

Classroom Management Plan

Teacher:

Campus:

Grade:

Subject:

Guidelines for Success:

Guidelines	Examples

Attention Signals:

1.	2.
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Classroom Expectations:

<p>Attention</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>Direct Teach</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<p>Independent Work</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>Partner/Group Work</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<p>Arrival</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>Dismissal</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.

Rewards and Corrective Actions:

Rewards		Corrective Actions	
Use as universal interventions			
Acknowledgement		Redirection	
Use as targeted and intensive interventions			
Recognition	Time Earned	Restitution	Time Owed
Parent Contact	Privileges Earned	Parent Contact	Privileges Lost
Positive Referrals		Referrals	

Response Protocol:

Misbehavior Occurs

1. Deliver Fluent Redirection.

Ongoing Non-Compliance

1. If the learning environment is not disrupted:
 - Ignore the behavior until ready to engage with the student.
 - When able to engage with the student, conduct the **teaching interaction**.
2. If the student is disrupting the learning environment:
 - Deliver a request for the student to move to a more isolated location.
 - Provide cool down time.
 - Conduct the **teaching interaction**.
 - Return the student to the general population.
3. If the student exhibits escalated behaviors:
 - Conduct **de-escalation**.
 - Deliver a request for the student to move to a more isolated location.
 - Provide cool down time.
 - Conduct the **teaching interaction**.
 - Return the student to the general population.

<p>Teaching Interaction:</p> <ol style="list-style-type: none"> 1. Start with praise/empathy 2. Identify the problem behavior 3. Identify the expected behavior 4. Justify the expected behavior 5. Practice/role play 6. Deliver consequence, if needed 7. End with praise/empathy 	<p>De-Escalation:</p> <ol style="list-style-type: none"> 1. I see you _____. 2. Are you feeling (<i>angry</i>)? 3. I can see that you are (<i>angry</i>). 4. What are you (<i>angry</i>) about? 5. So you're (<i>angry</i>) about _____. Is that right? 6. What do you want? 7. What have you tried? 8. How well has that worked? 9. What else are you willing to try? 10. Will you let me know how it goes?
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