

My Classroom Behavior Management Plan

Positive Relationships With Students:

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

List 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:

Behavior-Specific Praise:

4/5 to 1 Positive to Negative Student Interactions:

Group Contingency:

1.) Will a group contingency be used? <i>(Expected behaviors must be taught previously.)</i>	<input type="checkbox"/> YES <input type="checkbox"/> NO
2.) When will be best to use a group contingency? <i>(Consider most challenging, but feasible time/location/activity.)</i>	
3.) How often will students have opportunities to earn?	<input type="checkbox"/> Period <input type="checkbox"/> Daily <input type="checkbox"/> Weekly
4.) What behavior(s) do you want to change? <i>(Define in measurable and observable terms.)</i>	
5.) How will you measure the behavior? Who will measure it?	
6.) What is the baseline occurrence of the behavior? <i>(Collect at least 3-5 baseline data points.)</i>	
7.) What is the goal for earning? <i>(Baseline occurrence of behavior should meet initial goal 60-80% of time.)</i>	
8.) Choose a type of contingency.	<input type="checkbox"/> Every man for himself <input type="checkbox"/> All for one and one for all <input type="checkbox"/> Hero Procedure
9.) Describe your group contingency system. <i>(Consider token economy, Good Behavior Game, STAR chart, class lottery, hero procedure, whole class points, and target and reward a specific behavior systems.)</i>	
10.) What will students earn? <i>(Consider student input.)</i>	
11.) Describe how you will teach expectations and	

how to earn with the group contingency system.	
12.) How will you record and monitor progress?	
13.) How will you adjust criteria for earning based on data?	

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

(Refer to your school handbook, discipline matrix, etc. as you complete this section. Ensure that your plan is consistent with your school's policies and procedures.)

Examples: proximity, verbal redirection, discussion, family contact, praise other students, restitution

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

(Refer to your school handbook, discipline matrix, etc. as you complete this section. Ensure that your plan is consistent with your school's policies and procedures.)

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

Problem Behavior (define in observable terms)	Corrective Consequence (specify penalty)

Specify Behavior Data That Will Be Collected:

Complete the table below to plan for data collection to monitor effectiveness of your behavior management plan.

Behavior Data Collection Tool (check all that you will use; use of all	Recommended time periods for use of data collection tool	Date(s) data will be collected:
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are recommended)	<i>from (Sprick, 2009 - CHAMPS)</i>	
<ul style="list-style-type: none"> Classroom Rules 	<ul style="list-style-type: none"> 4th or 5th week of school After breaks (ex. Winter, Spring) 	
<ul style="list-style-type: none"> Student Problem Behavior 	<ul style="list-style-type: none"> First half of 3rd month of school Mid to late January 	
<ul style="list-style-type: none"> Ratio of + to - Interactions 	<ul style="list-style-type: none"> 2nd month of school Early to mid February When you are nagging a lot 	
<ul style="list-style-type: none"> Opportunities to Respond 	<ul style="list-style-type: none"> 4th month of school Mid to late February 	
<ul style="list-style-type: none"> Planned Activity Check (on-task) 	<ul style="list-style-type: none"> 4th month of school Mid to late February 	
<ul style="list-style-type: none"> Classroom Behavior Management: Self-Assessment 	<ul style="list-style-type: none"> 1st month of school 1st month of Spring semester 	

Other (add additional data to be collected as needed):

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