and with whom?)
- H – Help (how do students ask for help during this activity or transition?)
- A - Activity (what is the activity the students will be participating in?)
- M- Movement (can students move around the room during this activity? Sharpen pencils, get materials, talk with other students, etc.)
- P – Participation (what does student participation look like for this activity or transition?)
- S – Success (what does student success look like for this activity or transition?)

Encouragement Procedures

You need to do the following:

- Provide **noncontingent attention** (verbal and nonverbal) to each student throughout the day, regardless of their behavior.
- Give **positive feedback** to the student and class when appropriate academic and/or behavioral performance is demonstrated. Feedback should be accurate, specific, descriptive, contingent, age-appropriate, and delivered in a manner consistent with your personal style.
- Provide **intermittent celebrations** by giving rewards when a student or the class demonstrates a particularly important behavior. Reward or celebration must be meaningful to the student(s) and delivered on an unpredictable schedule (not every day).
- Have 3 times **more positive interactions** with each student (either non-contingent attention or positive feedback) than corrective interactions as a result of misbehavior.

If you plan to use a reward-based system for a medium- or high-structure class, you need to:

Determine the system's goal (ie what you want to accomplish)	Make sure you believe that the system will help improve student behavior
Choose a system that is appropriate for and interesting to students	Keep your focus on the students' behavior rather than on the rewards that they earn
Select rewards that are highly desirable to students	Keep your energy and enthusiasm about the system high
Set up a system so that student success is likely	Continue using other motivational strategies at a high level
Avoid systems with arbitrary time limits	Gradually make the rewards criteria more challenging when students have been consistently successful in the system
Carefully organize the entire system before you begin implementation	When students are ready, modify the system to be based on intermittent rewards
Make sure that your expectations for student behavior are clear and that you have adequate procedures for monitoring behavior	Talk with class before making any changes in the system
Teach students how the entire system works	

Correction Procedures for Misbehavior (both early stage corrections and rule violation consequences)

- Preplan mild consequences that you will deliver consistently, appropriately and unemotionally when a rule is broken. Interact with the student only briefly at the time of the misbehavior, without arguing. Decide whether to use progressive or non-progressive consequences.
- When responding to early stage misbehavior, a preplanned response is not needed. Respond by using proximity management, gentle verbal reprimands, discussion, family contact, or praise of students who are behaving responsibly. Emotional reaction and humor can be used, but should be done carefully and sparingly.
- When dealing with chronic misbehavior, preplan by using consequences like time owed, timeout from favorite object, timeout from small group, timeout at desk, timeout in classroom, timeout in another classroom, restitution, positive practice, response cost-loss of points, response cost lottery, detention, demerits, or having the student fill out a Behavior Improvement Form. For severe misbehavior, refer the student to the office.

Beginning and Ending Routines

- Routine for how students will enter the room:
 - Stand in hallway at the classroom door and greet students.
 - If a student is upset or misbehaving, intervene before the student enters the classroom.
 - Have students go immediately to their assigned seats or desks where they have productive seatwork to do.
 - Decide if students can talk, with whom, about what, how loud, and how long during this time. Also decide whether they can get out of their seats and if so, for what. Teach the expectations to the students.
- Routine for how student will be instructionally engaged while attendance is taken and for how opening busing is conducted:
 - During attendance, students need an assignment to work on displayed on the board or via an overhead.
 - Have students sit in assigned seats and take attendance by referring to the seating chart.
- Routine for dealing with tardy students:
 - Track tardies by having a tardy student sign the tardy notebook.
 - Teach what you expect students to do when entering the class so they don't disturb the class.
- Routine for dealing with students who come to class without necessary materials:
 - Make sure students know exactly what materials are needed each day.
 - Students need to have a procedure for getting materials without disrupting the teacher or instruction. Options include having the student ask a neighbor, go to a specific spot in the room to borrow the materials (require the student to leave a 'deposit' like a book bag so that they borrowed materials are returned), or return to his or her locker.
 - Establish a consequence if the student has to interrupt instruction to get materials from the teacher. Time owed is typically effective (e.g., owe the teacher a minute of lunch time) or assign a tardy if the student needs to go to his or her locker to get materials.
- Routine for dealing with student returning after an absence:

- o Set up a system where a student collects work and assignments and delivers makeup work without taking your time.
 - o One effective system is to use two baskets, one labeled “Absent, What You Missed” and the other “Absent, Assignments, In”.
 - o Decide how many days the student is allowed to make up the missed work. Consider giving the same number of days to complete missed work as the number of days they were absent from school.
- Routine for wrapping up at end of day/class:
 - o Make sure students don’t leave until they have organized their materials, cleaned up, and receive appropriate positive and corrective feedback. End each class or day on a positive note.
 - o For primary and elementary students, five to ten minutes may be needed to wrap up, while only a minute might be needed for a core class in middle/high school.
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 - Routine for dismissal:
 - o Establish the expectation that the teacher dismisses class when the room is quiet and the ending routine is done. Explain to the students that the bell does not dismiss the class.
 - o Dismiss the primary students by rows. If older students are rushing out, dismiss by rows.

Procedures for Managing Student Work

- Procedures for assigning classwork and homework:
 - o Design a permanent place where students can easily find information about work and assignments. Options include writing on the board, overhead, or distributing an assignment sheet. Keep the assignment posted throughout the day.
 - o Include daily reminders about short-term and long-term assignments (e.g. “Science project is due Monday, and you should have you finished your first draft”.)
 - o Teach students how to write the assignments in their notebooks and to put them in a consistent location (e.g. three ring binder or agenda book). Show examples of how their assignment sheet should look.
 - o Place a copy of the daily assignment in the “Absent, What You Missed” basket.
- Procedures for collecting completed work:
 - o Personally collect each student’s work, if possible. This allows you to quietly provide positive feedback and to know immediately who hasn’t done the work. While collecting the work, make sure students are doing something worthwhile.
 - o For students who haven’t completed the work, establish a procedure that they must talk to the teacher later about why the work wasn’t done.
 - o An option for older students is to have them place their completed work in a basket and check off their name on an assignment sheet or wall chart.
- Procedures for keeping records and providing feedback to students:

- o Students need regular weekly feedback on their work completion (for all grades) and current grade status (for grades 3-12).
 - o Options for keeping track of the student's work include using an accurate and complete grade book or a computer grade book. If a student is behind a specified number of assignments (e.g., three to five), send home a letter or call the family.
 - o For classes that need high structure, maintain a chart illustrating the rate of work completion by the entire class. The chart provides daily feedback to the class. An intermittent class reward for improving or maintaining a certain rate of completion can be an effective reinforcement.
- Procedures and policies for dealing with late/missing assignments:
 - o Assign a mild penalty for late assignments (e.g., 10% off grade).
 - o Set a deadline for accepting late work (e.g., within one week of due date).
 - o Establish how many late assignments will be accepted during a grading period or semester. Share policy with family.

Procedures for Managing Independent Work Periods

- Make sure that students can complete the work independently. The work might need to be modified for lower performing students. Briefly work with selected students to make sure they can do the work.
- Maximize on-task behavior during independent work by avoiding long work periods (typically more than 30 minutes). Don't schedule independent work after an exciting activity, and do assign a shorter work period at the end of the day.
- Decide how you want the students to behave during the independent work. What should student behavior look like and sound like? Use the CHAMPS acronym to decide and then teach.
- Provide guided practice to make students know how to do the work. If needed, provide more instruction.
- Determine how students can ask for help during work period. Options include a "help" sign on their desk, standing in the question box, writing their name on the board, and asking a neighbor for help.