

Second Grade Classroom Management Plan

Classroom management practices in 2nd grade will be based on the Responsive Classroom Approach. This approach is based on the belief that the best academic learning occurs in a positive social context. Children need to learn and practice 5 important social skills. I will employ specific teaching practices this year to help your child with these skills:

Cooperation
Assertion
Responsibility
Empathy
Self-control

Each day will begin with a Morning Meeting during which we will greet each other, share news, have fun and warm up for the day ahead. There will be a written Morning Message for students each day, which will be part of the Morning Meeting.

During the first weeks of school I will be teaching children a quiet signal, procedures, and routines that we will follow at school each day. I will do this through a process of interactive modeling with the students to purposefully demonstrate and analyze key behaviors with them.

Also during the first weeks, students will talk about their hopes and dreams for the school year, identifying ones which are most important for them individually. This will serve as a springboard for creating classroom rules together, which supports us in getting our schoolwork done and achieving our hopes and dreams.

My job as the teacher is to encourage the students to follow the rules they have created, the procedures they have been instructed in, and practice **C.A.R.E.S.** skills. I will do this proactively with reinforcing, reminding, and redirecting teacher language aimed at supporting and encouraging appropriate actions.

Children make mistakes as a result of poor judgment or bad planning, just as adults do. When this happens, logical consequences that are respectful, relevant, and realistic will be applied.

- Fixing the problem (e.g. cleaning up a mess)
- Loss of a privilege (e.g. change your place in line)
- Take a break (sit away from the group for a few minutes to regain self-control)

The focus in Responsive Classroom is not on punishment, but on learning better ways to behave, how to be responsible, and what to do when mistakes and messes happen. Parents will be informed about their child's behavior through e-mails, notes, phone calls, or parent conferences. Repeated or ongoing behavior issues will result in a lower conduct grade. There will be instances when a more serious behavioral intervention is necessary, as with severe or ongoing behavior. At these times students may be put on an individual behavior contract or receive a conduct referral to the principal. Parents will be notified in these instances and the conduct grade will be lowered one letter grade.

Children need to know when they are contributing to a positive classroom atmosphere with their C.A.R.E.S. skills and good choices. In addition to using reinforcing language to praise the class, they may receive individual praise, positive e-mails or phone calls, award notes, stamps, holy cards, and chance ticket awards. The biggest reward for students will be the feeling that they are part of a caring, safe community in our classroom where their needs for belonging, significance, and fun can be met.

If you would like to learn more about the Responsive Classroom Approach, view www.responsiveclassroom.org.