

Rebecca Keezel: SOCIAL STUDIES

Behavior Management Plan

October 6, 2012

Thursday 9am Class

Managing a classroom appropriately is essential in order to provide a suitable environment and experience that motivates and protects students opportunity to learn. A great way to organize and plan your thoughts and actions concerning classroom management is through understanding Steele's 5 functions of classroom setting. Within my own plan for classroom management, I intend on incorporating all five functions in order to provide my students the best opportunity possible. In the case of the first function, security and shelter, I will make sure there is enough light for students to work, provide basic first aid supplies such as tissues, band aids, and anti-bacterial soap, and keep the room consistently organized and clean. The second function, social contact, will be covered through the type of seating arrangement and class activities students will participate in. Students seats will be organized into rows, however, these rows should be arranged in a way that allows students to quickly and easily move into study pairs, or small groups of 3-4, in specific to the classroom size/shape/etc. Students will be able to participate in class wide and group discussions, as well as extra side projects in downtime that will be particular to student interest and general class content. For the third function, symbolic identification, I will put student work on display around my classroom, and in the hallway if allowed. I will also rotate posters and photos that reflect the current unit we are learning about as much as possible. In the sense of the fourth function, task instrumentality, I will include and explain where class/homework should be placed upon completion and where materials will be located in my rules/procedures handout and talk to students. I will make sure that rows, bookcases, and my own desk are placed in appropriate locations that allow easy maneuverability in, out, and around the classroom.

Finally, in the case of the fifth function, pleasure, I want to use fun and interesting colors and textures to decorate my classroom with. I also hope on having unique, colorful, and interesting materials to be used in class activities and projects.

Steele's 5 functions do not necessarily account for students with special needs, however. In order to address this, I plan on leaving room for “special seats” or settings within my class. For example, there could be seats arranged for with extra space for physically handicapped students, a desk under a floor lamp for a student that has sight problems, or a desk close to the door for students that may have bladder/nausea problems.

In order to provide a safe and caring learning environment and experience for all students in my class, I hope to attend to a number of different conditions. First, I hope to provide basic first aid products for my students. I will work my hardest to build a positive community climate, addressing teasing/bullying, and promoting the tolerance of differences and individuality. I also intend on displaying many types of student work, allow any positive student input/questioning, and consistently and fairly enforcing class rules and procedures.

In order to establish and maintain effective classroom management, I plan on providing students and parents with a clear and simple hardcopy of the classroom's rules and procedures. I intend on having a class website where the rules and procedures will be posted and updated year long as well. On the first day of class I will go over the rules and procedures with the class, providing examples and answering any of the students' questions. To further effectiveness, I will consistently and fairly enforce and follow the class procedures and rules.

Specific student procedures would include homework and transitions. Homework would be consistently assigned at the end of class, however, the assignment will be written on the white board under a “homework” title. The homework will typically be due by the next date, but can be turned in late with a 5 point deduction for every over pass day. Emergency transitions according to the school district and school will be included and discussed. When it comes to students leaving for lunch, or

transiting over to another room, such as a computer lab, I will probably not have any specific procedures; as long as the class can move in and out in a timely manner and without being explosively loud, there would be no need for such procedures. If the class can not handle this responsibility, however, procedures such as line forming, special door closer, etc., will be put in place. Personal teacher procedures should also be planned and outline; two areas of focus include preventing downtime/maintaining activity flow, and managing pull-out/push in services. In the case of preventing downtime and maintaining flow, I will plan extra material in case the lesson runs shorter than expected. There will be extra special projects for students to work on when finishing their own independent work and others are still working in order to keep finished students from distracting still working students, as well as motivating work completion and class participation. When managing pull out/push in services, I imagine the procedures would be relatively specific per program; however, students could be seated with easy/least distracting access to the class exit in order to leave/return from their programs.

Managing class layout and procedure are not the only two facets of classroom management. Another facet of management is organizing and planning class instruction. For example, a teacher should plan how often and what type of group work the class will partake in. In my own class, students will participate in all sorts of groups for all sorts of activities. The most common group work in my class, however, will be “buddy” work between two partners, reviewing and discussing primary sources/maps/other resources. The “buddy” will be the person seated next to them, and this pairing will be taken into account when planning the class seating chart/allowing students to chose their own seats. Larger groups will be formed in order for students to tackle larger tasks such as role-playing, research, or presentations. These groups, which would number 3 students and up, would be grouped either by myself or student choice depending upon the current class behavior/interactions, and the project type.

Motivating and engaging students in instruction will be different from class to class in order to address the unique personalities of the students and make specialized practical, interesting, and relevant content for them. I will provide a large number of interactive and social activities in order to promote a

larger class community climate and allow teenagers to do something most love to do: talk. Finally, I plan on respecting, caring, and making individualized planning for every student as much as possible in hopes to make their educational experience pleasurable, unique, and successful.

My classroom discipline theory revolves around the idea that teenagers want the ability to take on some responsibilities, however, still need guidance in how to approach organization, routine, and structure. I also believe that many teenagers want to socialize, both in the chit/chatty type of way and also in serious discussion and debate about topics new and intriguing to them. In this sense, I want to provide clear, simple, and structured, step-by-step procedures and rules for my class. Students will be allowed particular responsibilities when it comes to class interaction, activity, and content focus. Students will also be allowed social contact and interaction through these same outlets. Consequences should attempt to promote positive reinforcement or behavior instead of punishment or shame. These consequences will be consistently and fairly enforced among students; in no way will I play “favorites” with the students. Students should and will be allowed warnings and explanations of their misbehavior, why it's misbehavior, and what will happen if it continues as privately and promptly as the situation and behavior allows. Most importantly to note and never forget, my rules/procedures must be capable of adaptations, or even in more extreme circumstances, removal, due to the unique nature of the separate classes and diverse student populations in order to provide equal opportunities for everyone.

The tentative rule list in my class goes as follows:

1. Respect Yourself

- be prepared with supplies, completed assignments, and to learn

- come to class, and on time

- if you don't understand something, ASK!

- don't cheat

2. Respect Others

- no violence

- tolerance of differences (which means no teasing, bullying, or other prejudice/hateful actions)
- polite behavior towards classmates, teachers, administrators, janitors, and other staff
- cooperative group work and class discussion (respect other's opinions and ways of working)

3. Respect the School Code of Conduct

**an honor code pledge would be included and required to sign.

As noted above, students will receive a hardcopy of the rules, along with explanations and an FAG session concerning the procedures/rules; a copy of the handout will also be on the internet and updated (if changed) at all times. A poster(s) will be displayed all year with the class rules a reminder for students as to what is expected of them within the classroom. Rules and procedures will be consistently and fairly enforced and followed every day with every class and every student (unless accommodations/changes apply).

When it comes to dealing with diversity within my classroom I intend on first applying the broad class rules to everyone (unless alerted otherwise). As time goes by, rules/procedures can be adjusted in order to better suit individuals/classes learning experience. For example, if a particular student is struggling with depression, but has still attended school, I would not apply the “be prepared to participate” rule to him as strictly as a healthy student. Another example could include a situation in which one student calls racist names to another, and the student who was called names is unwilling to collaborate in group work with the naming calling student; in this sense, I would not force the two to collaborate due to sensitivities and risk of violent conflict.

Different types and frequencies of behavior require different responses and consequences. Minor misbehaviors, such as daydreaming, minor chit-chatting, or texting, will be tolerated to a certain extent; the extent of which the student and others are having prolonged distraction from instruction/work. It would be addressed through proximity discipline and private consultation. More serious, chronic behavior, such as loud outbursts, bullying, refusal to participate/complete work, would

require research and documentation of student motivation, triggers, my own responses/consequences, and the students reaction to such management. Behavior solutions and improvement would then require trial and error, practice, and lots of positive reinforcement. “Thorny” issues, such as profanity, stealing, or cheating will have to be handled in accordance to school rules and situation specifics. I intend on thoroughly investigating and appropriately addressing each misbehavior in order to provide a safe and productive learning environment and experience.

The first step I will take in order to prevent violent actions would be to continue to include violence in the classroom rules. Second, I would pay attention to what students did not get along socially and keep them apart. If a fight or violent action happens in my class, I intend on dialing the security officer, and moving the rest of my class away from the fight/violent offender (i.e. someone who randomly pulls out a knife and stabs a desk) into the hall or other secure place.

In order to ensure that my classroom management is grounded in positivism instead of negativism, I would consciously and physically document my own behavior towards students for reflection and later correction/balance of the positive and negative. Rules and procedures would be thoroughly explained in order to prevent confusion or “twisting” of them later, so as to further prevent consequences and sour feelings between teacher/student. As noted above, rules/procedures will also be allowed to change if it would suit the class/individual, both legally (IEP/504), or not. Student curiosity would not be let down, or belittled. Parents will receive calls/emails concerning good behavior and accomplishments. As the teacher, I will personally congratulate them on achievements or talk to them about their interests (favorite school subject, hobbies, etc) or class concerns. Rules/procedures will be consistent, and fairly enforced among students, so as never to cause confusion or a feeling of “favoritism”.