

A decorative graphic consisting of three blue, 3D-rendered spheres of varying sizes. The largest sphere is at the bottom right, a medium one is at the top center, and a small one is in the middle. Thin blue lines connect the spheres, forming a triangular shape that points downwards.

The Classroom Management Plan (CMP)

The Attachment

The Classroom Management Plan lays out how to plan and manage the classroom in order to create an atmosphere supportive of learning and 21st century skills such as social skills, time management and achievement through effort. Plan prepares rules, procedures and how to convey them during the first weeks. It also presents behavioral interventions for different levels of behavioral challenges. This attachment complements and elaborates on the ideas presented in the paper.

Eero Tunkelo
3/9/2012

Classroom Management

The Attachment to The Major assignment: Classroom Management Plan (CMP)

Eero Tunkelo

Table of Contents

What's this?	2
Assignment.....	2
Syllabus	2
Goals of this Classroom Management plan	2
Needs	3
Basic Human Needs	3
Maslowian need structure	3
Lipsitz' 7 Fundamental Needs	4
Academic Needs by Jones and Jones	4
Steps to Enforce of Rules	5
THE FIRST WEEK OF THE ACADEMIC YEAR - OVERVIEW CHART	6
Remedies for each class of problems	6
Non-problems	6
Minor interventions for Minor Problems	6
Active Emphatic Listening	7
I-messages.....	8
Assertiveness of rights	8
Dealing with major and escalating problems	8
Moderate intervention methods	8
More extensive interventions.....	8
Dealing with violent student behavior.....	9
Body language for authority and powerful impact.....	9
Attitude	10
Rental systems	10

Bullying.....	10
Seven Steps to Manage Chronic Behavior Problems.....	10
Warm relationship	11
Dealing with the present behavior	11
Value judgment.....	11
Plan	11
Commitment to follow the plan	12
Follow up.....	12
No put-downs	12

What's this?

This document contains attachments to the main paper "Classroom Management Plan" – major assignment in Mastering Classroom Management – class.

Assignment

Syllabus

Assignment is on pages 9-10 of the syllabus.

End result is to be 6-8 pages double spaced. Paper is 8 pages when cover, contents and the last page (conclusion and references) are ignored. This attachment document is there to support ideas presented in the actual paper.

Goals of this Classroom Management plan

The goals of this plan are to determine goals and procedures, design first week classroom management plan, define system of discipline and how to manage homework and how to deal with chronic behavior problems.

Objectives of the plan are to describe...

- ideal classroom climate
- rules and procedures of running classroom smoothly
- how to handle and discipline acute and chronic behavioral problems

Needs

Basic Human Needs

According to Human Need Psychology (Robbins, 1991) the basic needs are:

- Stability / Certainty
- Variety / Uncertainty
- Significance
- Love/Connection
- Growth
- Contribution

All behavior can be traced down attempts to fulfill these fundamental needs.

Maslowian need structure

According to Abraham Maslow, the basic needs need to be fulfilled in order for higher needs to be fulfilled. According to McKinsey report, this holds true in schools to a large degree. TM research, however, shows that higher needs like self-realization can be met first and that will help to fulfill the more basic needs. For classroom management, understanding of Maslowian need structure helps to understand what needs students are attempting to fulfill.

- Physiological needs
- Safety and security
- Belongingness and affection
- Self-respect
- Self-actualization

Lipsitz' 7 Fundamental Needs

According to Lipsitz (1984) and Jones (2001) 7 fundamental needs are:

- For diversity
- For self-exploration and self-definition
- For participation in school and community
- For positive social interactions with peers and adults
- For physical activity
- For competence and achievement
- For structure and clear limits

Academic Needs by Jones and Jones

Vern and Louise Jones (2004) lay out a 14 part model of student academic needs.

Most important academic needs in my classroom management plan are in order of importance:

1. Experience success
2. Have learning goals relate to their own interests and set learning goals
3. Experience a safe, well-organized learning environment

4. Be actively involved in the learning process
5. Receive instruction matched to their learning styles
6. Understand the learning process
7. Receive realistic and immediate feedback that enhances self-efficacy

As a summary the students come to the class with variety of needs, which should be recognized by the teacher and leverage into a positive learning experience and harmonious classroom interaction. It's the teacher's job to find, trigger and direct the drivers of action for each student.

Steps to Enforce of Rules

I will follow the advice on how to run my classroom according to love and logic and enforce the rules:

1. I will treat you with respect, so you will know how to treat me.
2. Feel free to do anything that doesn't cause a problem for anyone else.
3. If you cause a problem, I will ask you to solve it.
4. If you can't solve the problem, or choose not to, I will do something.
5. What I do will depend on the special person, and the special situation.
6. I will decide on the consequences when time comes. If it's unfair, children are free to say "This is not fair" and I will reconsider the consequences to make sure they are fair.

THE FIRST WEEK OF THE ACADEMIC YEAR - OVERVIEW CHART

M August 20	T August 21	W August 22	Th August 23	F August 24
<ul style="list-style-type: none"> * Greet at door * Seating * Paperwork * Introductions * Get acq. games * Introduce Rules & Conseq. * Send a letter to parents to support * Syllabus * Course overview * Give Homework 	<ul style="list-style-type: none"> * Greet at door * Review homework * Watch a video * Written rules and procedures * Practice procedures * Give Homework 	<ul style="list-style-type: none"> * Greet at door * Grading for the unit * Review homework * Get acq. Games with Math spin * Small group activity * Practice procedures * Give Homework 	<ul style="list-style-type: none"> * Greet at door * Review homework * Watch a video * Practice procedures * Individual study * Meet with all students 1-on-1 to see how they are doing and to help set their goals * Give Homework 	<ul style="list-style-type: none"> * Greet at door * Review homework * Match activity * Practice procedures * Give Homework <p>Goal to know all students names by heart.</p>

Handouts containing homework and supporting materials are handed out at the end of the day.

Handout includes a checklist and place for parents to sign. This ensures that students will know what to do and that they are properly supported by their parents in completing their homework. Handouts are adjusted based on feedback from the students and parents.

Remedies for each class of problems

Non-problems

The name says it all. These are not problems unless they are made into problems. See body language and attitude sections in the attachment.

Minor interventions for Minor Problems

Minor problems are resolved with minor interventions such as non-verbal cues, brief desists, active empathetic listening and I-statements (see attachment for full list and details). Most minor problems are

fixed by breaking the emotional spell (Fay & Funk). Other useful tools for these problems are humor, backing off, and diversion. Sometimes it is enough for teachers to assert their rights in order to resolve a minor problem (see attachment).

Here is a list of other possible interventions to handle minor problems.

- Non-verbal cues
- Speed up the activity
- Use proximity
- Redirecting behavior – channeling individual students energy what we are talking about
- Group attention
- Provide needed attention
- Issue a brief desist
- Give student a choice

Asking questions is also a powerful way to get the point across: “Are you aware that we can’t wear hats in school...” ... “sorry you need to take that off...”

Active Empathic Listening

This is what active empathic listening (Carl Rogers) means:

- Focus is on listening and understanding. Feel for them.
- Reflect back what they are saying. Paraphrase, don’t mimic.
- Make them feel they are heard.
- Validate their feelings. Can ask what they are feeling.
- Create agreement about that was said or felt by the other person.
- Opens conversation to discussing other options

I-messages

The purpose of I-messages is to manage fairness and fair treatment of students. This is done by giving valuable information on how student's behavior affects other student and the teacher. I-messages can contain a demand politely expressed using 1st person singular. These statements help disarm the emotional charge from situations, they give recognition of the students without putting blame and removes teacher from the situation.

Assertiveness of rights

Teachers have rights and responsibility to assume and assert his/her rights. Recognizing this can give more power to the teacher to do his/her work.

Dealing with major and escalating problems

General principles for handling major and escalating problems are

1. Stay equanimous, stay centered emotionally.
2. Do what is necessary to keep situation from escalating
3. Plan ahead of time what to do in case a situation should escalate so that you are prepared.

Moderate intervention methods

- Withhold a privilege or desired activity – kill the recess
- Isolate or remove students – the corner
- Use natural or logical consequence
- Assign detention or other school- based consequence

More extensive interventions

- Problem solving

- “think time”
- Reality therapy model
- Set up parent conference
- Create an individual conference with student

Dealing with violent student behavior

These six steps will help deal with violent student behavior:

1. Try to de-escalate the situation. Create distance, back-off.
 - Assume body posture that is more relaxed.
 - Break emotional spell.
2. Send for assistance
3. Continue talking to the student(s) to empathize and also remind them of the consequences of their behavior. “Are you aware of how you are speaking” “I understand you are upset, let’s not let this get out of hand”.
4. Ask other students to leave the scene. Safety, legality, morality.
5. Leave yourself an exit. Do not go to a corner.
6. Run and take the exit if it’s really bad.

Body language for authority and powerful impact

Proper body language supports interventions and reduces the need for interventions. Effective body language needs to reflect and inspire authority and respect. These are a few useful tips for effective body language:

- Stand balanced on yourself, not leaning on table or so.

- Stay in one place talking straight to the person / group, not walking around.
- Good posture and clear and semi-loud speech conveys authority.

Attitude

Internal attitude also reflects in the body language and tone of voice. There should be a deep assumption that they will do what you ask. This certainty is often sufficient to eliminate most of the problems and non-problems that would appear without the proper attitude and corresponding body language.

Rental systems

To handle with students that forget books, papers and pens and such, I like the solution where classroom has items to rent against student ID, shoe or money. This removes possible conflicts and makes focus more on learning.

Bullying

In case of bullies, this sentence will build self-esteem and put many of the students on right track: "You are one of the most influential and respected kids in this class and you can really make an impact."

In case of those bullied, it's important to find out what they do to attract the bullying. Commonly they do something to attract unhealthy attention and they have low self-esteem. It's important to teach them to get attention in a healthy way and to build their self-esteem.

Seven Steps to Manage Chronic Behavior Problems

These are additional points and examples to supplement the steps presented in the paper.

Warm relationship

Talk about anything they are interested in. You can say “I noticed that you are interested in ...”, or “I notice that you are good at ...” This can lay foundation for bringing up the current situation or it can simply set a positive tone. Do not use “but” in transition to dealing with the present behavior.

Dealing with the present behavior

You can ask “Are you aware the number of times you missed school? 17 out of 28 is half of all classes. If you continue that way, you would not get credit and would need to repeat the class. Do you understand this situation?” Student may be in denial or simply not understanding the situation and its implications. By asking whether student is aware of the situation may reset the situation by itself. If it does not fully reset, it’s a foundation for the following steps. This is a reality step, following will make the reality more real “bad situation” so it can be remedied with a plan etc.

Value judgment

By making a value Judgment, you will have student acknowledge that it’s not a good situation. For instance you can ask: “Are you comfortable with this situation?” They may say “I don’t enjoy school, being in class, or caught for being absent. I choose lesser of 2 evil.” “What do you understand to be the long term impact?”

Plan

Plan can be created by student if they are proactive and see the value of changing for better behavior. That is better and more effective. Teacher may suggest a plan, but student needs to be able to commit to it.

Commitment to follow the plan

An example would be: “Can you commit to come to class and inform the school if you can’t make it?”

Follow up

By follow-up, you will make sure student follows the plan. If they fail to follow the plan, revisit the plan and ask “why couldn’t you follow the plan?”

No put-downs

Do not accept excuses.