Implementing a Whole Class Behavior Plan: Understanding Expectations from a First Grade Perspective

Professional Development School Inquiry 2008

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Abstract

Outstanding classroom management is especially important with twenty-six first grade students. This inquiry project focuses on behavior issues in hopes of learning how first graders understand the expectations set for them. The majority of my data has come from class discussions, personal interviews, and the implementation of a whole class behavior plan.

Context

The goal of this inquiry was to better understand how my students understand the expectations that have been set for them throughout the year. My mentor teacher and I have noticed that many students consistently call out and do not follow directions the first time they are asked. I am not sure if their behavior is a direct result of their misinterpretation of the expectations set in our classroom. I would like my students to actively contribute to the solution and am curious to see if they are even aware of the problem. My plan can go down many paths according to the thoughts of the students. Ideally, the end result will combine the wants and needs of all of the children in the class.

I started this project because I was excited to find out how the students interpret the expectations that have been established by their teachers. I was interested to look at the data as a whole to see if there are any trends in the data, for example: do my high achieving students understand the expectations differently than other students?

My class consists of twenty-six students, eleven of which are male and fifteen are female. Six students currently receive Title I support and one student receives support
for special needs. We spend most of our morning focusing on reading and writing. During this time, students work together in one of four reading groups, representing a classroom of students in varying academic levels.

We have several behavior issues in our classroom. With the help of a whole class behavior plan, I hope that these issues become less frequent. I expect that fewer students will call out and students will realize the importance of following the directions the first time they are given.

As an experienced teacher, my mentor teacher knew that many students have a hard time remembering the rules and expectations of first grade. During the first week of school, we made a student-generated list of classroom rules. My mentor condensed the rules by creating one rule for our class, which is never to hurt anyone on the inside or the outside. Each of our class rules fit into this one rule. This rule is signed by each student and hangs in the front of the classroom.

**Rationale**

I have decided to commit my time to this project because it will allow me to see how students interpret the expectations and directions that a teacher gives. This project will help me to begin each new school year with a fresh approach to rule making and expectation setting. I hope that by having a better understanding of my students, I will create a more manageable classroom.

I am also excited to discover the effects of a whole class behavior plan. This approach might really help students to monitor their own behavior and encourage independence. I want to try and teach my students to recognize the impact of their voice and presence in the classroom.
Wonderings

Main Question

How do my first grade students come to understand the expectations set for them?
What are the effects of incorporating a whole class behavior plan?

Sub questions

What does a whole class behavior plan look like?
Are first grade students capable of helping to create their own behavior plan?
How can I help my students to understand what good behavior looks like?
Do my high achieving students understand the expectations differently?
Do students understand when they are acting inappropriately?
What does appropriate and inappropriate behavior look like to a first grader?
Do older first grade students understand the expectations differently? If so, how?
Do boys and girls understand the expectations differently?
Can a whole class behavior plan promote or encourage student independence?
Can I teach children to become aware of their own behavior and how it affects the class as a whole?

Data Collection

I collected data in many different ways to check for background knowledge and progress throughout my inquiry project. Each of these data collection methods helped me to develop my wonderings. My inquiry timeline shows the diversity and regularity of
data collection to help track growth and development throughout my project (See Appendix A).

**Personal Interviews**

I used this very important data collection method to begin my inquiry project. I interviewed each of the twenty-six students in my class to understand what each student thought about the rules and expectations. These interviews helped me to understand misconceptions, background knowledge, and ideas each student has about the rules and expectations in first grade (See Appendix C).

**Survey**

I created a survey to better understand how each student understood the expectations after discussing the classroom rules and implementing the behavior chart (See Appendix J). The purpose of the survey was to see how each student understood the rules and to check for growth and development. This survey was created during the final days of my projects. Each student was surveyed at my reading station. I also color-coded their papers to help me to understand if higher and lower achieving students understand the expectations differently.

**Whole Class Behavior Plan and Spread Sheet**

My inquiry project focused on a class behavior plan that was incorporated to teach students to monitor their own behavior. This behavior plan was implemented because I was not seeing the appropriate behaviors that my students discussed during our class meetings. I hoped that the chart would help each student understand and recognize
inappropriate behaviors that I was seeing throughout the day. Before the plan was integrated into our day, I sent a note home to each family explaining the behavior plan and a copy of the note that would be sent home or to the principal depending on the number of card flips in one day (See Appendix D-G).

The chart that we used to document each student’s behavior had his/her name under five index cards, which represented their behavior throughout the day (See Appendix G). If students displayed inappropriate behavior, they were asked to flip their card. The color-coded cards represented a great day, warning, five-minute loss of recess, note to parents, and note to the principal, respectively. At the end of the day, I recorded the color of each student’s card in a spreadsheet, along with anecdotal notes in a notebook to describe the reason for the change of card (See Appendix O). Recording the data in this way helped me to see which students were having a difficult time remembering the rules in the classroom.

Observations

As my project progressed, I began observing my students throughout the day. The observations helped me to decide which inappropriate behaviors, if any, to focus on with each student. My mentor teacher and paraprofessionals in my classroom also observed the students throughout the day. These observations helped me to see student growth and development as they began to develop a clear understanding of the rules and expectations.

Class Discussions

At several points throughout my project, I met with my whole class during our morning meeting to discuss the rules and expectations in our classroom. The purpose of
these meetings was to help develop their understanding of the rules. We were able to accomplish this by creating lists of rules to display in the classroom, creating a T-chart that described what good behavior looks like and feels like, and discussing appropriate behavior. Each of these discussions focused on positive behaviors to help all of the students understand the appropriate behaviors their teachers were looking for. Each discussion was student led to help the children learn from their peers, instead of an adult (See Appendix H & I).

Data Analysis

Student Interviews

When I interviewed my students, I learned that many were not able to list or describe the rules in our classroom. In fact, only seventeen of twenty-six students were able to list three or more classroom rules. I was very surprised to find out that my students had a hard time verbalizing the rules that we have had for the entire year. As previously stated, our class only has one rule, which is to never hurt anybody on the inside or the outside. I thought more than one student would have remembered this rule during our interview. After I interviewed each of my students, I did not feel that they had a clear understanding of the classroom rules. When asked to list some of the rules we have in our class, the majority of the students were only able to list rules that involved hurting someone. These rules are very important, but I was disappointed that very few students were able to think of behaviors that they should display during lunch, class, and any free time that they might have during the day.

Survey
When I surveyed the students, I noticed how independently my high achieving students work. Each of them wrote without speaking and checking for reassurance. My low achieving students, however, showed me each word they wrote. I am not sure that I had noticed this before I surveyed the students. That piece of information is very interesting and might explain why the results of the survey were slightly different when comparing my high and low achieving students. Nine students also referenced our class made list of rules that is displayed in our classroom. This helped them to remember the rules as they answered the survey questions. Six of these students are in my top reading group. None of the students in Title I referenced the rules.

All twenty-six students said that the rules were important. This was a slight change, compared to twenty-five during the personal interview. Twenty-five students said that our class only follows the rules sometimes, which I had expected. My data was spread the farthest when I asked my students how well they remembered the rules. Twelve students said they always remember the rules, ten said they remembered the rules most of the time, and the rest said that they only remembered the rules some of the time. This information tells me that the majority of the students can be held accountable for their actions because they feel that they understand the rules.

I was very interested to see what my students thought about the behavior chart. All of my students, except for two, said that the behavior chart helped them remember the rules. All but five said that the chart helped their friends remember and follow the rules. This was exciting because it told me that the students felt that the chart had an impact on their day and essentially their learning and time spent on-task. I think that many students associate the chart with our discussions about the rules, which ultimately helped them to
remember the rules. Other students were sure to remember the rules because they did not want their card flipped.

When I initially interviewed each student, I found out that many students were able to recall 2-4 rules. After discussing the rules and implementing a behavior chart, my students were able to recall between 3-9 rules. On average, students were able to recall six rules. This is much higher than the average of two rules several weeks earlier. I think that remembering the rules directly impacts a child’s ability to behave appropriately.

*Class Meeting*

We had several class meetings to discuss the rules and expectations of our classroom. Each meeting was reflected on to assess my students’ understanding of the rules. Each time we met, the students’ answers were recorded and either displayed in the room as a reminder of appropriate behavior, or they were set aside for personal reflection (See Appendix I &J). Their responses helped me to identify behaviors that still needed to be discussed in class and helped the students to understand the expectations in first grade. I noticed that many students did not understand how their behavior affected the rest of the class and our schedule throughout the day. As a result, I created a list of rules in several different ways to display in the classroom, these include a list of student-generated rules and a T-chart, which focuses on what appropriate behavior sounds like and feels like.

*Behavior Plan and Spread Sheet*

Once we started our behavior plan, I noticed an immediate change in classroom behaviors. I think that this sudden change was because we started something new in our classroom. Many children were very worried about the thought of flipping a card, which
helped them to monitor their behavior. I also noticed that the four adults in the classroom were just as cautious when asking students to flip their cards because we were not sure how the students would react. We wanted to make sure we were sensitive to their reactions, but wanted to improve classroom behavior as well.

I created a spreadsheet to keep track of card changes each day (See Appendix O). This spreadsheet has helped me to see which children changed cards most frequently and any trends in the data. Surprisingly, more cards were flipped in the second half of the five weeks that we have used the behavior chart. Thirteen cards were flipped from March 3 to March 19. Forty-four cards, however, were flipped from March 24 to April 9.

Before I incorporated the behavior plan into our day, I thought that I would see the opposite occur because students would begin to recognize when they are acting inappropriately. One possible explanation for this surprising data is that the children and adults became more comfortable with the behavior plan. I think that the students and adults felt more comfortable with a single card flip, which is just a warning.

A second possible explanation is that the behavior chart helped students to recognize behaviors that were very disruptive. I think that many of these behaviors decreased in frequency as students noticed that their peers were asked to flip their card. The increase in flips can be attributed to a shift from recognizing obvious behaviors to discrete behaviors. In the later weeks of my inquiry project, I started noticing that some students were not finishing work on time, calling out, and not paying attention (See Appendix K). I started asking students to flip their cards when I noticed these behaviors to help eliminate these inappropriate behaviors.

**Claims and Evidence**
Claim 1: Students are able to remember the rules and expectations better when discussing them with their peers on a regular basis.

When I initially interviewed each student, I found out that many students were able to recall 2-4 rules. After discussing the rules and implementing a behavior chart, my students were able to recall between 3-9 rules. On average, students were able to recall six rules. I think that the students were able to recall more rules because we had several class discussions about the rules. During these discussions, we created a list of rules and displayed them in the classroom (See Appendix I). We also made a t-chart and discussed what good behavior looks like and feels like (See Appendix H). I think these discussions directly impact the students understanding of the rules.

Claim 2: Incorporating a whole class behavior plan helps students to recognize inappropriate behaviors.

In a survey given at the end of my inquiry project, twenty-four students said that the behavior chart helped them to remember the rules. The chart served as a reminder to follow the rules and to reference the rules in the classroom. When students were asked to flip their card, they were asked why they were flipping their card. The purpose of this was to make sure the child knew that his/her behavior was inappropriate. If a child had to flip his/her card more than three times in one day, we sent a note home to encourage a discussion about behavior. This helped the student to recognize and understand why his/her behavior was inappropriate.

Claim 3: Incorporating a whole class behavior plan fosters parent/teacher/student communication by setting clear expectations and encouraging parent involvement.
During an IST meeting, one parent told me that she used the behavior chart with her child at home. If her child did not flip his or her card throughout the week, he/she was able to have a reward at the end of the week. Other parents wrote e-mails to discuss their child’s behavior after hearing that their child had to flip his/her card. This communication is essential when a child is misbehaving in the classroom. Consistent reinforcement at home helps the child to understand and follow the rules more consistently.

If a child flipped his/her card more than three times in one day, a note was sent home to let his/her parents know that they were behaving inappropriately in school. The student and his/her parent had to sign this note and return the note to school the following day. The student also had to write how he/she would improve his/her behavior. Sending this note home encouraged the family to discuss the inappropriate behavior to help the child behave more appropriately (See Appendix I &M).

Reflection and Future Practice

This inquiry project has made a tremendous impact on my classroom. I have noticed that many of my students are much more aware of their actions and how they effect our class. Many students, however, are still not able to identify appropriate behaviors. To help students identify positive behavior, I have incorporated a “super secret student of the day” (See Appendix N). Each morning I pull a random tongue depressor out of a jar with each students name on it and do not tell students whom I picked. Each of the teachers in the classroom watches this student’s behavior throughout the day. To encourage positive behavior, we tell the class when this student is behaving appropriately. This has helped students to recognize appropriate behavior.
I think this behavior plan really helped my class to understand the rules and expectations. I would be very interested to see how a similar plan would work with older students. Students, at any age, should be accountable for their behavior from the expectations set for them. I think this plan can be implemented across ages, school contexts, and for a variety of behavioral reasons.
Appendices

Appendix A

Projected Timeline

- Week of February 18
  - Prepare interview questions
  - Interview students
  - Allow students to share what they know about the rules with each other
  - Ask students what the inappropriate action is – instead of just saying “should you be doing that”
  - Begin anecdotal notes/journal.
  - Whole class discussion about rules and expectations
    - Create a list of rules that we should follow as a class. Written in a positive way. Ex. No hitting → keep hands to self
    - What does good behavior look like?

- Week of February 25
  - Bring students together and have discussion about class behavior plan
  - **One day – what are the rules – what are rules we should we do no hitting → keep hands to self. If they say a negative thing, turn it to positive**
  - Day 2 – consequences
  - Discuss our options and talk about how we can monitor our behavior
  - Send home letter to parents describing class behavior plan
  - Begin creating chart to hang on the wall
  - Start typing information in the computer – interview questions

- Week of March 3
  - Begin Whole class behavior plan
  - Take notes and journal
  - Begin to analyze interview questions and behavior chart
  - Keep records of the number of times each child changes (or doesn’t change) their card

- Week of March 17
  - Keep records of students card changes on the chart on a spread sheet
  - Notes and Journal
  - Begin positive reinforcement if students have excellent behavior

- Week of March 14
  - Keep records of students card changes on the chart on a spread sheet
  - Notes and Journal
  - Start typing paper

- Week of March 31
  - Interview Sara Beth and Kristin’s class (they have this system in place)
    - Ask same questions to small group of their students
  - Keep records of students card changes on the chart on a spread sheet
  - Notes and Journal
  - T-CHART
• Re-interview my students
  o Be sure to ask same questions to see what they have learned
• April 7 through end of project
  o Complete paper
  o Have discussion with students about behavior. What has changed?
  o Inquiry rough draft due (12)
  o Final inquiry Draft due (22)
Appendix B

Class Rules

- Do your best work
- Walk quietly
- Work quietly
- Start Stations Sitting Silently
- Follow directions the first time you are asked
- Be respectful
- Play nicely
- Treat your friends the way you want to be treated
- Look, Listen, and Learn
Appendix C

Interview Transcript

Student A and B

1. Can you tell me some of the rules we have in room 17?
   a. Can’t yell and scream, no running around the classroom or school, pay attention to the teacher, no talking while the teacher is talking.
   b. No shouting, running around really fast, talking during quiet time and lunch, no screaming and running around in the hallway.

2. Do you think these rules are important? Why
   a. Yes, because you can hurt yourself or get a headache. Someone can yell in your year and you might not like it.
   b. Yes, because they keep people safe.

3. Can you tell me why we have these rules?
   a. To keep people safe.
   b. To keep people safe

4. Do you think our class follows/remembers the rules?
   a. No, some people make mistakes.
   b. No, some people talk during quiet time.

5. Do you follow the rules that we have?
   a. Sometimes
   b. Yes

6. Tell me one way you followed the rules today or this week.
   a. I got a book out and read it quietly
   b. I didn’t talk in the lunchroom.
Room 17’s Behavior Chart

Our class has been discussing what good behavior looks like and how first grade students should behave throughout the day. We have lots of friends in room 17, and we like to chat! Sometimes the noise level creates distractions for others, and our friends need reminders. We are also focusing on following directions. As a class, we have decided to implement a behavior chart as a reminder to make good choices while in school. This chart will help to provide a suitable learning environment for everyone, and rewards may possibly be given to those who show consistent positive behavior.

We will start using the chart on Monday and the class has discussed the procedures for the plan. Each child has four colored index cards in a card pocket that is posted on the door that leads into our classroom. The first card shows green and the goal is to keep the green card all day. If a teacher needs to give a reminder about making good choices, then the card is turned to the next color, which is a warning. The third card requires missing five minutes of recess. If a fourth card is turned, a note will be sent home to the parents. If a fifth card is turned, a note will be sent to Mrs. Colangelo. ALL cards will be back to GREEN at the beginning of each day.

We have such a wonderful class this year and we all work so well together! Having so many friends together can be hard sometimes when we have to wait for the appropriate times to talk. This program will help our class environment by teaching each child to monitor his/her own behavior. If you have any questions, please contact us.

Thank you!

Mrs. Bryan
Mr. Dissen
Mrs. Lloyd
Appendix E

BEHAVIOR CHART

PARENT NOTE

Date: __________________

Today, ___________________ had to turn his/her behavior card three times. We have discussed how he/she will make better decisions about behaviors in school.

Please sign and return this form.

Thank you!

Mrs. Bryan
Mr. Dissen
Mrs. Lloyd

I will make better decisions by

________________________

________________________

________________________

________________________

________________________

________________________

Student
Appendix F

BEHAVIOR CHART

PRINCIPAL NOTE

Date: ____________________________

Today, ___________________________ had to turn his/her behavior card four times. We have discussed how he/she will make better decisions about behaviors in school.

Please sign and return this form.

Thank you!

Mrs. Bryan
Mr. Dissen
Mrs. Lloyd

I will make better decisions by

________________________________________

________________________________________

________________________________________

________________________________________
Appendix H

Good Behavior

T-Chart

<table>
<thead>
<tr>
<th>Looks like</th>
<th>Feels Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>- smiling</td>
<td></td>
</tr>
<tr>
<td>- (teachers)</td>
<td></td>
</tr>
<tr>
<td>- no one gets hurt</td>
<td></td>
</tr>
<tr>
<td>- green cards</td>
<td></td>
</tr>
<tr>
<td>- following directions</td>
<td></td>
</tr>
<tr>
<td>- doing what she was supposed to be doing</td>
<td></td>
</tr>
<tr>
<td>- listening</td>
<td></td>
</tr>
<tr>
<td>- not interrupting</td>
<td></td>
</tr>
<tr>
<td>- looking at teacher</td>
<td></td>
</tr>
<tr>
<td>- good</td>
<td></td>
</tr>
<tr>
<td>- happy</td>
<td></td>
</tr>
<tr>
<td>- fun</td>
<td></td>
</tr>
<tr>
<td>- great inside</td>
<td></td>
</tr>
<tr>
<td>- excited</td>
<td></td>
</tr>
<tr>
<td>- awesome</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I
Appendix J

Name: 

1. Do you think the rules in our classroom are important? 
   Yes  No

2. Do you think our class follows the rules? 
   Always  Sometimes  Never

3. Do you follow the rules? 
   Always  Sometimes  Never

4. How well do you follow the rules? 
   Always  Most of the time  Sometimes  Never

5. Did the behavior chart help you remember the rules? 
   Yes  No

6. Do you think the behavior chart helped our friends pay better attention to what they are supposed to be doing in our classroom? 
   Yes  No

7. On the back, list as many rules as you can remember.
Appendix K

3-3

1:45 After recess - transition to carpet - throw something

- Y: Stations - Mrs. Lloyd Station
- P: Not following directions, pushing chair too hard
- talking on carpet
- Not following directions

5:30

- Not following directions - said "No" need to just work out.
- Y: Not following directions - worked a

- Not following directions, could not stop
- Following directions

18:30 - had working on morning.
- Y: No morning work.

I like this card thing. Because it helps everyone listen!"
Appendix L

4-3-08

Dear Mrs. Bryan,
I am sorry for not listening to you today. I will try harder.

Love,
Appendix M

BEHAVIOR CHART

PARENT NOTE

Date: April 12, 2008

Today, _______ had to turn his/her behavior card three times. We have discussed how he/she will make better decisions about behaviors in school.

Please sign and return this form.

Hitting and Fighting

in restroom.

Thank you!

Mrs. Bryan
Mr. Dissen
Mrs. Lloyd

I will make better decisions by

I will not hit in school. I will not fight.

______________

Student

Parent Signature
+Had the students stand for the pledge – Hand to the windows and over the heart
+Clapped and snapped a pattern to get their attention
+Called the students to the carpet by tables
+Talked about the ‘secret student’ of the day. Mr. Dissen asked a student to explain the ‘secret student’ to me. These are some of comments they made:
  *Our teachers watch us to see if we are being good.
  *If we are good, we get 5 extra minutes of recess.
  *It is a secret. Our teachers tell us at the end of the day if we were good. But if we aren’t, we don’t get extra recess.
Mrs. K. asked, “What does it mean to be good?”
  *We follow the rules.
  *We do what we are suppose to do.
  *We get to learn what is right and what isn’t right.
Mrs. K. asked, “Do you like the secret student?”
  *Yes. It is fun.
+You put the stick in your pocket and told the students you would share the name with all the others adults in the classroom so they can watch the secret student too! Awesome!!!
+The greeting was fantastic! The students were engaged and most seemed very animated and comfortable. I like that you told the students who didn’t want to dance, to at least walk into the circle. That is a great way to handle the situation. Eventually, they might join in!
Appendix O
Appendix P

References

Bryan, Kimberly. Personal Interview. Date TBA.

I plan to interview Kim to help understand patterns that regularly occur in first grade. I would like to better understand what appropriate behavior looks like and if our class fits that mold. I also plan to use Kim as a resource when planning lessons and discussions with the class.


This website contains fantastic behavior management tips from teachers. There are great ideas that I would be able to integrate into my wondering. I might also e-mail the creator of the website to ask for advice for my inquiry project.


I like this book because it encourages teachers to know themselves before they attempt to create a management plan for their classroom. They also encourage teachers to know their students, which is extremely important when creating a specific management plan. Their suggestions require teachers to think outside of the box, which ultimately creates a unique classroom plan. I will use this book to help me learn how other teachers manage their classrooms and to learn successful management techniques.


This will be a useful website because it provides suggestions for parents, which can also be useful for teachers. I really like the five step plan that the author lists to help create a behavior plan for a child. This will be a good reference when I am trying to determine the appropriate course of action to take with certain students.

Crans, Kristin. Personal Interview. Date TBA.

Kristin has a fantastic whole class behavior plan already established. I would like to discuss this with her. I would like to ask her what the advantages and disadvantages of a plan that involves the whole class. I will also ask her how her students reacted to the plan and how she established the plan in her classroom.

I also plan on observing Kristin’s classroom to help me understand how she uses her behavior plan. Observing her class and how her students respond to the behavior plan will help me to design and implement a behavior plan in my class. I also hope to interview several of her students to try and understand how they feel about the behavior plan. This will help me to see how my students might progress over the next few weeks.


These authors encourage teachers to begin with an educational analysis of the problem to find a reasonable solution. Having only skimmed the resource, I have noticed that I have overlooked several inappropriate behaviors in my classroom. Instead of looking
at specific problems, I have clumped them together as one whole problem. Breaking each specific situation into appropriate pieces might help to find the solution.

I am very interested in learning more about the authors’ idea of a school-wide behavior plan. There is a possibility that this plan might work well in a single classroom. I am excited to borrow elements of this plan to implement in my classroom.


This will be an important resource as it describes different ways to resolve conflict in the classroom. The author discusses reasons for failed problem solving approaches and why some approaches work best for children. These approaches are interesting because each student enters the classroom with a unique history, which requires different ways to resolve conflict. Gordon’s book will help to understand the different types of conflict and the most appropriate ways to solve each conflict. He has also written a chapter that describes coping mechanisms student’s use, which will help to identify the source of some classroom problems and ultimately their solutions.


This book will help me to understand the basic psychological needs of my students. This information will help me to meet the needs of each student in my class. The authors describe the idea of using problem solving to resolve behavior problems, which might be an interesting way to approach my project.

Nissman has organized his book for a teacher to quickly find the management problem that is troubling their classroom. Each page has three sections, which include management problem, teacher’s concern, and workable options. This layout provides for an easy way to find a problem and several possible solutions for the problem at hand. I know that each child will not fit into a specific category and each conflict will no fit neatly under an umbrella of problems and solutions, but this book offers suggestions to deal with a situation that is likely to occur in a classroom. I hope to identify specific problems that are constantly arising in my classroom and reading the author’s solution.


I like this website because the author describes important ideas to remember when working with children. I chose to cite this because the author offers great points to consider when thinking about the future of any classroom or group of children. As an experienced teacher, I feel that the author of this website has a lot of important ideas to consider when making any important change in a classroom. The author describes situations that she had to struggle through, which will help new teachers as they face the same battles.