

# SPED 125 Classroom Management Plan Assignment Description

## Overview

Research supports the fact that teachers' actions in their classrooms are highly influential on student achievement. The following assignment is designed to help you develop a management system with the goal of creating a meaningful, active instructional environment where rules, routines and expectations are clear, where more attention is given to desired behavior than to inappropriate behavior, and where inappropriate behavior is dealt with systematically, consistently, and equitably. Please develop a written plan that includes a response to each of the areas listed below.

**General Classroom Information** (for your hypothetical, desired teaching position)

<b>Grade level</b>	
<b>Type of classroom:</b> (e.g., RSP, SDC, mild/moderate, moderate/severe, ASD, EBD, etc.)	
<b>School District</b>	
<b>Group members (if working in pairs)</b>	

## Step 1: Develop a Statement of Purpose (5 points)

A statement of purpose clearly, succinctly, and positively conveys to parents and students the major goals or mission of classroom activities. It lays the foundation for the rest of the classroom development plan and holds together the plan's various components. The teacher should complete the statement of purpose before developing the other components of the plan. Maybe most importantly, she should make sure it meets the criteria outlined below. The guidelines are also presented in

- IRIS Module *Classroom Management (Part 1)*: <https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p06/#content>
- IRIS Module *Classroom Management (Part 2)*: <https://iris.peabody.vanderbilt.edu/module/beh2/cresource/q2/p03/#content>

Focused	<ul style="list-style-type: none"> <li>• It states the purpose of the classroom development plan.</li> <li>• It pinpoints the desired expectations for students.</li> </ul>
Direct	<ul style="list-style-type: none"> <li>• It is brief (three sentences or fewer).</li> <li>• It positively states expectations.</li> </ul>
Clearly understood	<ul style="list-style-type: none"> <li>• It avoids vague or imprecise language.</li> </ul>
Free of teacher jargon	<ul style="list-style-type: none"> <li>• It does not use terms unique to educational professionals.</li> <li>• It uses language that parents and students can easily comprehend (age-appropriate).</li> <li>• It avoids the excessive use of adjectives.</li> </ul>
Examples	<p>Our classroom will be a positive, considerate learning environment that fosters academic excellence and respect for others. All students will strive to do their best, both academically and behaviorally, to promote success of the classroom.</p> <p>"Our classroom will provide a safe, positive learning environment, which promotes cooperation, creativity and academic success. All students will be active participants in the educational process in order to achieve their full potential."</p>
Teaching/ Introducing the Purpose Statement	<p>After developing the statement of purpose, the teacher might consider providing examples of expected behavior through activities such as story-telling or role-playing. For instance, to help students understand concept of being considerate in the classroom, the teacher could ask them to role play being considerate and then ask them to do the same for inconsiderate.</p>

Statement of Purpose:

## Step 2: Develop Classroom Rules (5 points)

Rules are the foundation of effective classroom management. The extent to which students know the rules and how to follow the rules is positively correlated with appropriate behavior (Rosenberg, 1986). Rules for the classroom should reflect and support school wide expectations, yet are tailored to promote behavior specific to the classroom setting. Before establishing a set of classroom rules, one must first determine which student behaviors are conducive to a positive learning environment as well as anticipate any problem behaviors that disrupt the environment. The rules are clearly designed to communicate the desired behaviors to the students and identify replacement behaviors for existing problems. Rules should be taught and practiced at the beginning of the school year and periodically thereafter as needed. Parents or guardians should be informed through newsletters, school meetings, etc.

<p><b>Purpose:</b></p>	<p>Classroom rules are explicit statements that define behavior expectations and that help establish predictable teaching and learning environment (Grossman, 2004; Kerr &amp; Nelson, 2006; Madsen et al., 1968).</p> <p>Guidelines are presented in</p> <ul style="list-style-type: none"> <li>• IRIS Module <i>Classroom Management (Part 1)</i>: <a href="https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p07/#content">https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p07/#content</a></li> <li>• IRIS Module <i>Classroom Management (Part 2)</i>: <a href="https://iris.peabody.vanderbilt.edu/module/beh2/cresource/q2/p04/#content">https://iris.peabody.vanderbilt.edu/module/beh2/cresource/q2/p04/#content</a></li> </ul>
<p><b>Determining Appropriate Rules:</b></p>	<p>Rules are general standards of conduct and should apply to student behavior in all classroom situations, regardless of the activity. In that way, rules are distinct from procedures, which outline specific behaviors during a particular type of activity. Consider the reflection of a former teacher:</p> <p><i>My worst rule was a requirement that students always raise their hands before speaking. I quickly realized it wasn't important or appropriate for students to always raise their hands, for example during cooperative groups or whole-class brainstorm discussions. Students were unclear about what I expected, and this lack of consistency undermined my whole system. I took it off the list of rules for non-negotiable behavior, and instead created a set of procedures to teach students what I expected during different, specific activities</i></p>
<p><b>Creating Rules</b></p>	<p>When crafting classroom rules, keep in mind these general guidelines:</p> <ul style="list-style-type: none"> <li>• Phrase your rules in the form of a positive statement.</li> <li>• State your rules clearly: Use simple, simplistic terms.</li> <li>• Make the rules measurable and observable.</li> <li>• Rules should convey expected behavior.</li> <li>• Minimize your list of rules (most teachers have 3-5 rules)</li> <li>• Posted and visible</li> <li>• Consistent with school rules: Classroom rules should not conflict with school rules; school rules should be in effect in the classroom</li> <li>• <b>Understandable.</b> Rules must be stated so that students clearly understand what is meant. Vocabulary should be consistent with students' grade and or ability level.</li> <li>• <b>Doable.</b> Rules must be such that students are capable of following them. They must be within students' maturation level and mental and physical abilities.</li> <li>• <b>Manageable.</b> Rules should be easily monitored and not require excessive classroom time to hold students accountable.</li> <li>• <b>Developmentally appropriate.</b> You can't expect very young children (ages 2-7) to find it easy to see the world from someone else's perspective, since they are likely to be very egocentric at this point in their cognitive development. For example, with young students, <i>Keep your hands to yourself</i> is easier to understand and follow than <i>Respect others</i></li> </ul>
<p><b>Rules should be in the form of a positive statement.</b></p>	<p>Positive rules explain what students should be doing. Negatively stated rules simply tell students what to avoid and challenge students to find inappropriate behaviors that fall outside the scope of the rule.</p> <p><u>Positive Examples:</u></p> <ul style="list-style-type: none"> <li>• Listen when someone else is talking.</li> <li>• Class time is for class activities.</li> </ul> <p><u>Examples to Avoid:</u></p> <ul style="list-style-type: none"> <li>• No disrespectful comments.</li> <li>• No talking out of turn.</li> <li>• No toys or games in class</li> </ul>
<p><b>Rules need to be stated clearly. (Avoid rules that are vague unless you intend to discuss the rule extensively with students)</b></p>	<p>Students should be able to understand the behavioral expectation.</p> <p><u>Examples to Follow:</u></p> <ul style="list-style-type: none"> <li>• Come to class prepared with all required materials.</li> <li>• Follow the teacher's directions.</li> </ul> <p><u>Examples to Avoid:</u></p> <ul style="list-style-type: none"> <li>• Every student will demonstrate habits of a responsible learner.</li> <li>• Always use appropriate conduct.</li> </ul>

<b>Rules should be few.</b>	<p>Each rule appears more important when there are fewer of them. Fewer rules are also easier for students to remember and for teachers to enforce. Finally, having just a few rules avoids the sense that you are trying to control a student's every movement</p> <p><u>Examples to Follow:</u></p> <ul style="list-style-type: none"> <li>• Rules such as Class time is for class activities or</li> <li>• Follow the teacher's directions address many behaviors in one rule.</li> </ul> <p><u>Examples to Avoid:</u></p> <ul style="list-style-type: none"> <li>• No gum, food, or drink in class. Bring your homework, book, notebook, and pen to class everyday. Be on time. No profanity. No leaving the room without permission.</li> </ul>
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### My Classroom Rules

### Step 3: Develop Classroom Routines and Teaching Methods

To complete step 3, write step-by-step age-appropriate directions for each of the following classroom procedures listed below. Once you have written the steps for each, choose one procedure and write a lesson plan using the blank Acquisition Lesson Plan Template (Source: Tier 1 Workbook page 148)

Although a critical component of effective classroom management, rules alone are not adequate to establish a proactive and efficient learning environment. Listing the activities and transitions that occur throughout the day and completing a task analysis for each activity is translated into classroom procedures that can be taught. Procedures have to be taught, just as content is taught. Practice and frequent reminders should follow explaining procedures before expecting students to complete them correctly. Some situations for which procedures are commonly established are listed below. The list is far from inclusive, but represents some of the basic procedures which happen in most classrooms. ***In some settings, pictures or some other form of communication may be necessary to teach the procedures to your students.*** As with the classroom rules, the procedures should be aligned with the school wide expectations and rules. Establishing procedures in this way allows for a consistent and orderly environment, helps students to manage transitions and to self-monitor their behavior.

<b>Purpose:</b>	<p>Procedures describe the steps required for students to successfully or correctly complete daily routines (e.g., going to the restroom, sharpening pencils, working in centers) and less-frequent activities (e.g., attending an assembly, responding to a fire drill).</p> <p>The guidelines are presented in the IRIS Module <i>Classroom Management (Part 1)</i>:  <a href="https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p08/#content">https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p08/#content</a></p>
<b>Determining Appropriate Procedures:</b>	<p>When they develop procedures, teachers need to identify situations in which students are more likely to exhibit disruptive or inappropriate behavior, such as during transitions or unstructured time. After identifying these situations, teachers should consider:</p> <ul style="list-style-type: none"> <li>• Why the procedure is needed: <i>The procedure needs to be specific to a given activity.</i></li> <li>• Where the procedure is needed: <i>Some procedures are location-specific (e.g., hallways); others are not.</i></li> <li>• What the procedure entails: <i>The steps of the procedure need to be delineated for the students.</i></li> <li>• Who will use the procedure: <i>Some procedures will be used by a select group of students.</i></li> <li>• When the procedure is needed: <i>Some procedures (e.g., late-entry) are time-specific.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• How the procedure should be implemented: <i>If procedure steps are unclear, students will have a harder time following them, resulting in more classroom disruption.</i></li> </ul>
<b>Creating Procedures</b>	<p>When crafting classroom procedures, keep in mind these general guidelines:</p> <ul style="list-style-type: none"> <li>• Phrase your procedures in the form of a positive statements.</li> <li>• State the procedures clearly, with steps clearly delineated.</li> <li>• Steps are written in clear, simple, observable, and measurable terms.</li> <li>• Posted and visible</li> <li>• <b>Explicitly taught, practiced, and reinforced</b></li> </ul>
<b>Procedures should be in the form of a positive statements.</b>	<p>Positive procedures explain what students should be doing. Negatively stated procedures simply tell students what to avoid and challenge students to find inappropriate behaviors that fall outside the scope of the procedure.</p> <p><u>Positive Example—Walking in the Hallway:</u></p> <ul style="list-style-type: none"> <li>• Walk quietly</li> <li>• Hands to yourself</li> <li>• Stop at checkpoints</li> <li>• Single file line when entering buildings</li> </ul> <p><u>Example to Avoid—Walking in the Hallway:</u></p> <ul style="list-style-type: none"> <li>• Straight line</li> <li>• Cross your arms in front</li> <li>• Don't touch others</li> <li>• No running</li> <li>• No shouting</li> </ul> <p><i>Note: Procedures should teach students how to behave correctly in natural environments. Think carefully about which behaviors are necessary to function in the real world:</i></p> <ul style="list-style-type: none"> <li>• Should students be walking with arms crossed in front of them? How natural is this? What is an alternative behavior for students who have difficulty keep their hands to themselves (e.g., keeping them in their pockets or being responsible to carry some item)?</li> <li>• Is it necessary for students to walk in straight lines for ordinary transitions? How natural is this? When do we actually need to be in a single file line (e.g., waiting in line for the cafeteria or to enter a building, waiting in line in general)?</li> </ul>
<b>Identify appropriate times when procedures are necessary.</b>	<p>Examples include</p> <ul style="list-style-type: none"> <li>• Entering the classroom</li> <li>• Walking in the hallway</li> <li>• Using the restroom</li> <li>• Arriving late to class</li> <li>• Sharpening pencils (or other procedures related to classroom materials)</li> <li>• Eating in the cafeteria or outside</li> </ul>
<b>Identify how and when procedures will be taught and practiced.</b>	<p>In all instances, procedures should be explicitly taught and practiced until all students thoroughly understand what is expected of them. Correct execution of the procedure should be recognized, and problem areas should be corrected immediately. In addition, to help make sure that students continue to perform the procedure correctly throughout the school year, teachers should reinforce them with regularity and consistency. This is best accomplished through the use of structured <a href="#">booster sessions</a> at various times of the year, especially after breaks and vacations.</p>