Most highly effective teachers utilize classroom behavior plans. Such plans lay out the basic expectations to be in effect at all times in your classroom. These plans also indicate what students can expect from you if they choose to meet or not meet your expectations.

A typical plan will include:

1. Rules that students are expected to follow at all times;
2. Positive recognition students will receive if they choose to follow the rules;
3. Consequences students will receive if they choose not to follow the rules.

On the following pages, you will encounter exemplar Classroom Behavior Plans (elementary and middle/secondary).

Please Note: The concepts in this resource are in part based upon Lee Canter’s Assertive Discipline, Fourth Edition. For more details on how to establish an effective Classroom Behavior Plan, consult this volume.
Exemplar Elementary Classroom Behavior Plan

RULES

• Follow Directions
• Keep Hands, Feet, and Objects to Yourself
• No Teasing, Name-Calling, or Cussing
• Do Not Leave the Classroom Without Permission

POSITIVE RECOGNITION

• Positive Narration
• Positive Notes and Phone Calls to Family Members
• Behavior Awards
• Classroom Privileges
• Classwide Rewards

CONSEQUENCES

• 1st Time Student Chooses Not to Follow Rule: Written Warning
• 2nd Time Student Chooses Not to Follow Rule: 5 Minutes of Time Out
• 3rd Time Student Chooses Not to Follow Rule: Missed Free Time
• 4th Time Student Chooses Not to Follow Rule: Family Member Contacted
• 5th Time Student Chooses Not to Follow Rule: Sent to Administrator
• Serious Disruption: Sent to Administrator
Exemplar Middle/Secondary Classroom Behavior Plan

RULES

• Follow Directions
• Keep Hands, Feet, and Objects to Yourself
• No Teasing, Name-Calling, or Cussing
• No Eating in Class
• No Electronic Devices

POSITIVE RECOGNITION

• Positive Narration
• Positive Notes and Phone Calls to Family Members
• Privilege Passes
• Classwide Rewards

CONSEQUENCES

• 1st Time Student Chooses Not to Follow Rule: Written Warning
• 2nd Time Student Chooses Not to Follow Rule: Detention
• 3rd Time Student Chooses Not to Follow Rule: Family Member Contacted
• 4th Time Student Chooses Not to Follow Rule: Sent to Administrator
• Serious Disruption: Sent to Administrator
CLASSROOM MANAGEMENT PLANS

Classroom Rules

Classroom rules are the starting point for all of your expectations for student behavior. Rules are your expectations that are in effect whenever the students are with you, whether inside or outside your classroom. The most common rules you will find are:

Follow Directions

This is the cornerstone of your rules. Why? You will never be able to create a No-Nonsense culture if you cannot get your students to follow your directions!

Keep Hands, Feet, and Objects to Yourself

For your students to be ready to learn, they have to know that they are in a physically safe environment where no one will be allowed to harm them or their property.

No Teasing, Bullying, or Swearing

Students also have to feel psychologically safe. Thus, no one will be allowed to verbally abuse or provoke a classmate for any reason.

Some teachers will have additional rules such as: do not leave the classroom without permission, no eating, no electronic devices, and/or no running in the classroom.
Positive Recognition

Providing your students consistent positive recognition is of the upmost importance in creating a positive classroom culture and reducing disruptive behavior (Ross, 2008; Stage & Quiroz, 1997). Therefore, you want to plan out what strategies you will utilize:

Verbal Recognition

Just as following directions is the cornerstone of your rules, verbal recognition needs to be the cornerstone of how you provide positive recognition to your students. See Unit Eight for discussion of Positive Narration, the most effective verbal recognition strategy we have found.

Classroom Privileges

You can provide special privileges to students to motivate them to follow your rules:

Elementary Classroom Privileges

- Class Monitor
- Extra Computer Time
- First in Line
- Student of the Day
- Special Treat

Middle/Secondary Classroom Privileges

- Extra-Credit Points
- Right to Be First to Leave Class
- Special Treat
Positive Contact With Family Member

Another great motivator is to make positive contact with the student’s parent or guardian. This can be done by phone call, note, text, or email. See Unit Thirteen for more details.
CLASSROOM MANAGEMENT PLANS
Classwide Points Program

Classwide Points Program

One of the most effective but underutilized positive recognition strategies is to establish what we call a “classwide points program.” Such a program enables all of the students to work together to earn a class reward by following your rules (Canter, 2010).

A classwide points program is especially useful for older students, as well as upper elementary, middle, and secondary level students. This is most useful at the start of the school year or when attempting to turn around a classroom, since its consistent use helps create extremely positive momentum in the classroom.

Benefits of a Classwide Points Program

• Adds Impact to Your Verbal Recognition
  When you monitor student behavior and observe students following your directions, you will want to verbally recognize their behavior.

  *Esteban has silently finished his first page and is moving on to his second.*

  This can be a motivator for most students. If you add that the students have earned a point that will move the class closer to its reward, you can get “more bang for your buck.”

  *Thaliana and Jose silently got right to work on their assignments; they earned a point for the class toward extra free time.*

• Utilizes Positive Peer Pressure to Motivate Students to Choose to Behave
  With older students you may find that they do not want to be called out for “being good” for fear that their peers may frown on their being so compliant. A
classwide points program enables you counter this “negative peer pressure.”

When you enable students who are compliant to earn points to help their classmates get a reward they want, you will defuse the likelihood they will be looked down upon by their peers. In fact, just the opposite typically happens. Students will encourage their peers to keep up their on task behavior; hence, the “positive peer pressure” phenomenon activates.

- Helps Ensure You Consistently Provide Positive Recognition to Students

Again, providing positive recognition is critical to creating a class culture where students are motivated to learn. Many teachers find they have trouble consistently providing such positive feedback.

If you are using a classwide points program, you can at any time see a record of how many times you have provided positive feedback to students by simply looking at the total of points the class has earned. If the total is too low, that is a cue to up your positive recognition.
CLASSROOM MANAGEMENT PLANS
Utilizing a Classwide Points Program

Determine the Reward the Class Can Earn

Brainstorm with your students about rewards or provide them with a list of possibilities. The important aspects of the rewards is that they should not cost you a lot of money and the students should want to earn them.

<table>
<thead>
<tr>
<th>Possible Rewards</th>
<th>Students in grades K-8</th>
<th>Students in grades 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra center time</td>
<td></td>
<td>Free homework pass</td>
</tr>
<tr>
<td>Extra PE time</td>
<td></td>
<td>Bathroom passes</td>
</tr>
<tr>
<td>Nutritional snack</td>
<td></td>
<td>Locker passes</td>
</tr>
<tr>
<td>Short movie related to the subject area</td>
<td></td>
<td>5 minutes of free time at end of class</td>
</tr>
<tr>
<td>Choice time</td>
<td></td>
<td>Short movie related to the subject area</td>
</tr>
<tr>
<td>Lunch with the teacher</td>
<td></td>
<td>Nutritional snack</td>
</tr>
<tr>
<td>Visit to the treasure chest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Make Sure the Students Earn the Reward in a Timely Manner

Depending on the grade level, students need to earn their rewards and points quickly.
So they will trust the system, students need to earn their reward the first time and see that you will follow through.

<table>
<thead>
<tr>
<th>General Guidelines for Earning Points and Receiving Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K-1</td>
</tr>
<tr>
<td>Students should earn about 20-25 points an hour and should earn their reward every 1-2 days</td>
</tr>
</tbody>
</table>

**Give Out Class Points When You Observe:**

- Voice levels meet the expectation of the teacher for a minute or two
- All students are on task while the teacher is conducting instruction
- A difficult student follows direction or is on task
- Students work cooperatively in groups
- The majority of students volunteer to answer questions
- Students answer difficult/rigorous questions
- Students take academic risks
- Students enter the classroom silently
- A transition goes smoothly
- Students walk silently through the hallway
Have Student Keep Track of Points

The easiest way to keep track of the points students earn is to assign a responsible student to keep a Class Points Sheet on his/her desk. Every time you give out a point, that student makes a tally mark. You can periodically ask the student for the total the class has earned at that time. When the class has reached the goal, say 150 points, the “tallier” student should raise his/her hand and make the announcement to the class.
CLASSROOM MANAGEMENT PLANS

Consequences

You need to establish a clear and specific policy for what consequences students will choose to receive if they are disruptive. Keep in mind, the effective use of disciplinary consequences is an important tool in reducing disruptive behavior and earning the respect of your students and is important to building strong relationships (Marzano, Marzano, & Pickering, 2003; Farr, 2010).

Guidelines for Determining Consequences

There are several guidelines your disciplinary consequences should meet:

• Designed to Help Students Learn From Their Misbehavior
  Too many teachers mistake disciplinary consequences for punishment. You would not punish students for making academic mistakes in reading or math, so why punish students for making mistakes in how they behave?

  *Consequences need to be designed to help students learn from their mistakes, and never to inflict physical or psychological distress.*

• Actions Students Do Not Want as Consequences
  In all too many classrooms, teachers provide disciplinary consequences that they think the students don’t like, but in reality, the students don’t care about. For example, a teacher keeps students in from recess, but in reality the students don’t like going to recess; or a teacher assigns detention, but the students don’t show up and nothing happens.

  You will usually know that the students do not like the consequence because if it is used consistently, they will choose to improve their behavior.

• Consequences Do Not Have to Be Severe for Impact
  Don’t fall into the trap of thinking only severe consequences will get the
students’ attention. Realistically, even minor actions, provided consistently, can be highly effective. Such consequences highly effective teachers use include:

**Time Out**

With younger students, simply removing them from the group to an isolated chair or desk can be effective. The student should be sent for 5-10 minutes. When students are in Time Out they are expected to sit in SLANT; and if they are disruptive, they earn more time in Time Out. Many teachers find it useful to place a cooking timer at the Time Out chair/desk, informing the student being disciplined that s/he is to silently return to his or her desk when the timer goes off.

**Students Miss Activity They Enjoy**

One of the most common consequences utilized by highly effective teachers is to have the disciplined students miss out on part or all of an activity they enjoy. You can simply have them miss free time, recess, or lunch. Make sure that if students miss recess or eat lunch alone, that this is not an enjoyable time or a chance to spend time alone with you. The students need to sit silently at their desks. Period.

**Reflection Sheet**

The goal of a Reflection Sheet is to have the students write down what inappropriate behavior they chose to engage in and what better choices they can make the next time. Many students just “shine on” (write something meaningless on) a Reflection Sheet. The solution is to establish the policy that the completed Reflection Sheet has to be signed by a parent or guardian.

**Time Out in a Buddy Classroom**

This is a great consequence to use, especially if you do not have strong administrative support. Students who choose to be disruptive
are sent to another teacher’s classroom with an assignment to complete. In the buddy teacher’s room they sit silently in a Time Out chair and work on their assignment until they are given permission to go back to your classroom. When appropriate, have a responsible student escort the disruptive classmate to the other classroom to ensure he or she gets there.

*Student Calls Family Member*

At the next opportunity, during class or at a break, have the student call his parent or guardian. Have him or her describe how s/he disrupted the class and wasted valuable learning time in your class. If necessary, don’t hesitate to call the parent or family member at work. You may want to follow up later with the parent or guardian as appropriate.

**Teach Students How to Behave When They Receive Consequences**

Just as you need to teach students how to meet your expectations with respect to transitions, SLANT, your attention-getting signal, etc., you must also teach them how they are to behave when they receive a consequence. For example, students need to be taught how to behave in Time Out, when they are sent to a buddy classroom, or when they lose free time.
Most highly effective teachers establish a hierarchy of disciplinary consequences. A Discipline Hierarchy starts with a minimal consequence, such as a warning, and the consequences then become progressively more significant if the students continue to disrupt. Guidelines for establishing and utilizing such a hierarchy include:

**The First Consequence of a Discipline Hierarchy Should Be a Warning**

At the beginning of the school year or when re-norming a classroom, the first consequence you want to provide is a written warning. This document ensures that as students are learning how to behave in your classroom, they receive a minimal consequence for making a behavioral mistake.

Many highly effective teachers eliminate the use of written warnings after they perceive that students have learned what the expectations are, and that students who are misbehaving are doing so out of defiance and not ignorance. This typically takes at least one month.

**The Second Consequence of a Discipline Hierarchy Should Involve Actions Teachers Take Independently**

Here, teachers should render consequences—Time Out, missed free time, or detention—without the help of anybody else, be it other teachers, family members, or administrators.

Later consequences—being sent to a buddy classroom, detention, having a family member called, or being sent to the administrator—may involve support from other teachers, family members, and administrators.
The Discipline Hierarchy Must Include a Serious Disruption Consequence

If students seriously disrupt the class—are openly defiant, physically violent, destroy property, or engage in any behavior that stops learning in the class—they need to immediately be sent to an administrator.

Sample K-3 Grade Discipline Hierarchy

- 1<sup>st</sup> Consequence: Written warning
- 2<sup>nd</sup> Consequence: 5 minutes of Time Out
- 3<sup>rd</sup> Consequence: 10 minutes of Time Out
- 4<sup>th</sup> Consequence: Call family member
- 5<sup>th</sup> Consequence: Send to administrator
- Serious Disruption: Send to administrator

Sample 4-5 Grade Discipline Hierarchy

- 1<sup>st</sup> Consequence: Written warning
- 2<sup>nd</sup> Consequence: Complete Reflection Sheet; have family member sign
- 3<sup>rd</sup> Consequence: Go to buddy teacher’s classroom
- 4<sup>th</sup> Consequence: Call family member
- 5<sup>th</sup> Consequence: Send to administrator
- Serious Disruption: Send to administrator

Sample Middle/Secondary Discipline Hierarchy

- 1<sup>st</sup> Consequence: Written warning
- 2<sup>nd</sup> Consequence: Lunch/after-school detention
- 3<sup>rd</sup> Consequence: Send to buddy teacher or administrator
- Serious Disruption: Send to administrator
Record Each Time a Consequence is Given

You need to keep track of whenever students choose to receive consequences, including the written warnings. Don’t trust your memory.

The most user-friendly tracking system is to have a clipboard nearby or in your hands at all times. Whenever a consequence is given, you record it on a sheet on your clipboard. At the end of each period or day, you will know what consequences each student has chosen to receive.