

**BEHAVIOR MANAGEMENT PLAN
PRESCHOOL**

Teacher: Karen Cox

Proactive Intervention Strategies

1. Classroom Rules

- a. Rules are posted
- b. Discuss and role play Rules
- c. Explain what happens if Rule is followed.
- d. Explain what happens if Rule is not followed.

2. Positive Classroom Atmosphere

- a. Appropriate behaviors are rewarded frequently and immediately with praise.
- b. Desired behaviors are modeled for students and reinforced when presented.
- c. Positive self-concepts are developed.
- d. "Don't" and "Stop" are avoided to the best ability.
- e. Quiet voices are always used.

3. Classroom Structure

- a. Daily activities are reviewed and posted each day.
- b. Transitioning activities are presented before changing each activity.
- c. Multiple requests are avoided.
- d. Redirection or alternative behavior is facilitated when undesirable behavior occurs. Explanation for re-direction will follow initial incident with feedback from child to ensure comprehension.
- e. Any change in expected behaviors is explained and role-played before they are anticipated

4. Corrective Actions

System which best relates to the child is used. A variety of techniques are utilized to include tangible rewards (initially, then faded), green/yellow/red card system and receiving "report cards" at the end of the day.

Child is removed to the "thinking" chair, away from group, but in center of the room following two requests or signals.

Time in the "thinking" chair is no longer than 3 minutes or, in some instances,

when the child determines he/she is ready to return to the group activity.

Reason for removal to the thinking chair is explained and feedback is obtained from the child.

Karen Cox, Teacher, Preschool Handicapped Program

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