

Classroom Management Plan

Woodland Elementary School – Life Skills / Emotional Support Classroom

1. Vision & Purpose

- Create a safe, structured, and nurturing environment where students with diverse needs can build independence, emotional regulation, and social skills.
- Balance **academic instruction** with **functional life skills** and **emotional support strategies**.
- Foster collaboration among staff, families, and students to ensure consistency across settings.

2. Core Expectations

- **Respect:** Treat peers, staff, and materials with care.
- **Responsibility:** Follow routines and complete tasks to the best of ability.
- **Safety:** Use safe hands, safe words, and safe choices.
- **Effort:** Try new skills and celebrate progress, not perfection.

3. Daily Routines

- **Morning Check-In:** Visual schedule review, emotional regulation check (Zones of Regulation chart).
- **Transitions:** Use timers, verbal prompts, and visual cues to reduce anxiety.
- **Breaks:** Scheduled sensory or calm-down breaks; flexible seating options.
- **Closure:** End-of-day reflection (What went well? What can improve tomorrow?).

4. Behavior Support System

- **Positive Reinforcement:** Token boards, ClassDojo points, or sticker charts tied to individualized goals.
- **Tiered Responses:**
 - *Level 1:* Redirection, choice offering, proximity support.
 - *Level 2:* Break card, calming corner, social story.
 - *Level 3:* Crisis plan (remove triggers, involve support staff, document incident).
- **Restorative Practices:** Guided reflection sheets, role-play, or peer mediation when appropriate.

5. Instructional Supports

- **Differentiation:** Use multisensory materials (visuals, manipulatives, technology).
- **Life Skills Integration:** Cooking, hygiene routines, money management, community-based instruction.

- **Social-Emotional Learning (SEL):** Weekly lessons on self-awareness, coping strategies, and empathy.
- **Assistive Technology:** Communication devices, visual timers, adapted keyboards.

6. Environment & Organization

- **Zones:**
 - *Academic Zone:* Small-group instruction tables.
 - *Calm Zone:* Beanbags, fidgets, sensory tools.
 - *Life Skills Zone:* Kitchenette, laundry practice, vocational tasks.
- **Visual Supports:** Color-coded bins, labeled shelves, picture schedules.
- **Safety Protocols:** Clear evacuation plan, crisis response binder, staff walkie-talkies.

7. Collaboration & Communication

- **Family Engagement:** Weekly communication logs, parent newsletters, home practice suggestions.
- **Staff Collaboration:** Paraprofessional training, daily debriefs, consistent language use.
- **Student Voice:** Goal-setting conferences, choice boards, student council participation.

8. Monitoring & Reflection

- **Data Tracking:** Behavior logs, IEP progress monitoring, daily point sheets.
- **Review Meetings:** Monthly team meetings to adjust support.
- **Student Reflection:** Journals, video self-assessments, or “feelings check” surveys.

9. Crisis & Safety Plan

- **De-escalation Techniques:** Calm voice, space, sensory tools.
- **Emergency Protocols:** Clear steps for elopement, aggression, or medical needs.
- **Documentation:** Incident reports, parent notification, follow-up support plan.

10. Celebrations & Motivation

- **Individual Rewards:** Earned privileges (computer time, sensory activity, helper role).
- **Class-wide Rewards:** Group celebrations (game day, cooking project, outdoor activity).
- **Recognition:** “Life Skills Leader of the Week” bulletin board.