COMMENT CRÉER UN PLAN PROACTIF DE LA GESTION DE CLASSE

Un Plan de Gestion Proactif de Classe est divisé en 3 sections :

1. **RÈGLES** que les élèves doivent suivre tout le temps

Arrivez à l’heure et soyez à vos places quand la cloche sonne

Suivre les directives

Ne quitter pas la salle sans permission

Garder les mains, pieds et objets à soi-même

Respecter les membres de la classe:

Ne pas tourmenter ou intimider les membres de la classe

Utiliser le langage acceptable – aucun « gros mot »

Ne crier pas

1. **LA RECONNAISSANCE POSITIVE (LE RENFORCEMENT POSITIF)** que l’élève va recevoir pour avoir suivi les règles:

Les éloges (praise)

Lettres positives envoyées aux parents

Un appel aux parents

Une petite note positive pour l’élève

Certificat

**LES RÉCOMPENSES:**

**Privilège spécial** (pour le groupe gagnant du système de points - surtout avec un

groupe difficile):

Congé de devoirs

Période ou du temps libre

Temps à l’ordinateur

Goûter spécial

Déjeuner spécial

Déjeuner avec l’enseignant (les élèves ont leur propre lunch)

Aide à corriger les travaux avec l’enseignant

Choisir une activité (surtout un jeu) à faire

**Privilège spécial individuel (système de dollars)**

Ces récompenses seront affichées dans le magasin prévu à cet effet. Le prix de chaque récompense sera établi à l’avance par l’enseignant. L’élève a le choix d’acheter ce qu’il désire. Les élèves sont les bienvenus de soumettre leurs idées à l’enseignant…

S’asseoir où on veut pour une période

X min de temps libre

X min à passer à l’ordinateur

Enseigner à la classe pendant X minutes

Écouter de la musique pendant X minutes

Porter son chapeau en classe pendant une période

Faire du dessin pendant X minutes

Choisir une activité (surtout un jeu) à faire

Acheter une période libre à toute la classe pour regarder un film (ça risque de coûter un peu plus cher…)

Déjeuner en compagnie de l’enseignant

Assister l’enseignant lors d’une leçon (15 minutes seulement ?)

Choisir une activité à faire en classe (pour toute la classe)

S’asseoir à côté de son ami pendant toute une journée

Acheter du temps supplémentaire de récréation pour toutes la

classe (ceci pourrait coûter un peu plus cher…)

Aller lire une histoire à un groupe de la maternelle/première année

**Récompense tangible:**

Un encan à la fin du mois ou avant les bulletins

Des collants ou de petits prix

Les dollars, des petits bibelots (small trinkets)

1. **CONSÉQUENCES** quand les élèves ne suivent pas les règles de classe

**Première fois l’élève**

**ne suit pas la règle:** Un avertissement

**Deuxième fois:** x min à la fin de la classe ou après l’école ou durant la classe

**Troisième fois:**  x min à la fin de la classe ou après l’école ou durant la classe

**Quatrième fois:** L’enseignant(e) téléphone aux parents ou note dans l’agenda

**Cinquième fois:** Envoie au directeur

**Clause sévère** Au directeur

Planning Your Classroom Rules: A Proactive Approach

**Bibliography:** Emmer, Edmund T., Evertson, Carolyn, Worsham, Murray E. (2000). **Classroom Management for Secondary Teachers.** Allyn and Bacon. Boston.

**RULE 1. BRING ALL NEEDED MATERIALS TO CLASS**

**RULE 2: BE IN YOUR SEAT AND READY TO WORK WHEN THE BELL RINGS**

**RULE 3: RESPECT AND BE POLITE TO ALL PEOPLE**

**RULE 4: LISTEN AND STAY SEATED WHEN SOMEONE IS TALKING**

**RULE 5: RESPECT OTHER PEOPLE’S PROPERTY**

# RULE 6: OBEY ALL SCHOOL RULES

**N.B. Rules apply to behaviour only and must not address academic or homework issues**

HOW TO CREATE A PROACTIVE CLASSROOM MANAGEMENT PLAN

#### Lee Canter’s Assertive Discipline : CLASSROOM DISCIPLINE PLAN

**A Proactive Classroom Management Plan is divided into 3 sections:**

**I. RULES** that students must follow at all times throughout the entire class period

Follow directions

Bring all appropriate materials to class

Ask permission before leaving the room

Be in your seat when the bell rings

Keep hands, feet and objects to yourself

Respect the members of your class:

No swearing or teasing or yelling

Don’t interrupt when someone else is speaking

|  |  |  |
| --- | --- | --- |
| **Grades K - 3** | **Grades 4-7** | **Grades 8 - 12** |
|  |  |  |
| Follow directions | Follow directions | Follow directions |
| Keep hands, feet and objects to yourself | Keep hands, feet and objects to yourself | Be in your seat when the bell rings |
| Do not leave the room without permission | No swearing or teasing | No swearing or teasing |
| No swearing or teasing | No yelling or screaming |  |
| No yelling or screaming |  |  |

* + - 1. **POSITIVE RECOGNITION (PRAISE)** is the sincere and meaningful attention you give a student for meeting your expectations – let them know when you’re proud of them!

**Praise**

**Positive notes and phone calls home**

**Special privileges**

**Certificates and awards**

**Tangible rewards**

**REWARDS:**

**Classwide positive recognition** (for the winning group who has the most points – works especially well with a difficult group):

No homework

Free period or for x minutes

Free computer time

Class game (Bingo, tic-tac-toe, trivial pursuits)

Special video

Popcorn party

½ hour study time to get homework done

Listen to music in class

Students bring snacks to share in class

**N.B. See *Lee Canter* for «creating « Positive Behaviour Charts »**

**Special Privileges (système de dollars)**

First excused after class

Choose any seat in class for a day, a week, etc.

Listen to music on cassette with headset for X minutes

Wear a cap in class for one class period

10 minutes free time

Extra computer time

Work on a favourite activity

May leave room to get a drink

Teach the class for x minutes

Choose an activity or game for a class

May « buy » a free period for the entire class to watch a film

Lunch with the teacher

Special assistant to the teacher

**Tangible rewards:** Most secondary students are motivated by praise, positive notes and special privileges. You may, however have one or two students who simply do not respond to these positive reinforcers. A small prize or other token are the only positives that work but use with care. Always pair it with your own praise.

**An auction at the end of the month or prior to report cards**

**Stickers or other prizes**

**Small tokens**

* + - 1. **CONSEQUENCES** when students do not follow the rules

|  |  |
| --- | --- |
| **First time a student breaks a rule:** | Warning (A direct but reasonably unobtrusive (nonverbal) reminder e.g. establish eye contact and frown. |
| **Second Time:** | Results in a private but direct verbal warning e.g. lean over and whisper to attend to the task |
| **Third Time:** | Time out or Stay in 2 minutes after the bell (private conference and a phone call home  plus write in Behaviour Journal |
| **Fourth Time:** | Call parents and set up a student-parent/guardian-teacher conference |
| **Fifth Time:** | Refer to principal or counselor’s office |
| **Severe Clause:** | Refer to principal |

### *SAMPLE DISCIPLINE HIERARCHY: CONSEQUENCES*

### Grades K – 3

|  |  |
| --- | --- |
| First time a student breaks a rule: | Warning |
| Second Time: | 5 minutes working away from the group |
| Third Time: | 10 minutes working away from the group |
| Fourth Time: | Call parents |
| Fifth Time: | Send to principal |
| **Severe Clause:** | Send to principal |

### *SAMPLE DISCIPLINE HIERARCHY: CONSEQUENCES*

### Grades 4 - 7

|  |  |
| --- | --- |
| First time a student breaks a rule: | Warning |
| Second Time: | 10 minutes working away from the group |
| Third Time: | 15 minutes working away from the group  plus write in Behaviour Journal |
| Fourth Time: | Call parents |
| Fifth Time: | Send to principal |
| **Severe Clause:** | Send to principal |

### Grades 8 - 12

|  |  |
| --- | --- |
| First time a student breaks a rule: | Warning |
| Second Time: | Stay in 1 minute after the bell |
| Third Time: | Stay in 2 minutes after the bell  plus write in Behaviour Journal |
| Fourth Time: | Call parents |
| Fifth Time: | Send to principal |
| **Severe Clause:** | Send to principal |

Consequences

**First Time a Student Disrupts**

Most teachers issue a **warning**. A warning gives the student an opportunity to choose more appropriate behaviour before a more substantial consequence is received.

## Second or Third Time a Student Disrupts

The Second or Third Time a Student Disrupts in the same day, the teacher issues a consequence that is easy to implement, and not time consuming. These include time-out, one-minute wait after class and writing in a behaviour log.

## Fourth Time a Student Disrupts

You need to contact parents if a student disrupts a fourth time in a day.

## Fifth Time a Student Disrupts

Sending the student to the Vice-Principal or Principal should be the last consequence on your discipline hierarchy. In preparing for this consequence, you must have already met with the administration and discussed actions he or she will take when students are sent to the office. His or her role might be counseling, parent conferencing or suspension of a severely disruptive student.

## Severe Clause

Sometimes you have to act quickly and decisively to stop a student’s disruptive behaviour, such as fighting, vandalism, defying a teacher or in some way stopping the entire class from functioning, a student would not receive a warning. He or she loses the right to proceed through the hierarchy of consequences. Severe misbehaviour calls for an immediate consequence that will remove the student from the classroom.

Such a clause gives you back the control of the classroom and provides the disruptive student a chance to clam down. It also sends a message that some behaviours are totally beyond limits.

**N.B.**

* Probably only 10% of your students will cause you real problems. Don’t create your consequences with only these 10% in mind! In other words, your consequences need

not be too severe.

* Consequences are a choice that result when students choose not to follow the rules
* Include Positive Recognition that students will receive for following the rules
* Each student must start each day with a clean slate. Some teachers begin each week with a clean slate. ***It is easier to keep track if a clean slate begins each day.***

*Discipline with Dignity*

*Behaviour Contract*

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is the problem I am having in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ class.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is how I am going to solve my problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I do not solve my problem, these are the things that will occur:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I do solve my problem, these things will occur:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Les Procédures de la Salle de Classe de M. Shoofey

1. Se respecter soi-même et les autres (Respect yourself and others)
2. Arriver à l’heure (Be in your seat when the bell rings)
3. Suivre les directives. (Follow directions)
4. Être préparé/e et (Bring all needed materials to class)
5. Rester concentré/e sur la tâche à accomplir

(Stay on task)

N.B.

* **Avoir beaucoup de procédures et de routines.**
* **Avoir très peu de règles pour permettre aux élèves de mieux s’en souvenir.**
  + Donner un billet d’entrée aux élèves, à la fin de la semaine. Indiquer le travail à faire pour la semaine suivante. En cas d’absence, l’élève pourra s’y référer.

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MY EMERGING PLAN FOR CLASSROOM MANAGEMENT

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# Grade Level \_\_\_\_\_\_\_\_\_\_\_\_

# Plans before the First Day

1. Describe your classroom environment with respect to the physical room arrangement and organization, and the positive and caring classroom community that you aim to create.
2. Describe any communication you will make with your students and their families prior to the first day of school.
3. Describe characteristics of your classroom that will signal to students that it is a friendly and safe place to be.
4. Describe what you will do to help children get to know you and each other.
5. Describe how you will get to know the children.

**The First Day**

1. Describe how you will greet children when they arrive for the first day
2. Describe the rules or expectations that you will have already in place and how you will present them to the children.
3. Describe how you will have children contribute to these rules and expectations.
4. Describe your classroom procedures for the following:

* Absences, making up missed work and instruction
* Assigning helpers for classroom jobs such as taking care of pets, plants or the calendar
* Being in the classroom before and after school, and at recess and lunch time
* Collecting notes, money and forms
* Distributing and collecting papers and materials
* Eating and drinking in the classroom
* Going to the washroom
* Late arrival and early dismissal
* Movement in the halls
* Storing personal belongings
* Taking attendance
* Using the water fountain
* Using the classroom sink
* Using the pencil sharpener
* Using the teacher’s desk
* Using materials and equipment
* Wearing hats and other articles of clothing in the classroom
* What to do in an emergency situation
* When a visitor comes into the classroom

1. Describe the morning opening; the day’s closure.

**Managing the Curriculum**

1. Describe how you will help children with their organization and assignments
2. Describe your homework expectations. Will there be any? How much and how often? Will parents and guardians

be informed? If so, how? What is their involvement to be?

1. Describe your procedure for incomplete, unacceptable or incorrect student work.
2. Do you plan to provide comments, feedback or corrections on student work?
3. Will you use marks of some sort – grades, value words, figures, etc.
4. Will you reward students for their group work? How will you assess group learning? How will you assess individual learning from group work?
5. Describe your student portfolio expectation. Where will portfolios be kept?
6. Describe your plan for communication with parents and guardians.

Maintaining Classroom Relations and Personal Behaviour

1. Describe how you will bring an off-task child back on task.
2. Describe how students will know what is and what is not an appropriate level of classroom noise.
3. Describe how you will signal need for hands and when, if ever, it is okay to call out without using hands.
4. Describe how you will support appropriate student behaviour.
5. Describe how you will discourage inappropriate student behaviour.
6. Describe your order of indirect and direct behaviour intervention strategies.
7. Describe how you will signal your need for attention from the class or from a distracted student.
8. Describe how you will respond when two errant behaviours are happening simultaneously but in opposing locations in the classroom.

# When the Going Gets Tough

1. Describe your pattern of escalating consequences.
2. Describe how you will deal with disrespectful, inappropriate comments.
3. Describe how you will respond to remarks that are sexist or racist, or that stereotype people in cruel ways.
4. Describe how you will respond to serious and dangerous student behaviours.