

Exhibit 9.2

Classroom Management Plan: Reflection and Implementation—Bulleated Plan

Student Teacher Date

As you reflect on these questions, make notes about adjustments you can make in how you implement your plan with this student.

1. Do classroom variables such as physical setting, schedule, and beginning/ending routines affect the student's inappropriate behavior?
 - Consider whether the student would be less distracted or disruptive in a different part of the room.
 - Consider whether you can observe more frequently and easily if the student is in a different part of the room.
 - Giving stand-up and stretch breaks during long work periods may help this and other students stay focused.
 - Giving the student a job assisting with some part of your beginning and ending routines may help the student stay focused and cooperative.
 - Skim chapters 1, 2, and 3 to see if other variables of this type may help this student.
2. Does this student fully understand your behavioral expectations and your concerns about the misbehavior? If not, or if you are unsure, implement a planned discussion to further clarify your expectations.
 - Consider whether the student is unaware that the misbehavior of concern is an example of not meeting the expectations.
 - Schedule a neutral time to discuss the misbehavior with the student—a time when there will not be an audience of other students.
 - Keep the focus on the positive expectation, then refer specifically to the problem, and then reemphasize the positive expectation. End with high expectations: say that you know the student will make an effort to meet your expectations and be successful in the classroom.
 - Consider inviting the family to participate in this planned discussion, especially with a severe problem or a minor problem where you have seen no improvement after discussing it with the student only.
 - Examine your CHAMPS or ACHIEVE expectation sheets (or reread chapter 5).
3. Are your classroom rules clear? Does this student fully understand the rules? If not, or if you are unsure, schedule a planned discussion and lesson to clarify your rules and consequences.
 - Schedule a time to meet with the student to discuss your rules and consequences. This can be added to the discussion above when rule violations are part of the problem.
 - Clarify that enforcing the rules is part of your job as the teacher and that this enforcement has nothing to do with liking or disliking the student.
 - Clarify that the student is not bad. When he or she breaks a rule, it is the behavior at that moment that is a problem, not the student.
4. Is your enforcement of these rules:
 - a. Consistent? (e.g., day to day or hour to hour, relative to your mood)

- Do not let the student get away with misbehavior when you are in a good mood if you would correct that same misbehavior when you are in a bad mood. Using a sports metaphor, offside in football should be called whether the referee is in a good mood or a bad mood.
- b. Fair? (Are other students who violate these rules corrected?)
- Be cautious about any bias — even unconscious — wherein you hold one group of students (e.g., based on gender, race, academic ability) to one standard of rule following and another group to a different standard.
 - Note that on some occasions you may adapt an expectation or rule (as shown in the sample in exhibit 9.1). This is analogous to a driver getting her license suspended for a period of time. Be very careful about doing this so you don't have to keep track of too many exceptions to your management plan.
- c. Brief? (Does the student receive five seconds or less of attention at the time of the misbehavior?)
- Don't talk too much. Instead, take action.
 - In the early stages of correcting a misbehavior, you may use that opportunity as a teachable moment, which will take longer than five seconds. However, once a problem is chronic, your reprimand or consequence should take five seconds or less so you can immediately return to the flow of instruction and give positive feedback to students who are following the rules.
 - If you think the student needs a "lesson," schedule a planned discussion. Do not have that discussion at the time of the misbehavior.
 - If the student tries to argue, say, "You can make an appointment to speak to me later about this, but right now I must go on with the lesson." Then ignore any further attempts by the student to suck you into a power struggle.
- d. Calm? (Are you emotionally neutral when correcting this student's behavior?)
- Some students love having the power to upset a teacher.
 - When you stay calm as you are correcting misbehavior, you do not give these students any power.
 - Staying calm also reduces the chance that in the heat of the moment, you may say something insensitive, embarrassing, or hurtful.
 - Remember that you do not necessarily have to be calm; you just have to act calm.
 - There is a great quote about staying calm that middle school teachers will appreciate: "Arguing with an adolescent is like mud-wrestling a pig: you both get dirty and the pig loves it."
- e. Respectful? (Are you correcting objectively, not judgmentally, and as privately as possible?)
- Remember that the only absolute rule in the CHAMPS or ACHIEVE approach is that students must be treated with dignity and respect.
 - It is easy to get frustrated with a student and then put the student in his place. Try to avoid this.
 - Correct as privately as the immediate situation allows.

- Comment on the behavior, not the person.
 - Provide an objective description about the behavior, not a label. Don't resort to name-calling.
 - Avoid sarcasm in your words, tone of voice, and even body language (e.g., rolling eyes).
 - Try to treat students as you would like to be treated. If your principal was concerned about some aspects of your job performance, how would you like her to provide corrective feedback or enforce district rules? (e.g., reasonably private, objective descriptions of the problem).
5. Is this student misbehaving to cover some learning problem and/or an inability to understand or complete the work?
- Can the student read the assigned work fluently and accurately?
 - Does the student comprehend when reading?
 - Can the student do handwriting easily, or does she hold the pencil in a death grip?
 - Can the student complete independent assignments independently, or does she need lots of assistance?

If the answer to any of these questions is no, make academic adaptations (differentiation). If you are unfamiliar with how to differentiate, talk to colleagues in special education for ideas.

6. Does this student have an "expectancy of success"?
- Reexamine the Expectancy \times Value theory of motivation in chapter 1.
 - Sometimes a student can do the work, but does not see himself as capable. You may need to pump up the student so he believes he can succeed.