

## Classroom Management Cheat Sheet for First Day of School (AKA Behavior Crunch Time!)

Before Class starts make sure you have:

- Completed your classroom management plan
  - Make sure you've developed ways to encourage students (e.g. treasure chest, allow privileges within the classroom, etc.)
  - Make sure you have completed your menu of corrective consequences
- CHAMPed (i.e. determined your expectations for conversation, help, activity, movement, and participation) at least your main activities
  - Teacher directed (whole group)
  - Small Group
  - Independent Work
  - Transitions out of the classroom

Remember during the first day through the first month of school, continue to implement the 3-step process for communicating expectations (Teach, Observe, Provide Feedback).

1. Greet students at door
  - a. Have assigned seats
  - b. Have initial activity for students to work on when they enter the room
2. Immediately teach attention signal
3. Introduce yourself and tell the students one or two interesting things
4. Teach your classroom management plan
  - a. Teach the PBS School-wide expectations and classroom rules
  - b. CHAMPs (This will be ongoing for *EVERY ACTIVITY UNTIL STUDENTS ARE BEHAVING INDEPENDENTLY!*). If you aren't using CHAMPS, teach *your* expectations with details.
    - i. Teach your expectations before the activity or transition begins
    - ii. Observe the Student Behavior by circulating and visually scanning
    - iii. Provide feedback during and immediately after *EVERY* activity regarding how well the students did with following your expectations. Consider providing informational corrections the first week (e.g. "Not bad class, all but 1 or 2 of you responded within 5 seconds to my attention signal. Remember, our goal is to have all of you stop, look and listen within 3-5 seconds when I give my attention signal").
  - c. Teach students what they can expect for following the rules
    - i. **Ensure that you are recognizing appropriate behavior 4:1**
    - ii. Teach the schools token economy (if there is one)
    - iii. Consider having classwide motivators to enhance your classroom management.
  - d. Teach students what they can expect for not following the rules
    - i. Teach menu of corrective consequences
      1. Correct behavior immediately and consistently
      2. Correct behavior calmly
    - ii. Teach students how to respond appropriately to corrections

Remember, teaching your classroom management will take time, but it is worth the investment! It is not enough to tell students what your expectations are on the first day and then expect they will begin following them immediately. Much like a coach would do during the first weeks of practice, consider initially only providing corrective feedback as an informational strategy for *teaching* rules, not as a punishment. Once students clearly understand rules *and* consequences, begin to apply your corrective consequences consistently. As students begin to follow directions consistently, begin fading the frequency with which you teach the various elements of your plan.