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Inclusive Early Childhood Classroom Management Plan

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INCLUSIVE EARLY CHILDHOOD CLASSROOM MANAGEMENT PLAN

MEGAN JANOSKY

HONORS PROJECT

Submitted to the University Honors Program
at Bowling Green State University in partial
fulfillment of the requirements for graduation with

UNIVERSITY HONORS

13 April 2016

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I. Introduction

Purpose:

The purpose of this plan is to provide structure, procedures, routines, and systems that will set a positive foundation for learning and keep my classroom running smoothly all year long. In order for effective learning to take place, the classroom environment must be set-up and managed in such a way that enables students to focus on learning. Having a pre-developed plan will allow me, as a beginning teacher, to enter my classroom on the first day of school prepared to set-up the students and myself for a school year of success. The following plan has been developed with a preschool-kindergarten classroom in mind, with adjustments for use in the older grades noted whenever appropriate.

Use of Plan:

This plan will be used by me, the teacher, as well as by substitute teachers in my room. The plan will be the focal-point of instruction during the first day of school, and emphasis on the contents of the plan will last well into the first several weeks of school. The contents of the plan will need to be shared with the class right from the start of the year, allowing time for rehearsal, practice, and understanding of each procedure and routine. I will return to the plan periodically throughout the school year as well, whenever the class exhibits behaviors that suggest that they need reminders of our procedures and routines. Further, the plan will be left for substitutes, along with a brief summary of the contents of the plan, so that they can review our class's procedures and routines before the students arrive. The substitute will then be able to refer back to the plan if at any point throughout the day he or she is unsure of how to manage a situation or routine.

Support for Plan:

After reviewing current research on classroom management, I have found that the subject of classroom management is often overlooked by professors, preservice teachers, and teachers in the field. Eisenman, Edwards, and Cushman (2015) argue the reason that classroom management is not given much weight in teacher-preparatory programs is that many educators wrongly associate classroom management with behavior management rather than a system to enrich student learning. Therefore, it is essential that teachers and those who train teachers are made aware of the true definition of classroom management and its importance.

In an effort to determine the importance of classroom management, Aloe, Amo, and Shanahan (2014) researched the association between teacher burnout and classroom management self-efficacy. The researchers found that teachers who had low classroom management self-efficacy were more likely to feel poorly about themselves, to feel exhausted, and to lack feelings of accomplishment. Therefore, this study presents a very powerful argument for the importance of teachers studying and considering classroom management seriously before they enter their professional teaching careers, so that they can potentially avoid feeling out of control and inadequate in terms of managing student behavior and controlling instructional time effectively.

Also communicating the importance of classroom management, Dr. Marlow Ediger (2013), professor emeritus at Truman State University, argues that teachers will fail at teaching if they do not first have a good, solid, classroom-management structure in place. The environment needs to be conducive to learning in order for any instruction to be effective. He states that in order for students to learn, lessons need to be carefully planned, lessons must be

engaging and active, students must be observed continuously, teachers should use proximity to minimize disruptions, students should receive positive praise, resource staff must be available to intervene when misbehavior occurs, and each school district needs to have a discipline manual that is followed by all staff.

Overall, the research currently available on classroom management strongly supports the importance of considering this subject prior to entering the teaching profession in order to set oneself up for success. There are a variety of approaches and strategies that researchers and expert teachers present, but the goal is always the same: create an organized, structured environment and implement smart routines and procedures in order to produce an environment conducive to learning and supportive of all students' needs.

II. Routines/Procedures

(Ideas adapted from Harry Wong)

Arrival:

1. Miss Janosky greets students at the door
2. Students enter the classroom and put away their belongings
 - a. Coats and book bags go on hooks/in cubbies
 - b. "Take Home" folder is returned to "Take Home" folder bin
3. Students will look to front board for instructions

Pack-Up Procedure:

1. Students remove all items from their mailboxes and place in their "Take Home" folders
2. Students put "Take Home" folders into their book bags
3. Students take book bags and coats to their seats
4. Students place book bags on the seats of their chairs and coats on the backs of their chairs
5. Students stand silently behind their chairs with both hands resting on the backs of their chairs
6. When students receive a pat on the back from Miss Janosky, they are able to choose a center to explore for the remainder of the day

Bathroom:

- The class will stop at the bathroom on the way to and from specials, lunch, and recess
- If a student needs to go to the bathroom at any other time, he or she needs to

raise his or her hand and ask to use the bathroom. If there are enough adults in the room, the student will be escorted to the bathroom. If not, the student will be walked to the bathroom as soon as possible.

*Adjustment for the upper grades:

- There will be a boy's and a girl's bathroom pass hanging at the door. If a student needs to go to the bathroom at another time during the day, the student must go to the door, retrieve the pass, return to his/her seat, and hold the pass in the air until acknowledged by the teacher. If the teacher signals that it is okay, the student will leave the pass at his/her seat and may go to the bathroom.

Otherwise, as soon as possible, the teacher will let the student know when he/she may go to the bathroom.

- Bathroom pass templates can be found at:

<https://www.teacherspayteachers.com/Product/FREEBIE-Bathroom-Passes-1321435>

Transitions:

- Music will be played to indicate when it is time to clean up following activities/free-choice
- When students hear the music they are to:
 1. Stop what they are doing
 2. Put all materials away
 3. Look to front board for a sign that indicates the next step (e.g., the sign could indicate to line up, to sit in seat, to find spot at circle rug)

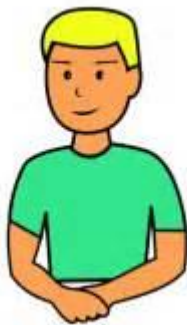
Intervention considerations: Provide extra warnings to students who need advanced notice that a transition is coming up. Display a timer that counts down the time remaining in the current activity. Create individual schedules for students to keep at their desks to supplement the larger class schedule.

III. Behavioral Expectations

1. *Respect yourself* (Do your best work, keep a positive attitude)



2. *Respect one another* (Use kind words, keep hands to self, be a good friend)



KEEP HANDS TO SELF

I can be a good friend.



helpywoods.com

3. *Respect your space* (Keep your desk organized, clean up after yourself)



IV. Classroom Management System

(Ideas adapted from Lee Canter, Assertive Discipline Program)

Reward System:

- Class System: An image will be hung on the wall depicting a reward. Puzzle piece cut-outs will be placed over the image. Each time the teacher witnesses the class's good behavior as a whole, she will remove a puzzle piece to reveal a piece of the image. Once the entire picture of the reward is uncovered, the class will earn the reward.
 - Over time, the number of pieces for each class reward will increase as students gain the ability to delay gratification and work towards more sophisticated rewards.
- Individual System: If individual students are recognized as showing exceptionally good behavior (can also be earned if a student has chosen to turn his or her behavior around and is starting to make better choices for the day), a sticker will be placed on his or her nametag. At the end of the month, students will be able to choose rewards based on the number of stickers that they have received. (e.g., 5 stickers=a sports-themed eraser, 10 stickers=a holiday pencil, 15 stickers=notepad, 20 stickers=lunch with the teacher)

**Adjustment for upper grades: Students will be given individual key-rings to keep at their desks. If students are recognized as showing exceptionally good behavior, they will be given a bead. Each student will have an individual goal determined at the beginning of each reward-increment which will be mutually agreed upon by the student and teacher. Once the student reaches his/her goal, he/she will receive a reward.

- Over time, students will need to gain more beads and work towards more sophisticated rewards.

Rewards:

- Class Rewards: Will be determined based on class preference through surveys and voting. Possible options include extra recess, extra free-choice time, movie, etc.
- Individual Rewards: Will be determined based on likes and interests from survey responses. Possible options include homework passes, lunch with the teacher, etc.

Consequence System:

1. The teacher will walk by the student holding a numbered card corresponding the number of the rule that the student is not following as a visual reminder to get back on track.
2. The student will receive a verbal warning that he or she is still not following the rule, and that he or she needs to remind himself or herself about what it means to follow the rule.
3. The student will lose two and a half minutes of free choice time.
4. The student will lose five minutes of free choice time.
5. The student's parents will be called.

V. Communication with Families

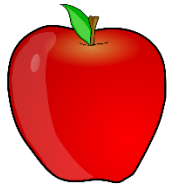
Letter to Families:

Dear Families,

Please find attached a copy of our classroom management plan. In this plan, you will find details about all of the routines and procedures that our class has in place to ensure that each day runs smoothly. You will also find a list of



our class's behavioral expectations and enforcement systems. Everything in this plan has been reviewed with your child. We have even put together a short video depicting some scenarios



with the children as actors and actresses! Please enjoy viewing the video with your child as a review of our classroom expectations. After viewing the video, please carefully read through and discuss the classroom management plan with

your child. If questions come up about any of the procedures or expectations, please list those in the space provided and then sign indicating that you understand what has been read and viewed and that you agree to support this plan. Please then allow your child to sign indicating that he/she understands what has been read and viewed and that he/she agrees to follow the procedures and expectations that have been laid out in the plan. Thank you for your support in ensuring a great year filled with positive growth and achievement!

Sincerely,

Miss Janosky



We have viewed the video and read over the classroom management plan. We understand the

procedures and expectations laid out in the plan and agree to support and follow these procedures and expectations.

(Parent Signature)

(Student Signature)

Questions/Comments:

Outline for Video:

Act One: Miss Janosky stands at the door. Students enter the door one-by-one, exchanging greetings with Miss Janosky. Students will follow the arrival procedure, with the exception of one pre-determined student who fails to put away his/her things correctly and view the front board for directions. A short discussion will follow the act, during which Miss Janosky will ask the students, "Who did not follow the morning routine?" and "Why is it important to follow the morning routine?"

Act Two: Miss Janosky announces that it is time to pack-up. Students follow the pack-up procedure, with the exception of one pre-determined student who fails to empty his/her mailbox, pack away his/her things, and return to his/her chair showing that he/she is ready to be dismissed to free choice. A short discussion will follow the act, during which Miss Janosky will ask the students, "Who did not follow the pack-up procedure?" and "Why is it important to follow the pack-up procedure?"

Act Three: Students will be working at their seats. One student will follow the

procedure for requesting to go to the bathroom and be dismissed, while another will take a pass, return to his/her seat, and disrupt his/her peers by swinging the pass around in the air and shouting, "I need to go to the bathroom!" A short discussion will follow the act, during which Miss Janosky will ask the class, "Who followed the bathroom procedure correctly?" and "What was wrong with the way the other student requested to use the bathroom?"

Act Four: Students will be working at different centers around the room. Miss Janosky will play the transition song. Students will follow the procedure for transitions by cleaning up their areas and looking to the board for directions, with the exception of one pre-determined student who does not clean up and does not look to the board to prepare himself/herself for the next activity. A short discussion will follow the act, during which Miss Janosky will ask, "Who did not follow the procedure for transitions?" and "What should he/she have done?" Miss Janosky will also ask, "Why is it important for us to follow the procedure for transitions?"

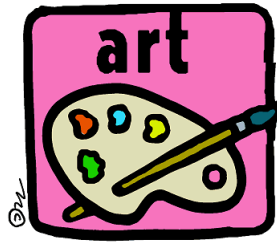
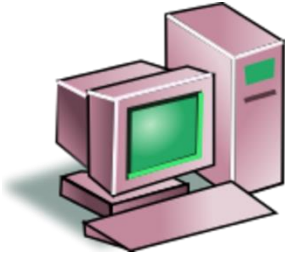
***Throughout each act, the students who do not follow the procedures/routines will receive consequences so that viewers can see how misbehavior is handled.

***Miss Janosky will also choose to reward individual students throughout the acts if they do an exceptional job so that viewers can see how the reward system works.

VI. Appendix

Preference Survey: (to be used with preschool-kindergarten students; **Adjustment for older grades: students will simply write-in their answers to the questions and space will be provided to share any other information about themselves that they would like with the teacher.)

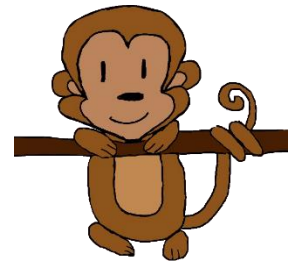
My favorite classroom center is: _____



My favorite animal is: _____



shutterstock · 59057053



My favorite color is: _____



My favorite activity is: _____



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