

THE EDUCATION COMPANY

SUCCESSFUL BEHAVIOR MANAGEMENT

With Challenging, Unmotivated, High-Achieving & Typical Students

FILL-IN WORKBOOK

www.EducationCompany.com

800.294.9009

A streamlined, fill-in-the-blank companion to the full training — exercises and forms only.

PRE-TEST

Name

Date

Title

School

City

State

Zip

Email

COMPLETE THIS SENTENCE

To be effective, discipline must be.....

GROUP ACTIVITY

Directions: Dialogue with your tablemates and provide examples of student “manipulations” and teacher “foggers” in the spaces below.

Student “Manipulations”	Teacher “Foggers”

TEACHER PERSONALITIES

Directions: List three adjectives to describe each teacher personality type below.

1. Reactive / Non-Assertive

a. _____

b. _____

c. _____

2. Hostile

a. _____

b. _____

c. _____

3. Proactive / Assertive

a. _____

b. _____

c. _____

ROLE PLAY OBSERVATIONS / NOTES

Directions: Watch each role play and listen to the presentation. In the space below, note your observations and indicate "What was done" and "What was said."

Role Play #1

Role Play #2

Role Play #3

WHY DO STUDENTS MISBEHAVE?

Directions: With your tablemates, discuss three reasons students misbehave.

1.

2.

3.

THE MANAGEMENT PLAN

WHY WE NEED A STRUCTURED PLAN

Consistency, resulting in positive follow-through, can only happen with a plan.

A STRUCTURED CLASSROOM MANAGEMENT PLAN MUST HAVE...

THE STRUCTURED MANAGEMENT PLAN

Rules

DEFINITION

Behavioral expectations that are in effect at all times in the classroom.

RULES SHOULD BE...

SAMPLE RULES

THE STRUCTURED MANAGEMENT PLAN

Consequences

DEFINITION

Establish a hierarchy of consequences that students choose when they do not follow the rules.

- Lesser consequences are easier to use consistently.
- Lesser consequences are more effective.
- Hierarchy runs from less to more severe.
- No more than five levels.
- Must be applied consistently.

TYPICAL CONSEQUENCE HIERARCHY

Level 1:

Level 2:

Level 3:

Level 4:

Level 5:

THE HIERARCHY MANAGEMENT PLAN

Severe Clause

Any of the following behaviors bypass the standard hierarchy and result in direct referral to administration:

Fighting

Vandalism

Overt Defiance

Stopping Class From Functioning

→ *Direct Referral to Administration*

THE STRUCTURED MANAGEMENT PLAN

Positives

DEFINITION

Catch the student being good and let him/her know you appreciate their behavior.

- You must be comfortable using your positives.
- Students must like them.
- They must comply with school/district policy.
- Use consistently, as a consistent part of the teacher’s plan.

CATEGORIES

SAMPLE POSITIVES

CLASSROOM PLAN

Build Yours Now

Directions: Work with teachers on your grade level or who teach the same subject to develop a Classroom Plan.

RULES

POSITIVES

CONSEQUENCES

SEVERE CLAUSE

DAILY BEHAVIOR LOG

Teacher

Room

Date

#	Student Name	Circle Number	Signature
1.		W 2 3 4 5	
2.		W 2 3 4 5	
3.		W 2 3 4 5	
4.		W 2 3 4 5	
5.		W 2 3 4 5	
6.		W 2 3 4 5	
7.		W 2 3 4 5	
8.		W 2 3 4 5	
9.		W 2 3 4 5	
10.		W 2 3 4 5	
11.		W 2 3 4 5	
12.		W 2 3 4 5	
13.		W 2 3 4 5	

If a student refuses to sign, circle the signature line.

RULE OF 3

When a student has his/her name in the behavior log 3 times within a 3-week period, drop down to the level they did not reach: 1. Level W (Warning) → 2. Level 2 → 3. Level W (Warning) — Apply the Rule of 3 and drop to Level 3.

DISCIPLINE CARD

Name _____

Date _____

STUDENT RULES

Rule (Follow Directions)	Teacher Initials
Be in seat when bell rings, and stay there the entire class period.	
Keep your hands to yourself.	
Bring all needed materials every day.	
Do not argue.	

CONSEQUENCES

**1. Warning****2. 20-Minute Time Out**

Teacher writes initials and time out of class on the back of the card and sends the student to the designated time-out area.

**3. In-School Suspension**

Teacher writes initials and time out of class on the back of the card and sends the student to in-school suspension.