Instituting a Sound Classroom Management System: Establishing Routines and Procedures

Please read the following scenario:

Suppose you are a paraprofessional in a kindergarten classroom. Danny is a student who has a hard time making transitions from one activity to another. He has the most difficulty transitioning after art activities, which he really enjoys. When the teacher announces that it is time for the students to put away the art materials, Danny continues to work as though he did not hear the announcement. When the teacher specifically asks Danny to put away his materials, he gets angry and yells at her. He often throws art materials on the floor in frustration. When Danny yells or throws materials, the teacher asks him to spend five minutes calming down in a quiet corner of the classroom.

The teacher asks you to help her implement a routine or procedure for Danny’s art transition times in the classroom. Based on what you have learned in this lesson, what strategies could you use to implement a routine that will help Danny through art transitions? Consider the following options, and then decide what you would do in this situation:

1. Give Danny a five-minute warning before he must put away art materials, so that he is prepared to disengage himself from the art activity.

2. Create small cue cards with transition steps written on them, and tape them to Danny’s desk as visual transition cues. Direct Danny’s attention to the cards as the transition approaches, so that he is reminded of the appropriate steps to follow.

3. Teach Danny the steps he needs to follow during art transitions, and then assign him a peer buddy to reinforce and guide him through the transition steps.

4. Use another strategy to help Danny transition from art to other activities.

Describe the behavior:

1. What does the behavior of concern look like when it happens?

2. What should the behavior look like (i.e., what behavior should you teach)?
Describe the conditions around the behavior:

3. When does the behavior take place?

4. What specifically occurs before the behavior takes place?

5. How do people respond to the behavior after it takes place?

Consider the options presented for the above scenario:

6. Which of the options (above) would you choose to use to address the challenging behavior? What is your reasoning for choosing this option over the other options?

7. Would you apply this strategy before, during, or after the challenging behavior occurs? What is your reasoning for this?

8. Imagine that you need to tell another paraprofessional how s/he should respond to the challenging behavior described in the scenario. Describe in detail, step by step, how this paraprofessional should carry out the strategy that you chose to use.