



Behavior Management Plan

Date: August 6, 2025 Duration of Intervention: 6-8 weeks

Student: Jake Class/Grade: Miss D's 2nd Grade

Disruptive Behaviors

1. Roaming around the class during class hours without permission.
2. Staying away from peers and social withdrawal in class and recess.
3. Inability to engage in reading or writing exercises.
4. Disrupting or provoking students from another group's literacy lesson.
5. Crying or throwing a tantrum when stopped or asked to come to class.

SMART Goals (Specific, Measurable, Achievable, Relevant, Time-bound)

1. Jake will sit by himself during independent work time for at least ten minutes with 80% accuracy observed on a daily basis for three weeks.
2. Jake will attempt to perform at least one reading or writing activity daily assisted by the teacher, demonstrating interest four out of five school days for four weeks.
3. Jake will be quiet when redirected in four of five trials, without refusals or tears, weekly, for six weeks.
4. Jake will participate in a peer activity like paired reading or collaborative work every day for four weeks under the guidance of the instructor.
5. Jake will verbally respond to satisfy or indicate frustration with words such as "I feel" or "Can I" in three out of every five probable instances within five weeks.

Target Replacement Behaviors (Behaviors to replace the disruptive behaviors) *An example would be: Disruptive behavior: leaving seat without permission. Target Replacement Behavior: Raise hand with 3 fingers and wait for teacher to give permission prior to leaving seat.*

1. Request a break or help using a cue card instead of getting up from his seat.
2. Rather than tears, use a cool-down corner or cool-down card when he gets frustrated.
3. Start projects by filling in at least the introductory section with a sentence or reading.
4. Engage in structured peer play that is supervised, such as peer games or peer art.
5. Practice respectful communication to communicate disinterest or frustration rather than disrupting other students.



Methods to Monitor (How will you monitor the progress of your student? Will you use a checklist that you carry with you? Will you put tally marks for target replacement behaviors on the corner of the student's desk?)

1. Use a daily behavior tracking sheet utilizing smiley faces or colors with young students.
2. Keep records of reading and writing task behavior and redirection responses observed by the teacher.
3. Employ a peer interaction checklist to observe Jake's participation in group or partner work.
4. Keep a reflection journal with the students using pictures where Jake can draw or mark his day with a happy or sad face.
5. Regular review meetings must be set up to discuss progress and establish new short-term objectives

Family Communication (How will you communicate with family members (email, phonecall, text message, etc.) and how frequently will you communicate (daily, weekly, monthly, etc.)? An example would be a daily email to keep the parents appraised of the progress the student is making.

1. Include a daily communication folder containing quick teacher feedback and a parent-signed behavior chart.
2. Send ClassDojo messages multiple times a week highlighting good behavior like little wins.
3. Have weekly telephone or email briefing to discuss progress and concur strategy every Friday.
4. Send a parent-teacher notebook home each week to allow two-way communication.
5. Establish a monthly meeting, in person or videochat, to work together on instructing literacy and regulation of emotions at school and home.

References

1. Emmer, E. T., & Evertson, C. M. (2016). Classroom management for elementary teachers (9th ed.). Pearson.
2. Stormont, M., Lewis, T. J., & Beckner, R. (2005). Implementing positive behavior support systems in early childhood and elementary settings. Corwin Press.
3. Wong, H. K., & Wong, R. T. (2018). The First Days of School: How to Be an Effective Teacher (5th ed.). Harry K. Wong Publications.
4. U.S. Department of Education. (2022). Supporting and responding to students' social, emotional, and behavioral needs. <https://www.ed.gov>