

CLASSROOM MANAGEMENT PLANS (CMPS)



WHAT ARE CMPS?¹

Frameworks that maximize academic, social, and emotional learning through teaching students to make responsible choices instead of focusing on behavioral control.

WHY ARE CMPS IMPORTANT?²

- Sets clear behavior expectations
- Addresses disruptive behaviors
- Considers classroom environmental factors
- Enhances student learning + success
- Eases teachers' workload

"Through the lens of digital literacy, we support teachers to develop the skills they need to create and deliver engaging lesson plans, monitor student outcomes, and access online resources for on-going, self-directed professional development." – Flying Kites

TIPS FOR CMPS⁵

- Involve students for better engagement
- Create an engaging learning environment
- Offer multiple learning methods
- Reinforce positive behavior
- Assess the success of your current teaching style
- Communicate clear expectations
- Hold students accountable for their learning



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Page 1 and 2 synthesized using research and resources from the citations on page 3.

**CLASSROOM
FRAMEWORKS**

=

**STUDENT
EMPOWERMENT**

+

**OPTIMIZATION OF TIME
AND TEACHING
STRATEGIES**

1



HOW TO CREATE A CMP^{3,4}

- Jot down objectives: Understand + define your motivations for creating a classroom management plan
- Define your learning goals: What do you want the students to learn and how do you want them to learn it?
- Motivation strategy: How will you motivate your students?
- Factor in school policies
- Establish rules on discipline
- Create plan for rewards + recognition
- Explain rules to students
- Eval + monitor plan

TIPS FOR THE CLASSROOM⁵

- Address negative behavior
 - Do it privately
 - Encourage student to think about wrongdoing, source, take responsibility
 - Don't respond to all surface-level behavior
 - Look for patterns in the behavior that may point to the underlying reason
 - Check-in w/ Student to try to find source of problem
- Reflect on own implicit biases
 - Regularly review disciplinary practices for areas of improvement
- Build rapport + positive relationships
- Use a normal volume + quiet signals
- Regularly review disciplinary practices for areas of improvement

1

MORE CLASSROOM MANAGEMENT RESOURCES



PRACTICE THESE STEPS¹ FOR YOUR CLASSROOM

1. Believe all students can succeed
2. Get to know your students personally
 - a. Say hello and goodbye to every student everyday
 - b. Have a 1st day of school questionnaire for students to get to know them better
3. Let students inside your world
 - a. Laugh with your students
 - b. Provide real-life examples
 - c. Be authentic and have fun
4. Listen and validate feelings
 - a. Provide students with choice
 - b. Accept students and their mistakes in the classroom

NEGATIVE EFFECTS OF BEATING CHILDREN^{6, 7, 8}

- Hurts them emotionally and/or physically. Kids don't forget pain.
- Hitting breeds hitting; the child is likely to follow the behavior then or later in life
- Creates fear in children. Afraid of the authority figure therefore devaluing them
- Devalues the child so they may think they're not a good person
- Makes child lose self-confidence, decrease self-esteem
- May make child rebellious because they don't learn correct behavior
- Results in anger issues
- Encourages anti-social behavior

PRACTICE THESE STEPS FOR YOUR STUDENTS²

- **Know which behavior to respond to**
 - Look for patterns in the behavior that may point to the challenge
- **Self-regulate:** Calm yourself first. Even if the child is wrong, don't take your anger out on them
- **Communicate:** Help them understand what they did wrong
 - Check-in with student to try to find source of problem
- **Listen:** Hear them out before shouting and reprimanding
- **Restore:** Help them make it right
 - Approach privately, encourage to think about wrongdoing, sources and take responsibility



5 WAYS TO GET STUDENT'S ATTENTION

Call and Response

1. Here's a rhyme → It's learning time!
2. Hands on top → everybody stop
3. 1, 2, 3, eyes on me → 4, 5, 6, fingers on lips
4. Zip it, lock it, → put it in your pocket
5. Hi ho, hi ho → off to work we go!

Citations

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9. Flying kites. flying kites. (n.d.). <https://www.flyingkites.org/>

(-) DISCIPLINE VS (+) DISCIPLINE

(-) DISCIPLINE/PUNISHMENT ^{1, 6, 7, 8, 9}

(+) DISCIPLINE/CORRECTIVE CONSEQUENCES ^{2, 3, 9}

What

Penalty for negative behavior

- Making them pay for their mistakes
- Reactive approach: In the moment

Logical/natural consequence for wrongdoing

- Helps people learn from their mistakes
- Proactive approach: Teaches future skills

Power Dynamics

- Places adults in control of children's behavior
- Adults decide the outcome for decisions

- Places students in control of their behavior
- Teaches them new skills (self-control, emotional-recognition, self-regulation)

Assumptions

- Assumes behavior is all wrong or bad
- Provides little help figuring out how to behave differently in the future

- Assumes behavior is communication
- Provides support on learning how to behave in the future

Types of consequences

- May cause physical or emotional harm, isn't directly related to what happened
- Ex. Taking away privileges/possessions, hard labor, extra work, physical abuse

- Should be reasonable, related to the problem or behavior
- Ex. Natural unavoidable/inevitable result, logical given to prevent harm

Examples

Taking away privileges and yelling: Absco was chatting with her friend during work, so the teacher yells at her to stop and then says she must stay inside during recess.

More labor: Alhaadi was caught talking to his friends during worktime so the teacher told him he has to do an extra 3 worksheets.

Do not: Yell, use corporal punishment, remove privileges, add labor

Natural: Absco was chatting with her friend during work, so now she's behind. The teacher points out if she doesn't focus, she'll miss out on recess.

Logical: Alhaadi was caught fighting with his friend so the teacher sat them down, asked for both sides of the story, and discussed the ability to call on a teacher next time.

Try: Reflection time, restorative practices

What kids learn

The message: Stop it now. You're a bad student

Kids learn: Their behavior is managed by adults. Be sneaky to prevent getting caught

The message: Here's what you can/should do instead

Kids learn: They can manage their own behavior through self-control. Change behavior to prevent hurting self or others

Results

- (-) self-esteem
- Increased power struggles
- Fear + resentment
- Lowered academic achievements

- (+) self-esteem
- Decreased power struggles
- Healthier relationship
- Increased academic achievements

POSITIVE DISCIPLINE IN THE CLASSROOM



WHAT: STRATEGIES THAT ALLOW STUDENTS TO **LEARN** AND **ADAPT** THEIR BEHAVIORS TO MEET CLASSROOM EXPECTATIONS

GOAL: STUDENTS TO **UNDERSTAND** WHAT THE PROBLEMATIC BEHAVIOR IS AND WHY IT'S WRONG.

TECHNIQUES ^{2, 3, 5, 9}

Have Consistent Expectations



- Set classroom rules and goals at the start of the year
- Model expected behaviors

Use Positive Reinforcement



- Recognize specific positive behaviors with praise

Listen and Remain Neutral



- Search for the root cause of the behavior
- Maintain student's dignity

Be Student Centered



- Listen to students
- Pick what strategy would work best for each student

BENEFITS ^{4, 7}

Teacher

- Less disciplinary measures are needed
- Reduces teacher stress
- Enhances classroom management

Both

- Inclusive and supportive environment
- Stronger teacher-student relationships
- Mutual understanding of rules

Student

- Less distractions
- Increased respect for teacher
- Fewer suspension and expulsions needed
- Attendance improves

SETTING UP A (+) DISCIPLINE PLAN

STEP 1

3, 5, 11

Know what (+) discipline is

- Logical/natural consequence for wrongdoing
- Helps people learn from their mistakes
- Proactive approach: Teaches future skills

STEP 2

Look into resources

- Read research on healthy child development
- Discuss effective teaching strategies
- Know child rights principles

STEP 3

Identify long-term goals

- Aim of edu is to prepare students for success in their adult lives
- Teach children how to manage stress, respect themselves + others, and be successful learners

STEP 4

Provide warmth + structure

- Warmth: Helps students academically, emotionally, and behaviorally → if they feel respected, understood, trusted, and safe
- Structure: Info & support students need to succeed academically & behaviorally

STEP 5

Identify individual differences

- Each child has a unique set of life experiences that affects them
- Help children feel respected, understood, and safe

STEP 6: UNDERSTAND CHILD DEVELOPMENT

Early Childhood

Parents: Set stage for readiness to learn, motivation to learn, and social interaction skills

Transition to school

Know: School is an entirely new world, new location, people, expectations, routine

Teachers: Punishment can feel like rejection

Students: Can grasp concrete concepts but difficulty with abstract concepts + other perspectives

Early primary (6–8yrs)

Know: Experiences here set stage for success in future

Teachers: Create supportive, encouraging learning environment that nurtures motivation to learn

Students: Eager to learn, motivated to master new challenges

Late primary (9–12yrs)

Know: Students socially focused on peer relationships

Teachers: Create learning climate that fosters academic + social confidence

Students: Can solve problems mentally, think about their own thinking (metacognition)

Adolescences (13–18yrs)

Teachers: Help students develop sense of right/wrong, responsibility, competence

Know: Trust is important

Students: Can think hypothetically, approach problems scientifically, propose hypothesis
Can think about politics, tradition

Struggle to achieve sense of identity, strong drive for independence, need for peer acceptance, difficulty understanding risks

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EMOTIONAL REGULATION

Olivia Gaston OT/s | Tufts University | Department of Occupational Therapy | Synthesized using clinical experience and The Zones of Regulation.



1 TAKE A PAUSE

Close your eyes | Take a deep breath | Sip some water | Go for a short walk

2 NOTICE YOUR FEELINGS

Name the emotion/feeling in your mind



guilty



proud



confused



sad



lonely



afraid



happy



jealous



brave



mad



nervous



disappointed



frustrated



grateful



embarrassed



hopeful

3 ACCEPT THE EMOTION

UNDERSTAND YOURSELF

I am feeling ____

It's okay that I am feeling ____

I am feeling ____ because ____

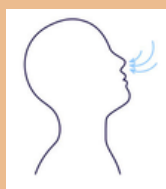
4 DO SOMETHING

KNOW YOUR OPTIONS

- Ask to talk to a trusted person
- Write my feelings and thoughts in a notebook
- Request to take a short break or move onto a different activity
- Practice a breathing exercise

PRACTICE MINDFULNESS

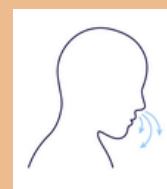
Repeat 3-5 times as needed



Inhale
3 secs



Hold
3 secs



Exhale
3 secs

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1 TAKE A PAUSE

Close your eyes | Take a deep breath | Sip some water | Go for a short walk

2 NOTICE YOUR FEELINGS

Name the emotion/feeling in your mind

- Guilt
- Pride
- Fear
- Anger
- Embarrassment
- Nervousness
- Disappointment
- Frustration
- Thankful
- Confusion
- Happiness
- Jealousy
- Bravery
- Sadness
- Hopeful
- Lonely

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It's okay that I am feeling ____

I am feeling ____ because ____

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5 PRACTICE MINDFULNESS

Repeat 3–5 times as needed



Inhale
3 secs



Hold
3 secs








Exhale
3 secs

THINK SHEET



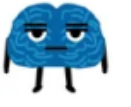





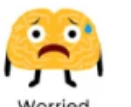
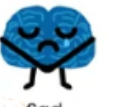


NAME:

DATE:



WHAT WERE YOU DOING?

Arguing	Hitting	Avoiding work	Yelling	Talking	Something else
					



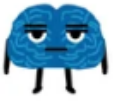



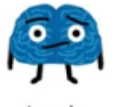

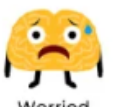
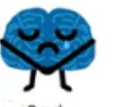


HOW WERE YOU FEELING?

 Devastated	 Confused	 Bored	 Furious	 Irritated	 Tired
 Lonely	 Frightened	 Worried	 Sad	 Jealous	 Embarrassed


DID YOUR BEHAVIOR INTERRUPT YOUR LEARNING OR THE LEARNING OF OTHERS?

 Yes	 No	Explain how:
---	--	--------------

HOW DID YOUR BEHAVIOR MAKE YOUR CLASSMATES FEEL?

 Devastated	 Confused	 Bored	 Furious	 Irritated	 Tired
 Lonely	 Frightened	 Worried	 Sad	 Jealous	 Embarrassed

NEXT TIME, WHAT CAN YOU DO INSTEAD THAT'S APPROPRIATE?

Take deep breaths	Count to 10	Tell an adult	Walk away	Ask for help	Talk it out
					

THINK SHEET

Name:

Date:

WHAT WERE YOU DOING? (CIRCLE BELOW)

Arguing Hitting Avoiding
work Yelling Talking Other_____

HOW WERE YOU FEELING? (CIRCLE ONE OR MORE)

Confused Bored Angry Irritated Tired Embarrassed
Lonely Scared Worried Sad Jealous Other_____

DID YOUR BEHAVIOR INTERRUPT YOUR LEARNING OR THE LEARNING OF OTHERS?

Yes No Explain why yes or no:

HOW DID YOUR BEHAVIOR MAKE YOUR CLASSMATES FEEL? (CIRCLE ONE OR MORE)

Confused Bored Angry Irritated Tired Embarrassed
Lonely Scared Worried Sad Jealous Other_____

NEXT TIME, WHAT CAN YOU DO INSTEAD THAT'S APPROPRIATE? (CIRCLE ONE OR MORE)

Take deep
breaths Count to 10 Tell an adult Walk away Ask for help Talk it out
with
someone
you trust

SEXUAL GENDER-BASED VIOLENCE

WHAT IS IT?^{1, 2, 5} Harmful sexual acts of violence directed at individuals based on their sex, gender identity, or perceived gender roles

WHAT CAN CAUSE IT?^{1, 2, 5}



Patriarchal Views: Men in all leadership roles leaving women out

Cultural expectations: Women expected remain home instead of pursuing alternate ambitions

Socioeconomic inequalities: Women have limited access to education, jobs, and financial independence

Weak legal protections: The laws that exist are poorly enforced

Fear of reporting: Women fear retaliation and social stigma

EXAMPLES⁴ **NOT AN ALL INCLUSIVE LIST**

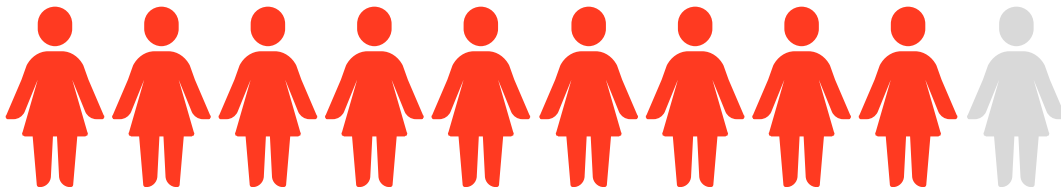
Domestic violence: Any abuse against a woman in the home

Health risks: STIs, HIV, unwanted pregnancies, unsafe abortion, UTIs, infertility, and genital injuries

Pregnancy complications: Miscarriage, premature birth, low birth weight, and infant death

Early marriage: Forced or child marriage

FGM: Partial or total removal of female genitalia for non-medical reasons



9 of 10 sexual gender-based violence cases⁶
were girls age 10-17

ACTION STEPS³



Individual: Know your resources and your rights, support survivors



Community: Educate yourself and others, Provide support services, raise awareness



Institutional: Strengthen and enforce laws



Global: Advocate for policies, fund prevention programs, promote gender equality, and support international human rights efforts

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Examples (not an all inclusive list)

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TRAUMA

Olivia Gaston OT/s | Tufts University | Department of Occupational Therapy | Synthesized using citations on page 4

WHAT IS IT?

An emotional response to a terrible event or events that has long lasting, negative effects on the way we function and our physical, social, emotional well-being



POTENTIAL CAUSES^{3,5}

CONTROLLABLE AND UNCONTROLLABLE

- Being in a natural disaster (i.e. fire, flood)
- Being in a bad accident
- Having a family member in a bad accident
- Seeing a dead body in your area
- Being hurt badly (i.e. beaten up, shot)
- Seeing a family member being hurt badly
- Being in a place where war is going on
- Having an adult or someone much older touch your private sexual parts
- Hearing about the violent death or serious injury of a loved one
- Having painful and scary medical treatment in a hospital

TRAUMA-INFORMED PRINCIPLES^{4,6}

- Safety
- Trustworthiness and transparency
- Peer support
- Collaboration and mutuality
- Empowerment, voice, and choice
- Cultural and gender sensitivity

TRIGGERS²

WHAT ARE THEY?

An event, situation, or item that tells someone's brain they are in danger.



FIGHT



FLIGHT



FREEZE

FLASHBACKS

WHAT ARE THEY?

When memories of a past trauma feel as if they are taking place in the current moment

NOT A TRIGGER

It's normal to feel upset, anxious, or extremely uncomfortable when we encounter difficult content. Having these strong reaction is normal and learning to regulate them is part of healthy emotional development



TRIGGER

Trauma triggers are different. They often include a loss of a person's sense of time, space, and/or self. Emotion is amplified, completely muffled, or sometimes seemingly unrelated to a situation. Triggers are like a TRAPDOOR in the brain.



TRAUMA

What: An emotional response to a terrible event or events that has long lasting, negative effects on the way we function and our physical, social, emotional well-being

Potential Causes

- Being in a natural disaster (i.e. fire, flood)
- Being in a bad accident
- Having a family member in a bad accident
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Trauma-Informed Principles

- Safety
- Trustworthiness and transparency
- Peer support
- Collaboration and mutuality
- Empowerment, voice, and choice
- Cultural and gender sensitivity

Triggers: An event, situation, or item that tells someone's brain they are in danger.

Flashbacks: When memories of a past trauma feel as if they are taking place in the current moment

TRAUMA SENSITIVE RESPONSE

KNOW^{1,6}

TRAUMA CAN AFFECT ALL ASPECTS OF SOMEONE'S LIFE

EMOTIONS

One may feel fear, anxiety, worry, anger

THOUGHTS

One may have triggers and flashbacks

BEHAVIORS

One may act withdrawn, distracted, hyper focused, aggressive

PERSPECTIVES

Trauma can change what someone thinks matters in life

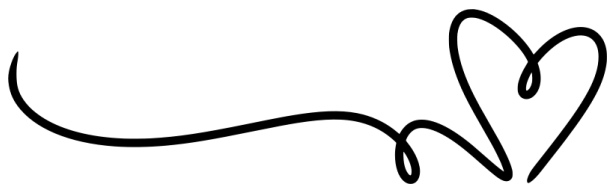
GROWTH

Trauma can help someone get stronger when they are supported and heal

HOW TO RESPOND TO A CHILD HAVING A TRAUMATIC REACTION⁷

USE CLEAR AND KIND COMMUNICATION

- Identify, acknowledge and label feelings with the child
- Listen: Try not to give too many directions or argue



SELF-REGULATE

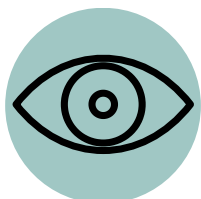
- Check your own level of stress
- Use a calm and respectful tone of voice
- Offer space: Pay attention to your body language, gestures and physical closeness to the student

EMPOWER THE STUDENT

- Provide positive affirmations
- Use mindfulness techniques (breathing exercise, providing something to hold or squeeze)

SHORT CALMING EXERCISE

ASK STUDENTS TO PAUSE AND FIND



5 THINGS
THEY CAN SEE



4 THINGS THEY
CAN TOUCH



3 THINGS THEY
CAN HEAR



2 THINGS THEY
CAN SMELL



1 THING THEY
CAN TASTE

Citations

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POSITIVE TEACHER-STUDENT RELATIONSHIP



REINTEGRATIVE SHAME

Shame that's appropriate to the circumstances
Serves to help the person find a way back into positive social relationships

CREATE A CARE SPACE



RESTORATIVE LANGUAGE



ACCEPT FEEDBACK



FORGIVE AND REPAIR



A quiet place

- Students can self-regulate
- Teachers can talk deeply and meaningfully to students about behavior

Use forgiving and just language to talk about what happened

- Discuss who was harmed instead of who broke rules

- Ask the students how they feel the class is going
- Allow students to feel they are part of a team finding the solution

- Ask student to help repair damage instead of assigning blame
- Help the student feel in control of their behavior
- Always welcome students back

EXAMPLES

SAY THIS

NOT THIS

WHY

"It made me feel ignored when you spoke over me."

"You were disrespectful"

Communicate how their actions affect others instead of publicly shaming

I know you're excited to share, but interrupting isn't fair to others. Let's raise our hands and take turns. I love hearing your thoughts when you wait your turn!"

"Stop talking over me"

Provide a path for reintegration rather than exclusion

"It's not okay that you're not staying on task but you're not a bad boy/girl. It's important to focus so you don't get behind."

"You're such a bad boy/girl, you never focus on your work"

Separate the behavior from the person

Taking something without permission isn't right, but I know you can be honest. Let's return the item and apologize. You're a good friend, and I believe in you!"

"When you take something that's not yours, you're a thief and a bad person."

Express disapproval while showing belief in the student's ability to change

"We want everyone to feel safe and fighting with others hurts their feelings and body.. I know you're a kind person. Let's talk about how you can use your words next time and check if your friend is okay."

"You're going to have to do extra work and miss recess because you hit him/her."

Communicate how their actions affect their future instead of giving them unlinked punishment

Citations

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