

**THE ULTIMATE
RESOURCE BOOK
FOR
SUCCESSFUL
BEHAVIOR
MANAGEMENT**

With
**Challenging, Unmotivated,
High Achieving and
Typical Students**

By Bert & Betty Jo Simmons with Thomas Glanton

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THE BENEFITS OF A COMPREHENSIVE BEHAVIOR MANAGEMENT PLAN

The Comprehensive Behavior Management Plan is important . . .

to The school because:

- ✓ It causes teachers to do frontline work with parents.
- ✓ It is a means by which teachers communicate more often, both about negative and positive behaviors on the part of students.
- ✓ It is a system, which allows data to be gathered and kept.
- ✓ It frees the teacher from many discipline problems to spend more time on instruction.
- ✓ It saves the principal trouble.
- ✓ It assures due process.
- ✓ It allows the principal to easily build rationale to support his/her positions with parents.

to the teacher because:

- ✓ It provides a systematic approach to working with students.
- ✓ It is a means by which teachers can communicate more often with parents and, thereby, build a better relationship.
- ✓ It works! Therefore, if some colleagues use it and some do not, those that do not "may" look bad to parents who know that it works.
- ✓ It saves time.
- ✓ It assures due process.
- ✓ It allows a principal to more easily support teachers because facts and data are available.
- ✓ It frees the teachers from discipline problems so more time can be spent on instruction.
- ✓ It is an enhancement and support for all the many things that teachers are already doing well.

TO BE EFFECTIVE, DISCIPLINE MUST BE . . .

- Known
- Precise
- Uniformly Applied
- Inevitable

**EVERYTHING WORKS
IF YOU DO IT RIGHT!**

TEACHER PERSONALITIES

PROACTIVE/ASSERTIVE

- ✓ Get their needs met.
- ✓ State their philosophic position.
- ✓ Clarify their classroom management plans. Follow their plan.
- ✓ Use eye contact, gestures and move-in techniques.
- ✓ Use students' first names.
- ✓ Maximize their effectiveness with students. Have a plan for dealing with serious misbehavior.
- ✓ Review and remind. Are consistent.
- ✓ Never go away. Are persistent.
- ✓ Practice respect, fairness and loyalty.
- ✓ Are positive.
- ✓ Get assistance and support from parents.

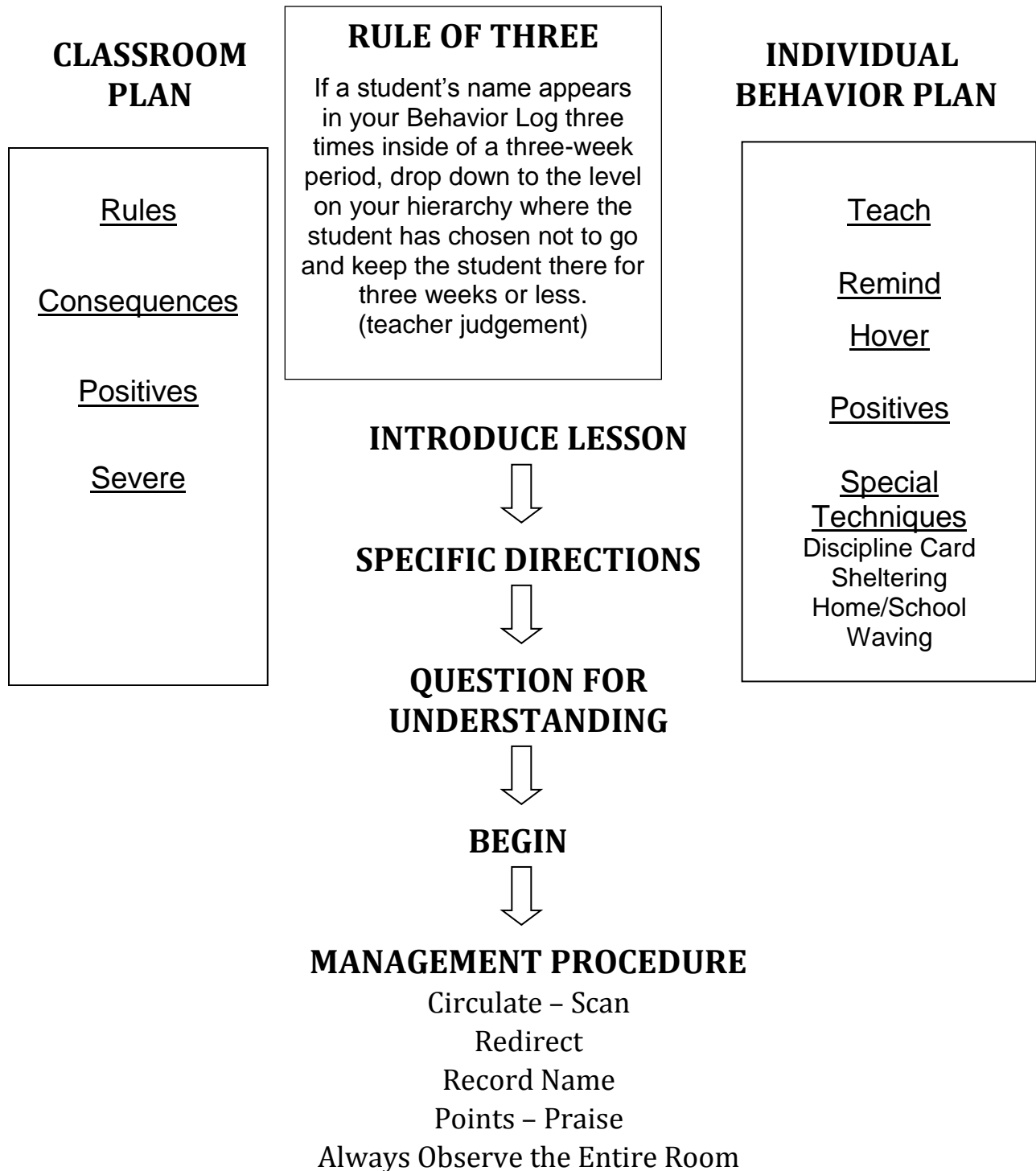
REACTIVE/NON-ASSERTIVE

- ✓ Do not get their needs met. Take things personally.
- ✓ Do not have a plan.
- ✓ Are passive. Get Frustrated.
- ✓ Are wishy-washy.
- ✓ Threaten. Give-up.
- ✓ Beg and plead.

HOSTILE

- ✓ Get their needs met at the expense of others.
- ✓ Yell. Scream. Blame.
- ✓ Degrade.
- ✓ Physically and mentally abuse.
- ✓ Give up on students.
- ✓ Possess the seeds of neglect

MANAGEMENT AND INSTRUCTIONS



Take the last five minutes of class to deal with management, homework, discipline.

When working with ALL students always . . .

- Pay Attention. Plan your involvement with all students especially the challenging ones.
- Listen. Find out about their likes, dislikes, family, etc. and express an interest.
- Give Positive Feedback when appropriate. Catch them being good especially tough kids.
- Set Limits. Always hold them accountable. Be consistent. You will be respected if you stand for something.
- Teach Appropriate Behavior. Be very specific. Teach students how to complete assignments, how to stop shouting out, how to stop clowning, how to bring a pencil to class and how to say “OK”.
- Reinforce.
- Treat with dignity and respect.

THE EDUCATION COMPANY

Comprehensive Behavior Management System

Is important to the SCHOOL because . . .

It creates a **positive** school climate.

It causes teachers to do frontline work with parents

It's a means by which teachers communicate more often, both about **positive** and **disapproving** behaviors on the part of students.

It is a system, which allows data to be gathered and kept.

It saves the principal trouble.

It gives the administrator in charge of discipline **time to work with severe discipline problems** instead of focusing on mischievous behavior.

It assures due process.

It allows the principal to easily build **rationale to support his/her position with parents**.

It frees the teacher from many discipline problems to spend more time on instruction.

**Do you believe all students can
succeed?**

**Can educators make a difference and
produce results?**

So much to do and so little time!

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