

## My Classroom Behavior Management Plan

### **Positive Relationships With Students:**

*Describe how you will build and maintain positive relationships with your students.*

### **List Your School-Wide Expectations:**

*If you do not have established school-wide expectations, list expectations for your classroom.*

1.)

2.)

3.)

4.)

5.)

### **List Classroom Rules:**

<i>Classroom Rules</i>	<i>Is the rule observable, measurable, and positively stated (no question about meaning)?</i>	<i>Does the rule help students meet stated expectations?</i>
1.)	YES      NO	YES      NO
2.)	YES      NO	YES      NO
3.)	YES      NO	YES      NO
4.)	YES      NO	YES      NO
5.)	YES      NO	YES      NO

### **Identify Procedures for Teaching Classroom Rules:**

<i>How will classroom rules be taught?</i>	<i>When will you teach classroom rules?</i>	<i>List dates taught and reviewed</i>

### **Describe Social Emotional Learning Supports/Instruction:**

*What will you do for **all** students?*

### **Identify Question Types and Student Responses:**

*What types of questions and student responses will you use during instruction?*

**Identify Your Attention Signal:**

<i>Describe your attention signal in observable terms.</i>	<i>List dates taught and reviewed</i>

**Determine Your Daily/Hourly Schedule:**

<i>List daily schedule below.</i>	<i>Where will you post your schedule? In what format?</i>

**List TEACHER and STUDENT Routines (one per row in the table below). For each routine, list the procedures involved in completing each routine.**

Examples of Routines: requesting assistance, entering class, sharpening pencils, class dismissal, handing in papers, grading papers, transitions, working with peers, going to the restroom, greeting students, signaling for student attention, giving directions, providing feedback or corrections, grading papers, etc.

<i>Routine and Procedures:</i>	<i>List dates taught and reviewed:</i>

**Identify Procedures for Encouraging/Reinforcing Appropriate Behaviors:**

Examples: behavior-specific praise, token economy, Good Behavior Game, class lottery, STAR chart, etc.

--

**Identify Procedures for Using Informational Corrective Techniques to Respond to Problem Behaviors:**

<i>Examples: proximity, verbal redirection, discussion, family contact, praise other students, restitution</i>
--

**Identify Procedures for Using Corrective Consequences to Respond to Problem Behaviors:**

*Examples: restitution, timeout (in classroom or outside classroom), time owed, response cost, behavior reflection form, detention, office discipline referral*

<b>Problem Behavior (define in observable terms)</b>	<b>Corrective Consequence (specify penalty)</b>

\*adapted from <http://ecsd-fl.schoolloop.com/file/1346930923545/1341557484889/5346343251439787046.pdf>