

Mrs. Grosjean's Behavior Management Plan

Implementation

The implementation of the behavior management plan will begin with the development of the class rules during the first week of school. The students will take part in the development of the rules as the teacher discusses what a safe and respectful school environment looks like with the students. The teacher and students will share school experiences and possible scenarios to validate the purpose for each rule and how the rules apply to the school environment.

Implementation takes time and consistency on behalf of the teacher. The teacher will continue to review the rules daily for the first two weeks of school. The teacher will reinforce the rules through praise, role modeling, referencing, rewards and consequences. Praising a student when they are caught following the rules not only encourages the student to continue his or her behavior, but also gives the teacher an opportunity to describe the favorable behavior for others to abide by. The teacher will demonstrate the rules by being a role model for their students. Many times, actions speak louder than words. By asking a student if you can borrow their pencil, the teacher will demonstrate how to respect the properties of others. The teacher will reference and review the rules that are posted in the classroom to show his or her intent to implement and hold the students accountable to follow the rules. The teacher will implement a reward system to compensate students who abide by the class rules. The reward system can also serve as a consequence for students not abiding by the rules. In the case with my reward system, students who commit three offenses in one day will have their monkey removed from the class tree which means they don't receive a stamp on their stamp chart. Students who do follow the rules will receive their stamp for the day. Once the student receives ten stamps (2 the first week and 5 the following week), they pick a prize out of the prize box. Implementing these strategies early in the year and with consistency will set the tone for the new school year.



Consequence:

1. Verbal warning with name on the board.
2. Directly related consequence. (Example: If the student is talking to his neighbor, the teacher will move the student to a new location. If the student is not playing in the block center appropriately, the student will be redirected to a new center. If the student uses scissors to cut his/her friend's paper, the student will lose the privilege of scissors for the day.) The student will receive a check mark beside their name.
3. On the third offense, the student will receive their second checkmark beside their name and the student's monkey will be removed from the class tree. The teacher will communicate this course of action to the parents by marking a ☹ on the student's parent/teacher communication sheet. In addition the child will lose 5 minutes of recess.
4. Removal of student to the principal's office.

In the case when a child acts out in a violent or extreme disrespect, direct transition to the principal's office will be taken.

- In all circumstances previously mentioned, the student is made aware of the rule that was broken and reminded of the consequence that will be implemented if the misbehavior continues.



Visual Cues/Signals:

1. The teacher will use the light switch as a visual tool to gain students' attention without competing with the sounds in the room.
2. The teacher will use a bell as an auditory tool when changing learning centers.
3. The teacher will patiently wait with hands behind his or her back for all children to demonstrate acceptable behavior before moving on to the next location when lining up, giving directions to the class, passing out materials for an activity, etc.
4. The teacher will stop speaking or reading and give direct eye contact to the student who is disrupting a lesson. (Unless attention is what the student is seeking.)
5. The teacher will give specific praise to the students who are demonstrating correct behavior with the intention of redirecting students who are off-task while encouraging those who are on-task.
6. The teacher will stand next to or beside students who are off-task.
7. The teacher will incorporate a student's name into a word problem or story to re-engage them in lesson.



Gold Cards:

As an incentive for displaying desirable behavior while in specials (gym, music, and art), the specials teachers will sometimes give children a paper that is called a “gold card.” The classroom teacher will keep track of these and have a “gold card” party when the class has received 50 cards. Please realize that only one student will receive a “gold card” per class session, therefore it may take weeks before your child gets a “gold card”. If they become discouraged when they have went an extended time without a “gold card” please encourage them by focusing on the team progress towards the class party. The specials teachers try to keep track of the students that have earned recent cards in their class, but they are not aware of what the other specials teachers have delivered in the other classes to for that week. As part of the “Gold Card” party, the students typically request a movie as part of the celebration. We generally only have 2-3 “Gold Card” parties each year. All movies will be “G” rated, please let me know if you have any concerns.

