

Construct Your
Classroom
Management
and Discipline
Plan

Chapter 3: Management Plan

Use the worksheet on the following pages to identify which (or which parts) of the tasks described in this chapter you have completed. For any item that has not been completed, note what needs to be done to complete it. Then translate your notes onto your planning calendar in the form of specific actions that you can take (e.g., September 5: post and teach classroom rules).

✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
TASK 1: DETERMINE THE LEVEL OF CLASSROOM STRUCTURE		
<input type="checkbox"/>	I have carefully considered all factors, especially the needs of my students, to determine whether my classroom management plan needs to involve high, medium, or low structure.	
<input type="checkbox"/>	<p>I have noted in my planning calendar times throughout the year to reevaluate the level of structure my classroom needs. Specifically:</p> <ul style="list-style-type: none"> • During the fourth or fifth week of school, I will evaluate how well students are meeting my expectations. • Shortly after winter and spring vacations, I will evaluate how well students are meeting my expectations. 	
TASK 2: DEVELOP AND DISPLAY CLASSROOM RULES		
<input type="checkbox"/>	I have developed a plan for designing and then posting three to six specific classroom rules that will be used as the basis for implementing consequences for misbehavior.	



✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
TASK 3: CORRECT RULE VIOLATIONS DURING THE FIRST WEEK OF SCHOOL		
<input type="checkbox"/>	<p>I have a repertoire of information-giving correction strategies to use with early-stage misbehaviors. These strategies include:</p> <ul style="list-style-type: none"> • Proximity • Gentle verbal reprimands • Discussion • Family contact • Humor • Praise for students who are behaving responsibly • Restitution • Emotional reaction 	
<input type="checkbox"/>	<p>When implementing any early-stage correction strategy, I am careful to always treat students with dignity and respect.</p>	
TASK 4: ESTABLISH CORRECTIVE CONSEQUENCES FOR RULE VIOLATIONS		
<input type="checkbox"/>	<p>I am prepared to assign corrective consequences consistently and calmly, and will keep the interaction with the student as brief as possible.</p>	
<input type="checkbox"/>	<p>I have considered how my consequences fit the severity and frequency of the misbehavior.</p>	



✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
<input type="checkbox"/>	<p>I have a repertoire of corrective strategies such as:</p> <ul style="list-style-type: none"> • Time owed • Timeout • Restitution • Positive practice • Response cost—loss of points • Response cost lottery • Detention • Demerits • Behavior improvement form 	
<input type="checkbox"/>	<p>I understand the system of Progressive Consequences and, if I choose to use it, I know how to make it work.</p>	
<input type="checkbox"/>	<p>I understand the concept of Nonprogressive Consequences.</p>	
<input type="checkbox"/>	<p>I have developed a plan for applying consequences to rule violations.</p>	
<p>TASK 5: KNOW WHEN (AND WHEN NOT) TO USE DISCIPLINARY REFERRAL</p>		
<input type="checkbox"/>	<p>I know what behavior warrants sending students to the office according to my principal or assistant principal's guidelines, and what situations I should handle in my own classroom.</p>	
<input type="checkbox"/>	<p>I know how to write an objective disciplinary referral.</p>	