

Classroom and Behavior Management Plan

Clare A. Siverts

University of Mary

As a teacher beginning the year it is important to be aware of the diverse types of needs students might have. Students might be questioning their sense of self, come from different backgrounds, have different traditions, or need behavior supports or interventions. Teachers need to be aware of these needs and employ good practices and interventions that meet the needs of all students and each individually. Many supports are beneficial for the whole class or for multiple students coming from different diverse backgrounds but very few of these supports can be put in place if the teacher is unaware of what the students in their class need.

I. Classroom Management

Being aware of the diverse backgrounds students come from is not enough. A good teacher knows to apply this knowledge to meet their students' needs. Some interventions and positive behavior supports are procedures that all students must follow (see appendix C). A well-ordered classroom must have clear and defined rules and procedures. Such set procedures might include entering the classroom, doing small group work, asking for assistance, absences, or when they need to leave early. These are good for classroom structure as a whole and sufficient for most students.

From the first day, expectations will be clear and consistent. Other than whole class rules and expectations, individual data-based supports will be implemented inside my classroom. Students will be expected to be problem solvers through attempting to tackle problems independently and collaborators who work with their classmates to solve problems and achieve goals. My classroom discipline will be proportional and constructive, with the goal of future prevention (see appendix D). The classroom procedures and layout will constantly be reevaluated for organization, traffic, or other improvements.

II. Behavior Management

Promotion of good relationships in the classroom starts with the relationships between the educator and the individual learners. Teachers set the tone for the rest of the school year from the very first moment on the very first day. By keeping a consistent positive tone every morning, school becomes a safe and predictable place when it counts. When a teacher sets a positive tone and students follow suit, it creates an environment where learning flourishes. Since most of the behavior in the classroom starts with the teacher, she ought to be specific in the behavior they want to promote (see appendix E). Teachers are capable of not only encouraging a positive tone but also fostering respect for self, classmates, and teacher. A good teacher can instill respect for persons, taking turns, self-worth, and helpfulness in their students. Through the relationships and plans educators build with students, they can notice any changes in behavior and point students and families towards the resources that they need (Anderson & Cardoza, 2016). Students might not be forthcoming about their challenges and feelings; an open, kind, approachable, and consistent teacher can put in the work to establish trust with these students.

When students make a choice that leads to discipline, an appropriate and proportionate plan will be put in place by the teacher for prevention (see Appendix D). Guardians or parents, other staff, and relevant services will be informed and involved in order to collaborate effectively for the better of the student. Any intervention will be a collaboration with the student's best interest and prevention over punishment at the center.

III. Classroom Considerations

Religious or Traditional Background

Diversity across cultures has many different aspects. Some students come from English speaking families who follow traditions or have a religion that greatly impacts the student. For

instance, students from Native American backgrounds will have grown up with different values and emphasis like a greater respect for elders (Morgan, 2009). Teachers ought to ask about these traditions to gain more understanding about a student's background and develop relationships with their students.

English Learners

English learners might have transferred from out of the country and are just learning English, or according to Dr. Meidinger of the University of Mary Social Work program (2019), students who are unfamiliar with English might have knowledge of the content but may be unable to demonstrate that knowledge. Teaching through pictures, a translator, or Google Translate are viable options but ideal the ideal is having a baseline in the student's native language. Impact of any language barrier can be reduced by understanding the student's academic ability and collecting resources in their own language, while teaching English congruently will help the student learn content where they are at without putting the limitation of the language barrier on learning (Meidinger, 2019) (see appendix A).

Students from Low SES

Resources for students of low socioeconomic status will have similarities and differences from resources for English Language Learners. These differences might include providing physical needs like snacks or a meal or being available to meet at odd hours when parents are not at work. A particular learner might have developmental needs where structure and healthy discipline are needed to add stability to a student's life. Another learner might have academic needs through tutoring or optional time to complete homework at school. All supports will be implemented with understanding and kindness, collaboration with relevant staff, and with the best interest of the student in mind.

Proactive Teacher

A teacher's goal should be to provide a stable and safe environment where the student feels comfortable and ready to learn (see Appendix B). Teachers are informed about student trauma in various ways. Some students might act out or be prone to anxiety, outbursts, violence, irritability, or other signs of stressors (Child, 2008). As an educator trying to provide a stable learning environment, it is important to understand that student behavior is often and outward sign on interior struggles, some choose to not share their experiences or are not aware of them and proactively giving kindness and the benefit of the doubt along with plans of action . Strategies that assist a particular student with their particular trauma can be used to help students in many different situations (Child, 2008).

A good educator will be able to identify changes in a learner's normal behavior and approach their students through a relationship built from the first day of class. Collaborating and maintaining a positive relationship with the guardians and families of the students help to better the student emotionally, academically, physically, and socially. Being approachable, sticking to routine, having established rules and expectations, giving students the option to take an appropriate break, and making time to hear needs and concerns are all great practices.

IV. Conclusion

When considering the diverse backgrounds of students, it is essential to continually think about how to better meet the needs of your students. To better serve your students you first need to know what their needs are, so a positive relationship must first exist between the teacher and their students. From this foundation of getting to know students and their families, teachers can know what supports need to be applied and work to ensure the success of all students who go through their classroom.

References

- Anderson, M., & Cardoza, K. (2016, August 31). *Mental Health In Schools: A Hidden Crisis Affecting Millions Of Students*. Retrieved June 23, 2020, from <https://www.npr.org/sections/ed/2016/08/31/464727159/mental-health-in-schools-a-hidden-crisis-affecting-millions-of-students>
- Child Trauma Toolkit For Educators*. (2008). [PDF] The National Child Traumatic Stress Network.
- Meidinger, R. (Director). (2019). *EL* [Video file]. Retrieved June 22, 2020, from <https://cloud.swivl.com/v/a3c52f2c4a62fb3a79ff5f9c3221f2cc>
- Morgan, H. (2009). *What Every Teacher Should Know to Teach Native American Students* [PDF]. Hattiesburg: MultiCultural Education.

Appendix A

ELL Guidelines

- Identify students who need services and extra support in a new setting; this is the first step toward getting students the support they need.
- Assess where students are at in both learning and in their understanding of English.
- Prepare resources in the student's native language for them and their families about the structure of the school system, important dates, and ways to be involved in the student's education.
- Offer a space where ELL students can go to receive a break or services or supports. Even simply permission to speak their own language is helpful.
- Have multiple ways of presenting the content, for example visually, using manipulatives, or projects.
- Allow students time to process information, expect that they will need breaks or extra time.
- Ensure that parents have translators to communicate with educators who do not speak their native language. Communicate in a non-threatening way, such as sending a postcard to parents to get their attention. As a last resort use technology to help bridge the gap but do not rely solely on technology.

Appendix B

Trauma Guidelines

The goal: to provide a stable and safe classroom environment where students can rely on the structure and positivity in my classroom.

- Build relationships with students from the first day of school and have a reputation of being trustworthy and kind.
- Remember, trauma comes in different form, intensities, and from different places.
- Make sure that while at school a student's basic needs are cared for such as food, water, warmth, and safety.
- Establish a positive relationship with the administration to have support and guidance when needed.
- Have a safe space where students can go to be apart from peers. Include elements like a toolbox to help regulate emotions, calm breathing, maybe books as a distraction, and some kind of time keeping device.
- Within the classroom instruction be sure to highlight respect towards other people and how one human should treat another to help students recognize unhealthy situations.

Appendix C

Procedure: Entering the Classroom

Description: When a student enters the classroom, after being greeted by me, he or she will stow any belongings they have, grab his or her work journals, take their seat, and get started on the first assignment of the day. Work journals will be a short writing assignment, usually about their lives, and might provide an optional practice time for skills learned the previous day.

Teach: The first week of school I will have reminders displayed of what the expected sequence of events is and things such as where the students should put their belongings. I will give verbal reminders as needed and walk through the entire process on the first day with the students.

Rehearse: The first day I might ask for three volunteers to demonstrate the procedure. Every morning we will practice this procedure and I will give verbal cues as necessary to keep students on task.

Reinforce: I will be consistent when enforcing this routine. Every morning there will be something ready for the students to do, and I will have the expectation that they will follow the procedure to the best of their abilities. When students are getting off task, I will give a verbal reminder to the whole room and if a few students are off task after this I will remind them in a whisper what their job is at that time.

Appendix D

Order of Discipline

- First Offence: A verbal or written warning
- Second offence: A verbal or written warning and mark on the board
- Third offence: If a student's name is already on the board, an appropriate consequence will be chosen (time away from the group, taking time from preferred activities to make up work, community service, moving seats away from distractions, etc.) and parents will be notified.
- Fourth offence: A meeting between parents and school staff will take place.

The class will work towards a reward that will be obtained at the end of the week in the form of independent work time, a team building exercise, partner work, or free reading time. The reward will only be given if there are no names on the board due to no second warnings needed that week or all second warnings have been earned to be off the board.

Appendix E

Educator Standards

- Seek out age-appropriate resources, supports, and tools for my future classroom.
- Establish preventative measures to help students become educated about causes and signs of mental illness, trauma, and social emotional wellbeing.
- Academically, help students succeed and make content as understandable as possible.
- Be approachable and kind so that students are comfortable enough to inform me about things going on in their lives that would make school difficult.
- Behaviorally, have self-regulation tools available and include a quiet space in my classroom. Encourage empathy and understanding
- Emphasize being gentle with yourself and go into details about what doing your best means.
- Emphasize that “my best” is a dynamic thing that changes with circumstances. Always strive for a quality level of work but when circumstances make the means to get there harmful in some way, it is important to be patient, take care of yourself, and try again.