

Behavior Management Plan

Statement of Purpose

In our classroom students and teachers will strive to develop a well rounded education. Each person will be treated with respect and diversity will be encouraged. Our learning experiences will be built through relevant adventures. Learning how to use technology for educational purposes will be highlighted.

Rules

1. *Use helping hands when working and playing together.*
2. *Outside voices are for outside.*
3. *Always use walking feet.*
4. *Raise your hand if you have a question or comment.*
5. *When others are speaking, be respectful and use listening ears.*
6. *We are all different, be ready to learn from each other.*

Procedures

Arrival

- *Hang-up your coat and book bag.*
- *Turn in homework.*
- *Check for announcements, returned work in your cubby.*
- *Play at centers until morning circle time.*

Playing at centers

- *Locate your name/picture card on the Friend Board.*
- *Place your name/picture card to the center of your choice.*
- *No more than 3 friends at a time at any center.*
- *When center time is over, place your name/picture card back on the Friend Board.*

Lining up (lunch, recess, P.E., music, library)

- *Quickly and quietly form a single-file line at the door.*
- *Always keep your hands and feet to yourself.*
- *Voices are silent in the hallways.*

Rest time

- *Following lunch recess, enter the room quietly and get your rest mat.*
- *Choose your resting area an arm's length from all friends.*
- *When rest time is over, roll up your rest mat and put it back in your tub.*

Departure

- *Clean-up your desk and the floor around your desk.*

- *Put all materials back in the storage locations.*
- *Put take-home folder in book bag.*
- *Take coat and book bag to the circle rug to wait bus/car/walker announcements.*

Using Technology (Computers and iPads)

- *Use the sign-up sheet to get on the “waiting list” if the devices are all in use.*
- *Use only your username and password to log-in.*
- *Set the timer as soon as you have logged-in.*
- *Abuse of the device or of the schedule will result in the offending student losing privileges for that day.*
- *Continued abuse will result in sustained loss of privileges.*

Positive Consequences

1. *Stickers on sticker chart (25 stickers = small prize)*
2. *Positive email/phone call home*
3. *Extra time playing on the iPad*
4. *Eating lunch with a teacher*
5. *Extra recess time*
6. *Student of the week*

Negative Consequences

1. *General class reminder – review of broken rule or procedure or behavior expectation*
2. *Individual reminder – review of broken rule or procedure or behavior expectation through drawing/writing an example of a positive way to have handled the situation*
3. *Modification – create a change in the student’s normal activity (change partners, move location of activity, move location of student, limit amount of independence for an activity, etc.)*
4. *Time-out – spending 2-5mins in the “Thinking Chair” and a signature and date in the “I Can Do Better” book*
5. *Parent Contact – via phone call, note or email; use the communication method determined earlier in the year and appropriate to the behavior*
6. *Office referral – after repeated infractions the student will be removed from the classroom and sent to the principal’s office*

Crisis Plan

1. *A weekly designated student will go to the office for the principal/counselor.*
2. *The rest of the students will be sent to the library with an activity to complete.*
3. *Once the crisis has been contained the class will return to the classroom and if needed the behavior will be addressed with the class.*
4. *Student in crisis will remain in the classroom if possible, but will be removed to the principal’s office if not.*
5. *Parent(s)/caregiver of student in crisis will be contacted by the teacher or principal.*

Action Plan

Create a plan and its pieces - Prior to the beginning of school

What	How
Rules and procedures	<ul style="list-style-type: none">• Create list of rules• Create list of procedures:<ul style="list-style-type: none">○ Arrival○ Playing at centers○ Lining up○ Rest time○ Departure○ Using technology
Visual Aids for rules and procedures	<p>For rules:</p> <ul style="list-style-type: none">• Bulletin boards• Flip book• PPT/Prezi (for teaching) <p>For procedures:</p> <ul style="list-style-type: none">• Posters• Labels for important areas
Parent/Student handouts of rules and procedures	<p>Rules and procedures handouts for:</p> <ul style="list-style-type: none">• Classroom Handbook• Signature sheet for students and parents (read and accept)

Positive Parent Notes	<ul style="list-style-type: none"> • Look on Pinterest • Customize • Print and file • Create electronic version • Use home-visit or first-day pictures on notes
Office referral	<ul style="list-style-type: none"> • Locate in the office • Keep on file

Review the plan – Before the beginning of school and as needed throughout the year

What	How
Get opinions	<ul style="list-style-type: none"> • Share plan with principal • Share plan with other grade-level teachers
Build in systematic reviews	<ul style="list-style-type: none"> • Mark review dates on lesson-plan calendar; one per quarter • Mark tentative review dates at mid-quarter; use as needed
Student review	<ul style="list-style-type: none"> • As general problem behaviors occur; review and role play with students • Investigate possible adaptations if problem behaviors become chronic • Conduct a general review of rules and

	procedures following winter break
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Disseminate the plan – Before school begins, during “Back to School” night and as needed

What	How
Share with colleagues and administration	<ul style="list-style-type: none"> • Set meeting with the principal to discuss the plan • Provide a copy to the principal, special education teacher and paras • Put a copy in the classroom resource manual • Put a copy in the substitute manual
Give a copy to parents and have them sign	<ul style="list-style-type: none"> • Have Behavior Plan available on Sneak Peak night for parents to take home and review • Review the plan which will be copied in the classroom handbook at Back to School night and request parents (and student if able) to sign and return • Have additional copies available upon request • Post a copy on classroom website/blog/Facebook page

Teach the students the plan – first few weeks of school (review as needed and immediately following winter break)

What	How
Teach rules, procedures and consequences to students	<ul style="list-style-type: none"> • Part of each school day for the first two weeks of

	<p>school will be committed to introducing and reviewing rules and procedures</p> <ul style="list-style-type: none"> • Students will be asked to role play the various rules and procedures • Students will be given handouts with visual cues to help reinforce the rules and procedures – a matching game, or a fill-in-the-blank, or pictures to color; the handouts will be a permanent piece in their “What’s Cool About Kindergarten?” portfolio books
Teach new students rules, procedures and consequences	<ul style="list-style-type: none"> • The new student will be assigned a “classroom buddy” for at least the first two weeks that will help assimilate the new student and help answer questions