



First Baptist
Junior Academy
& Developmental Learning Center
of Jacksonville

Classroom Management Plan

Classroom Management Plan:

Philosophy



The Classroom Management Plan for the JADLC values and understands the most basic needs of preschoolers to be love, trust, acceptance, independence, security, freedom, guidance, and a sense of accomplishment (Sanders, Bradberry, 2008). Before any learning will take place in the classroom, it is essential that the school meet these needs. We understand that research suggests that the classroom climate has a profound affect on the behaviors of the children within that class (Scheuermann, Hall, 2008). The Classroom Management Plan at the JADLC takes every basic need into consideration in an effort to ensure that every child feels loved, accepted, safe, successful, and secure.

Every child that enters the classroom is greeted with a smile and a hug. Children will know that no matter what, their teacher is glad to see them every morning. She will make them feel glad that they have come to school. Children are made to feel welcome, despite any and all circumstances that surround the teacher or the child. Every child is valued. When one speaks, everyone takes the time to listen. When a child falls or is injured, the time is taken to bandage and give plenty of TLC. Every child will feel safe and secure and will learn to trust the teachers based on the positive experiences he or she will enjoy in the classroom. Children will not be permitted to hurt one another. Teachers will not "talk down" to students. The things that children have to share will be valued. Children will be offered morning snack, lunch, and afternoon snack to ensure that they are not hungry. Children will take rest time each day to ensure that they are adequately rested. Everything accomplished in the classroom will be pursued with purpose and intentionality. Every child must be made to feel special, loved, secure, and wanted.

Our teachers and staff will strive for consistency in all areas, knowing this assists in providing security for a young child. Children will be provided with a daily routine and consistent teachers responsible for meeting his/her needs regardless of the events of the day.

The JADLC utilizes positive discipline, redirecting behavior, and providing alternatives to the children. We believe good discipline consists of consistent, positive training according to Biblical principles. Faculty and Staff will be responsible to correct a child's behavior, when and if necessary, in order to maintain a safe and pleasant atmosphere for all. By providing an environment where participation in activities is consistent, fun, and rewarding, appropriate behavior becomes a natural part of the experience. We use **positive** reinforcement and praise to encourage appropriate behavior. It is our policy:

- To recognize children have differing needs and backgrounds and to celebrate those differences as we learn from one another
- To use positive communication techniques. We desire the child to become calm, express his or her feelings, and take responsibility for actions.
- To redirect the child to another activity.
- To allow the child to make limited choices.
- To give the child a brief period of separation from the group, if necessary, to consider his or her actions and then return to the activities.

If a child displays inappropriate behavior on a regular basis, the parents will be consulted for help and support. The following activities are prohibited: physical punishment, humiliation, ridicule, or profane, threatening or abusive language, or punishment associated with food, naps, or toilet training.

Our goal is for every child to achieve healthy growth in all areas – socially, emotionally, spiritually, intellectually, and physically. With that goal in mind, the home and school must strive to work together, guiding each child toward personal success.

Children with Special Needs

First Baptist Junior Academy and DLC admits children with special needs on an individual basis. It is our heart's desire to welcome every child into our program; however, we first want to ensure that we can meet the specific needs of each child. After meeting with the family, the Administration shall determine if the school is able to meet the special needs of the child. If it is determined that the school can meet those needs, every effort will be made to place the child in the same class with his or her peers. Some parts of the lesson plan will be adapted accordingly.

First Baptist Junior Academy and DLC believes that all children can learn and should have the opportunity to grow and develop individually and uniquely as God created each one in His likeness. Teachers accept and embrace their responsibility for creating learning opportunities for all students.

Classroom Management Plan: Classroom Rules



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Gentle Touches



Do to others as you want them to do to you.

Luke 6:31

Careful Feet



Do those things that are pleasing to God.

1 John 3:22

Listening Ears



God gave us ears to hear...
Proverbs 20:12

Kind Words



Love other people and be kind.
Luke 6:27

Children are positively managed with these gentle reminders of appropriate classroom behaviors. Instead of saying, “Quit hitting Sam,” the teacher will say, “We use gentle touches. Show me a gentle touch.” If a child is running, many times the only reminder needed is, “Remember to use careful feet!” These rules address any incident that would occur in a classroom and are stated in positive, clear, and concise manner.

Classroom Management Plan:

Rewards & Consequences



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Reinforcers:

- Wink
- Pat on the back
- Silent mouthing “WOW”!
- “I love the way _____ is waiting patiently.”
- “Look at the red table – they are all sitting with their feet under the table!”
- Hug
- Sending a praise note home
- Choosing a treat from the Treats or Treasure Box
- Moving clip down to next color (ex: yellow to green)
- Allowing student to “wear”/carry Emergency Backpack to playground
- Allowing student to be restroom door monitor
- Extra playground time for the class
- Teacher’s helper
- Passing out snacks
- Permission to pick which learning center they will visit first
- Star Party (classes earn stars when other adults notice them doing something well as a class - when they earn 20 stars, they have a Star Party (ice cream, snow cones, hot chocolate, etc.)

Consequences:

- Be appropriate for the undesired behavior
- First attempt to redirect
- Communicate at eye level

- Examples
 - Firm look
 - Hand placed on shoulder
 - Speaking the child's name in serious, hushed tone
 - Time of Renewal (max. of one minute per year of age)
 - Moving clip to next color
 - Losing playground time (max. of one minute per year of age)
 - Loss of privileges

- If child places himself or others in danger, radio office and call for assistance immediately.

Classroom Management Plan: Record Keeping System



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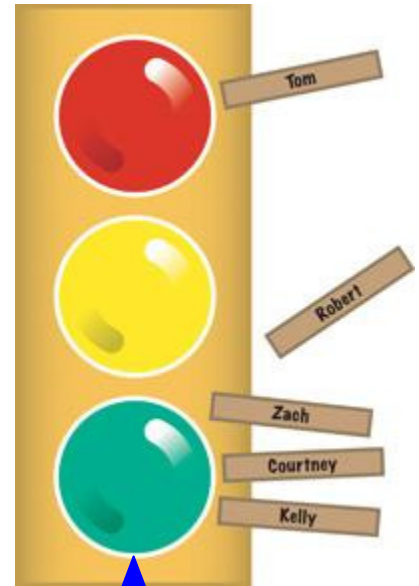
Stoplight Behavior Management Tool: Preschool 3 and Pre-Kindergarten Classes

Red: **Stop! Change your choices!!!**

Yellow: **Slow Down! Think about your choices!**

Green: **Go Ahead! You're making great choices!**

Blue: **WOW! Out of this world behavior!!!**



All children begin the day at green despite what may have occurred the previous day – the Bible says, **“For His mercies are new every morning.”** When a child exhibits inappropriate behavior, the teacher will first give the child a positive reminder of the rule. If it happens again, the child will move his or her clip up to the next color. The child will always be the one to move the clip; having a child physically get up and move a clip helps the child to learn that they must personally be responsible for their own choices and actions.

When the child is exhibiting an extra, above and beyond effort to make better choices, the teacher may allow the child to move his or her clip back down to the next color in line. Even children already on green have the opportunity to earn “Out of this world” behavior standing. Children who end the day on blue will receive a star stamp on their hand in recognition of their extra-special, exemplary behavior.

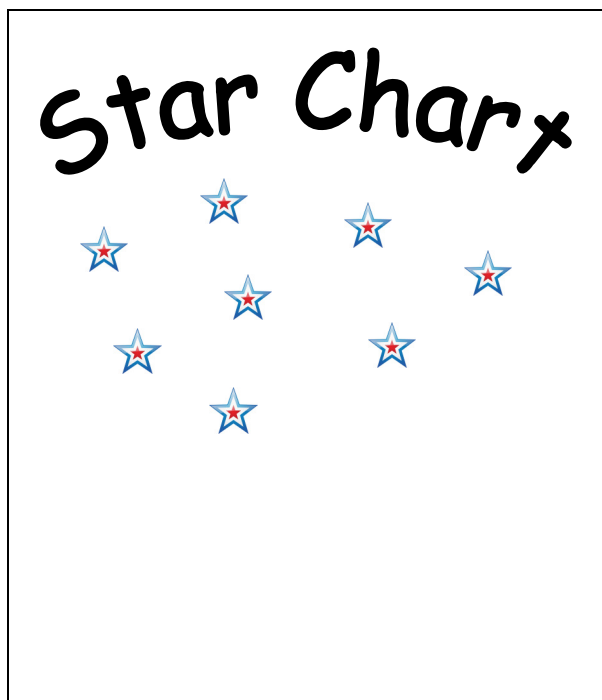
Teachers will keep a tally of the children that are on green or blue at the end of each day. On Friday, or the last day of the week, children who have ended the day on green or blue for five days will get to choose a prize out of the Treasures Goody Box. Children who have ended the day on green or blue for three or four days will get to choose a prize out of the Treats Goody Box. Prizes are grouped accordingly. The Treats Goody Box includes items such as stickers, Tootsie Rolls, etc. The Treasures Goody Box is the most desired and highly esteemed through teacher and student conversation. These are the ultimate prizes, including items such as pencils, rings, stamps, toys, etc.

Teachers will reward for greens and blues rather than punish for yellows and reds. Keeping a tally of greens and blues keeps the focus on the positive. Emphasize only the desired behavior. The children will naturally strive to keep their clip on green or blue or work diligently to get it back on green if they’ve made bad choices once they see the benefit of good behavior.

Teachers will utilize this behavior management tool with extreme caution and all-sincerity, recognizing that having a child move their clip is not something to be taken lightly. If used flippantly, inconsistently, or inappropriately, it will lose its effectiveness and no longer serve its purpose.

Star Party:

Beginning with Preschool 3 classes, each classroom will have a Start Chart posted in their classroom. In an effort to encourage positive behavior in the hallways and crosswalks, classes may earn “stars” when other teachers or adults (other than their regular classroom teachers) take note of that excellent behavior as they pass the class. Examples may include an adult noticing all children holding onto their ring, all children “grabbing their bubbles” when walking down the Academy hallways when classes are in session, all children following proper elevator procedures, or other things that demonstrate that the class is working together to make great choices. When a teacher or an adult takes special notice of one or more of these behaviors, the teacher adds a star to the classroom chart. When a class collaboratively earns 25 stars, they earn a “Star Party”. Group reinforcement systems can help students learn to work cooperatively toward a common goal. Peer relationships affect behavior management; children need to learn to work together on positive classroom behaviors (Scheuermann, Hall, 2008). A Star Party may consist of ice cream sandwiches, ice cream sundaes, popsicles, hot chocolate, cookies, or another special treat which the Administration deems appropriate for that party. After the Star Party, all stars are cleared from the chart, and the class will again have the opportunity to earn another Star Party.



Classroom Management Plan: Communication



It is the Director's policy that parents be greeted daily with a positive attitude and a positive statement about something their child has accomplished that day. It is extremely stressful and difficult for parents to be away from their child all day, only to find that their child has had a difficult day at school away from them. However, because the education of children involves a partnership between the home and school, it will occasionally be necessary to talk with parents regarding an ongoing behavior pattern.

When a child has ended the day on red more than one time during the week and the teacher feels that it is necessary to communicate the day's occurrences to the parent, the teacher must first obtain permission from the Director to address the situation with the parent. Many children will naturally discuss their end of the day "color" with their parent. If a parent asks the teacher questions regarding a conversation they've had with their child, the teacher may answer the questions in a positive manner. Parents will not be burdened with the age-appropriate, minor behavioral issues that naturally occur with young children. Should a child display inappropriate behavior on a regular basis, the Director will meet with the parents to discuss the situation.

If a child is involved in an incident where he or she hurts him/herself or another child, an Incident Report must be completed immediately. When a child hurts another child, an incident must be completed for him or her and the child that was injured. This form must be signed by the parent at the end of the day. Parents receive the duplicate copy, and the original is kept in the office in the student's file.

The first twenty minutes of rest time each day is reserved for the purpose of documentation. Teachers are required to document any irregular incidents or observations that they've made throughout the day. Documentation is printed, submitted to the Director, and kept on file in the office.

Reference

- Sheuermann, B. K. & Hall, J. A. (2008). *Positive behavioral supports for the classroom*. 9th ed. Upper Saddle River, NJ: Merrill.
- Sanders, T. & Bradberry, M. A. (2008). *Teaching preschoolers: First steps towards faith*. Nashville, TN: LifeWay Press.