

# CLASSROOM BEHAVIOR PLAN

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A well-structured classroom discipline plan is essential for fostering a positive learning environment where students feel safe, respected, and motivated to learn. Discipline plays a crucial role in minimizing distractions, ensuring that students remain focused on lessons, and promoting academic success. Research suggests that a well-managed classroom leads to higher student engagement and achievement (Marzano, Marzano, & Pickering, 2003). A structured and positive classroom climate supports not only intellectual development but also social-emotional growth, equipping students with essential life skills. When students understand the expectations for behavior and the consequences of their actions, they are more likely to develop self-discipline and responsibility, which are vital for success both inside and outside the classroom (Jones & Jones, 2015).

Maintaining discipline in the classroom allows for a more effective learning experience. When students are engaged and not distracted by disruptions, they can better absorb information and participate meaningfully in class activities. Additionally, discipline helps create a sense of fairness and consistency, ensuring that all students have equal opportunities to succeed. Without proper discipline, the learning environment can become chaotic, making it difficult for both students and teachers to achieve their goals (Wong & Wong, 2018). Thus, a well-defined discipline plan is necessary to foster a culture of learning, respect, and cooperation.

My teaching philosophy aligns with a combination of positive reinforcement and a structured behavioral approach. I believe that students respond best to clear expectations, positive encouragement, and consistent accountability. By reinforcing positive behaviors through

praise and incentives while also implementing fair and structured consequences for misbehavior, I aim to create an atmosphere of mutual respect and responsibility. Research indicates that positive reinforcement strategies can improve student behavior and motivation (Skinner, 1953). I believe in celebrating students who follow the rules and setting an example of appropriate behavior for others. Through this approach, I hope to not only maintain order in the classroom but also help students develop essential life skills such as self-regulation, accountability, and respect for others. Through this plan, I will encourage student engagement, minimize disruptions, and help students develop self-discipline, which is essential for their overall success.

### **Classroom Rules and Expectations**

To maintain a structured and supportive classroom, I have established the following simple yet effective rules:

#### **1. No Cellphones in Class**

- Expectation: Students must keep their cellphones put away during instructional and independent work time.

- Rationale: Cellphones can be a significant distraction and hinder both personal learning and the learning environment for others.

#### **2. No Talking During Lectures or Independent Work**

- Expectation: Students should actively listen during lessons and remain quiet while completing assignments.
- Rationale: Reducing interruptions ensures that everyone can focus and comprehend the material without distractions.

### **3. Be Respectful**

- Expectation: Students should use kind language, listen when others are speaking, and follow directions promptly.
- Rationale: Respect fosters a positive and inclusive environment where all students feel valued and supported.

By maintaining these expectations, I aim to create a classroom where students can concentrate, engage, and excel in their learning journey.

### **Positive Reinforcement Strategies**

Positive reinforcement is a key component of my classroom management strategy. By recognizing and rewarding appropriate behaviors, I encourage students to continue making positive choices. The following strategies will be implemented:

1. **Verbal Praise:** I will consistently acknowledge students who demonstrate good behavior, such as “Thank you for staying on task and working quietly.”
2. **PBIS Points System:** Students who consistently follow the rules will earn Positive Behavioral Interventions and Supports (PBIS) points, which can be redeemed for rewards.
3. **Non-Verbal Reinforcement:** A smile, a thumbs-up, or a nod can reinforce good behavior without interrupting the lesson.

This reinforcement system not only encourages students to meet expectations but also helps foster a culture of motivation and accountability (Sugai & Horner, 2002).

### **Communication Strategies**

Effective communication is crucial for maintaining a positive classroom climate and ensuring that students understand behavioral expectations.

1. **Clear and Consistent Communication:** Classroom rules and expectations will be displayed prominently and reviewed regularly to ensure understanding.
2. **Visual Reinforcement:** A classroom chart will track behavior, allowing students to monitor their progress in real-time.

3. **Constructive Feedback:** I will use a balanced approach, providing positive feedback while also addressing areas for improvement. For instance, “I appreciate how you raised your hand to speak. Next time, let’s also ensure we stay on topic.”

4. **Non-Verbal Cues:** Eye contact, hand signals, and proximity control will be used to guide student behavior without disrupting the flow of the lesson.

### **Consequences and Accountability**

To address misbehavior fairly and consistently, I use a structured consequence system that helps students learn from their actions while maintaining a positive environment.

1. **Step 1: Gentle Reminder** – A simple verbal reminder of the rule.

2. **Step 2: Warning** – The student’s name is written on the “Warnings” section of the classroom behavior chart, with a slash mark indicating the first offense.

3. **Step 3: Additional Warnings** – After three slashes, I start putting slashes on the “Mark Downs” section, and further infractions are noted.

4. **Step 4: PBIS Documentation** – At the end of class, any markdowns are officially recorded in the PBIS system.

5. **Step 5: Reflection and Reparation** – If misbehavior persists, I will have a one-on-one discussion with the student to reflect on their actions and develop a plan for improvement.

This approach ensures that students understand the consequences of their behavior while providing them opportunities to correct their actions before facing severe penalties (Bear, 2010).

## **Conclusion**

This classroom discipline plan establishes a structured yet supportive environment where students can focus on their academic and personal growth. By balancing clear expectations with positive reinforcement and consistent consequences, I aim to cultivate a respectful and productive learning space. My role as an educator extends beyond enforcing rules—I will continuously assess and adapt my strategies to meet the evolving needs of my students, ensuring that my classroom remains a space where every student can thrive.

## References

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