

Ms. Bergquist's Classroom Management Plan

Establish positive relationships among all learners.

1. Greet students at the door each morning with a smile and something positive to say.
2. Accept rather than deny student feelings by acknowledging and trying to understand how a student is feeling. Provide the student with advice on how to cope, change, and accept.
3. Establish rules and procedures and practice them every day in the first three weeks of class. Doing so will help students understand what the teacher expects of them. When situations arise that call for consequences, students will already know the consequences for inappropriate behavior, late assignments, unexcused absences, tardys, etc., so no unfairness will be felt by students.
4. Use an ice breaker on the first day of class. From then on, use the information you learned about students to get to know them more. Make a point to learn students' names as quickly as possible.

Prevent attention-seeking and work avoidance behavior.

1. Use positive reinforcement to get students to do their work and not be disruptive.
2. Teach students efficient and desirable ways to achieve an outcome that are not disruptive and inappropriate.
3. Ignore attention-seeking behavior and acknowledge positive behaviors such as working, being quiet, being engaged, etc.
4. Use reactions such as acknowledging a nearby student who is doing what they are supposed to be doing. If the disruption continues, wait 15-30 seconds before giving a student a warning. If the disruption still continues, wait 15-30 seconds before reminding

the student of the warning and giving them a consequence such as leaving the room for 5 minutes, staying in for recess, etc.

Quickly and unobtrusively redirect misbehavior once it occurs.

1. Use sane messages to direct students in a way that doesn't place blame, scolding, preaching, accusations, demands, threats, or humiliation on the student. Embarrassing students is never an effective approach to redirecting misbehavior.
2. Ignore disruptive behavior and immediately reinforce positive behavior.
3. Use physical proximity to make a student aware of your presence. Sometimes, letting a student know you are aware of their disruption is enough to redirect them.
4. Create a signal with a student so only the teacher and the student know what the signal is. The particular student will recognize the signal, and it will act as a redirection.

Stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently.

1. When a student misbehaves, I will hand a guideline infraction notice to the student. I will fill in the offence and ask the student to see me after class. After class, the student reads the guideline infraction notice, signs the guideline infraction notice, and gives the notice back to me. We talk about the offense and guideline infraction notice after class and write in the results of the conference.
2. Immediately punish misbehavior. Do not wait to punish behavior because a student may have already forgotten the misbehavior or the student may think he will not be getting punished and persist with the behavior.

3. Identify behavior antecedents that promote positive and negative behavior. Adjust the antecedents to promote the desired behavior instead of allowing the antecedents to set off negative behavior.
4. Discuss with a student incentives for good behavior. Reinforce desired behavior with incentives that the student truly appreciates and would like to get to have.

Teach self-control.

1. Use positive reinforcement to allow a student a specific and valuable reward for good behavior, such as allowing a student time at a learning center for working productively in their seat for at least a half hour.
2. Use intermittent reinforcement to maintain a behavior while weaning the student off of the need for consistent positive reinforcement. The goal should be to get the student to want to and unconsciously have good behavior.
3. Employ procedures that will allow students to know what you expect of them and what you expect them to behave like. Provide redirection and consequences for not following procedures correctly. Once the procedures become routine, students will eventually act how they are supposed to out of habit.
4. Teach students that responsibility is doing the right thing even when no one is watching. Eventually, teachers want students to get to the point where they know how they are supposed to act and so they act accordingly, even when the teacher isn't watching. Help students feel good about doing the right thing even without rewards and incentives.

Respect cultural difference.

1. Make sure students are assigned seats in which there is mix and diversity. Do not place one similar group of students in one part of the classroom and another similar group of students to another part of the classroom.
2. Promote cultural acceptance by setting the example that other cultures are valued, interesting, and important to society.
3. Provide choice in as many assignments and projects as possible so different cultures can be as creative and successful as possible without feeling the need to conform or confused because they are not accustomed to a certain culture.
4. Recognize and even celebrate important holidays of different cultures. Doing so will create a sense of inclusion and acceptance in the classroom.