

Classroom Management and Behavior Worksheet

The following worksheet is organized by the three levels of the Safe and Responsive Schools Comprehensive Framework. It is intended to assist you to organize your own classroom management and discipline strategies.

A. Supporting Positive Behavior in All Students – Actions Which Prevent Behavior Problems, or which Correct Minor Behavior Problems.

1. Describe ideally what you would like the behavior or your student to be like, at least while they are in your classes.
2. Describe as many possible actions, interventions, procedures, etc., which you can do in your classrooms, which might prevent inappropriate behavior and which might promote the kind of behavior you described above.
3. Among these, list the top 2-4 of these that you feel it would be most important to put in place in your classrooms.

B. Identifying and Intervening to Assist Students who are “At-risk”- Actions targeted to specific students which can provide added support or assistance so that their behavior does not deteriorate.

1. Identify and list as many warning signs as you can which individual students or groups of students might provide which would indicate that they are beginning to have some kind of trouble related to your class, or to school in general. Do you have a system for gathering this information?
2. Describe as many kinds of actions, interventions, procedures, etc. as possible which you can do in your classroom, or create outside of your classes which might address the needs of your students who are showing signs of being “at-risk”.
3. Among these, list your top priority procedures which are most important to have in place right away in your teaching for these “at risk” students.

C. Effective Responses to Students with Chronic or Severe Inappropriate Behavior- Actions targeted to students who have ongoing or serious problems with their behavior.

1. Identify as many kinds of actions, interventions, procedures, etc. as possible which might be useful in managing the behavior of students with chronic or serious behavior problems.
2. Identify whether any of these are things that you can do “on your own” or within the context of your teaching and your classes. Identify as many of these as possible, and prioritize.
3. For the other actions or interventions on your list, identify how you can promote or support the implementation of these actions or interventions in cooperation with others (administration, special education, counselors, etc.).

Samples of Interventions related to Behavior (As Described in the Text or in Class and Elsewhere)

Attempting to make transitions quick and smooth	Teaching social skills
Minimize transition time	Teaching problem solving strategies- applying those to behavior
Make lessons engaging and motivating	Promoting positive social interactions
Demonstrate caring and concern for students	Social skills instruction on specific social skills
Attempt to build individual relationships with students	Seek advice from peers, counselors or school psychologist
Offer lots of academic accommodations needed by specific students	Develop and discuss standards for classroom behavior
Character education programs	Tutoring (peer, cross-age or adult)
Create, post and teach classroom rules	Sending students to the office – office referral
Employ conflict de-escalation techniques	Catch ‘Em being good
Creating on-going relationships and communication with parents	Removing reinforcers- response cost
Modifying the classroom environment to minimize disruption	Effective positive reinforcers
Negative consequences	Using “time out” procedure
Behavioral contracts	Managing surface behaviors
Cognitive behavior management strategies	Tension reduction through humor
Self-monitoring	Hurdle help
Self-reinforcement	Removing seductive objects
Functional behavioral assessment	Expressing concern
Behavior intervention plan	Planned ignoring
Individual behavior management plans	Signal interference
Providing non-punitive isolation	Support from routine
Refer student to the Student Assistance Team	Proximity control
Refer student for special education services	Interest boosting
Cooperative learning groups	
Nurturing and supporting student-to-student friendship	
Have a conference with the student	
Hold a parent teacher conference	
Mentoring programs	
Remedial lessons for selected students	
Counseling for selected students	
Token economy system	
Effective classroom communication	
Classroom meetings or councils	

Name(s): _____

Classroom Management and Behavior Worksheet

A. Supporting Positive Behavior in All Students – Actions Which Prevent Behavior Problems, or which Correct Minor Behavior Problems.

1. Describe ideal behavior in your classes
2. Describe as many possible actions, interventions, procedures, etc., which might promote the kind of behavior you described above.
3. Among these, list the top 2-4 of these that you feel it would be most important to put in place in your classrooms.

B. Identifying and Intervening to Assist Students who are “At-risk”-

1. Identify and list warning signs & your system for identifying them.
2. Describe as many kinds of actions, interventions, procedures, etc. as possible to address the needs of your students who are showing signs of being “at-risk”.
3. Among these, list your top priority procedures which are most important to have in place right away in your teaching for these “at risk” students.

