## My Classroom Management Philosophy

I believe one of the hardest things for new teachers to build is their classroom management plan. I have seen many different types of classroom management plans throughout my school experience and my field experiences. Some have worked and some have not. What works with one group of students, may not work for another set of students. Some classroom management plans may work better with the lower grades rather than the upper grades and vice versa. So I believe a teacher's classroom management plan is always changing and evolving as they gain more knowledge in the field of teaching. There are always new studies coming out on how students learn best and how teachers should deal with behavioral problems within the classroom.

Two classroom management philosophies that I have had the opportunity to observe and work with is the concepts of PBIS (Positive Behavioral Interventions & Supports) and Dr. Becky Bailey's Conscious Discipline. It is my belief that combining the ideas behind both of these philosophies will ensure that students are set up in an environment of success. These philosophies coupled with providing students with predicting routines will help students feel confident and safe to ensure student learning.

The PBIS (Positive Behavioral Interventions & Supports) philosophy is a problem-solving approach. Rather than solely using consequences to control inappropriate behaviors, this philosophy of PBIS emphasizes prevention, or changing problem environments, and teaching so that the student learns alternative means for addressing their needs. I believe PBIS should be implemented school-wide, known as SWPBS. In SWPBS, there is a continuum of three levels of intervention that vary in intensity based on the students needs. The first level is known a *Primary* Prevention which targets all students in a school to prevent problem behaviors by emphasizing on establishing and teaching appropriate, acceptable behaviors. These acceptable behaviors are posted throughout the school and taught school wide. When these acceptable behaviors are seen they are rewarded. For example, in my last student teaching placement of Donelson Hills Elementary in Waterford, they had some of the students make a movie on how to walk in the hallways of the school, how to act during a school assembly, how to play on the school playground, etc. When students are seen implementing these appropriate and acceptable behaviors the class may be rewarded Complement Points and/ or a student may be rewarded a Dragon Ticket (or some form of complement ticket) that would be placed in the school bucket for a school wide drawing for a prize. The students really enjoyed this and they wanted to receive as many Classroom Complement Points or Dragon Tickets for they love receiving prizes. The second level of intervention is known as Secondary Prevention which targets students who are not sufficiently responsive to the *Primary Prevention* level and may be unnecessary for the next level. Secondary Prevention provides a group-based intervention. Students at this level are generally considered at risk for pervasive behavioral challenges it their needs go unaddressed over time. For example, a couple of my third grade students took part in a boys only social group. The group was led by one of the school's male social workers. The boys in this group had issues with conflict resolution, social problem solving, and mostly anger management. The group met a couple times a month to discuss strategies on how to deal appropriately to these conflicts. The social worker was not only the group's leader but also a mentor to the boys. He was just a phone call away when one of the boys was having a difficult day and making some wrong choices. He always knew how to calm them down and think about their actions in order to plan the next steps they were going to take. Lastly, the last level of intervention deals with the individual. This level is known as the Tertiary Prevention. It consists highly on individualized behavior support of students who are not sufficiently responsive to the first two levels and present pervasive or persistent behavioral challenges. These students often require specialized interventions and supports that are uniquely tailored to their circumstances and learning needs. In the case of the child's challenging behavior persists despite consistently implemented interventions, the child's behavior places the child or others at risk of harm of injury and school personnel are considering more intrusive and restrictive procedures and/or a more restrictive placement for the child; an Individualized Positive Behavior Plan is made. One of my students had a difficult time with controlling his anger when he did not get his way. My cooperating teacher along with the principal and myself made a Support Plan for the student. When the student's anger rose that there was no talking

to him, he was asked to go to one of his *support teachers* until he is able to calm himself down enough to be able to come back into the classroom.

Dr. Becky Bailey's Conscious Discipline philosophy is similar to the PBIS philosophy. Conscious Discipline deals with the social and emotional intelligence. It empowers the teacher and the student by first fostering the emotional intelligence of the teacher then the student. Conscious Discipline provides the teachers with the tools to change from the traditional model of discipline of rules and consequences to the relationship-based community model of being a classroom family that is built on communicational skills and how to be a problem solver. I have seen this philosophy of Conscious Discipline implemented not only in lower grades like kindergarten but also in the upper grades of third, fourth, and fifth grade. The first couple weeks of school, I believe it is important to focus on building your classroom family. The students play an important role in creating that classroom family. As a classroom family, they will decide what appropriate behaviors are acceptable in the classroom, in the halls, in the lunch room, on the playground, etc. These behaviors need to be written in a positive way and posted so that everyone in the classroom can see it. The behaviors will be modeled and practiced with the students. I also believe it is important for each student to become problem solvers, no matter their age, to learn how to deal with their own conflicts in a positive way. The students need to learn that if someone is bothering them they have three steps they should follow. These three steps are known as the 3 Steps of Problem Solving. Step 1 is to move away from the person or people that are bothering them. If the student or students are still bothering them, go to step 2 of using an "I" Statement. Tell the student or students the action you did not like, why you do not like it, and what you want the student or students to do. If the student or students still continues to bother them they need to go to step 3 which is telling an adult. The ONLY time the students go directly to step 3 is if there is a potential of someone seriously getting hurt. The 3 Steps of Problem Solving should be modeled and posted with the students. The students also need to know that everyone makes mistakes but we need to accept our mistakes and apologize for them. The idea of the Clean Up and "I" Statement cards allow the students to do this appropriately. I made laminated cards of both of these for my third grade class. It was very resourceful for the students for the reason they could take a card from the basket, ask the student or students they had a conflict with, and quietly excuse themselves from the classroom to deal with the situation without disturbing the rest of the class. Another way to reinforce a classroom family and encourage the students to be a problem solver is by the use of a classroom meeting. In my third grade class, we started by having a classroom meeting in the morning and one in the afternoon. Another class, I subbed in, only has a classroom meeting once a day. No matter if you have one, two, or several a day, I believe it is important to have a classroom meeting. In a classroom meeting, the students can share an issue that is happening in the classroom without the use of using another student's name. After the issue is shared, a few of the student's fellow classmates can share some problem solving strategies that can help the student deal with the issue and the student can decide what problem solving strategy they want to try to use. When we come back together for another classroom meeting we will revisit the issue. We will see if the issue was resolved and earn a celebration or need more help in solving the issue. This is done before another student's issue can be discussed. Conscious Discipline also suggests that your classroom has a safe place. Students who might be having a rough day and just need a safe place where they can calm down can come here. The students can do one of Dr. Becky Bailey's breathing techniques of the drain, balloon, pretzel, or star to calm themselves down. The safe place may also include some stress toys that can be plated with or some social books that the student can read.

Another idea that was introduced to me in my last third grade placement that I would incorporate is having a *Behavioral Improvement Plan*. This plan would be sent home to a student that continues to have difficulties following one or more of the classroom rules, which usually deals with how the student's actions were not safe, responsible, and/or respectful.

## Behavioral Improvement Plan

Lower Grades

Student Name:	Date:
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I have been having difficulty following one or more of our classroom rules.

The following is the rule(s) that I am struggling with:

Being Safe		Being Responsible		Being Respectful	
					223 200 23
Keeping our hands to	Keeping our feet to	Do my best on my	Participating	Respect my fellow	Respect my
ourselves	ourselves	work	, ,	classmate(s)	teacher
Using walking feet	Using our classroom		Saray!	2×2 8×4	B
	materials as	Completing all my	Responsible for my	Respect my guest	Respect our
	intended	work	actions	teacher	classroom
					volunteer
This is what I o	aid		Write or draw		
Next time I am going to		Write or draw			
Did I apologize?					

Student Signature:	 	
Teacher Signature:	 	
Parent Signature:		

## Behavioral Improvement Plan Upper Grades

Student Name:\_\_\_\_\_\_ Date:\_\_\_\_\_

I have been having difficulty foll	owing one or more of our clas	sroom rules.
The following is the rule(s) that	t I am struggling with:	
Being Safe	Being Responsible	Being Respectful
o Keeping my hands and feet to	o Doing my best	o Respecting my fellow
myself	o Participating	classmates
o Using walking feet	o Completing my work	o Respecting my teacher and/or
o Using my classroom materials		guest teachers
as intended		
o Using the problem solving		
steps		
This is what I am going to do to h	elp myself remember to follow	the rule(s):
This is what Miss Colasanti can do	to help me remember to follow	w the rule(s):
	·	
This is what my parents can do to	halp me nomember to follow th	he mile(s):
This is what my parents can do to	help me remember to tollow th	ne rule(s).
Student Signature:		<del> </del>
<del>-</del>		
Teacher Sianature:	<del> </del>	
	<del> </del>	<del></del>
Panant Signatura:		
rareni Signature		<del> </del>



The safe place in my kindergarten classroom ©



Morning handshakes adapted from Dr. Becky Bailey's Conscious Discipline (Used in my 3<sup>rd</sup> grade)



Models of the brain adapted from Dr. Becky Bailey's Conscious Discipline (Used in my 3<sup>rd</sup> grade)