

My First Week's Classroom Management Plan

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There are many things that a first-year teacher must consider prior to the beginning of the school year. Not only is arranging the classroom and planning lessons important, but classroom management is an essential part when providing an efficient classroom. A teacher must ask herself several questions; what is my classroom management philosophy? What strategies will I use? What guidelines and procedures are necessary for my classroom? How will I connect with my students and their families? These questions are ones that I want to focus on within my paper to provide a detailed plan for my future classroom.

It is very important for a teacher to establish her understanding of her own classroom management philosophy because not every teacher has the same opinions on classroom management. My philosophy for classroom management is that I will provide a positive and safe environment for my students to promote strong relationships. I will have consistent and clear expectations so that the students will have a greater opportunity for using their self-regulation and self-management skills independently. I will have my students work with me to create guidelines and goals for our classroom which aim to promote respect for each person. I will provide many opportunities for choice within activities, lessons, and seating arrangements which will promote a sense of community within my classroom. Each of these aspects of my classroom management philosophy will influence the way my classroom operates; thus, it is important for me to plan the school weeks with these aspects in mind.

There are several procedures and activities I plan to implement within the first week of school. This classroom management plan will include greetings/morning routine, morning meetings, 'get to know me' activities, a lineup procedure, bathroom procedure, as well as a description of where to place homework, and what to do if Miss Arman is busy with another student. Each of these procedures and activities will be aimed for a second-grade class. I think

that each of these aspects is necessary for me to teach, rehearse, and reinforce with the students within the first week so that my classroom procedures will be effective and consistent for the students to make our day smoother. According to *The Classroom Management Book* by Harry K. and Rosemary T. Wong, Sarah F. Jondahl, and Oretha F. Ferguson (2014, “most teachers who fail at teaching procedures do so because they merely tell the procedure to the class. To teach something to someone, you model, explain, show examples, allow for discussion and questions, ask for a demonstration of an understanding of the teaching and assess the demonstration for learning” (p. 48). Thus, it is crucial for me to use this three-step method of teaching, rehearsing and reinforcing to ensure the procedures are understood and being implemented correctly.

On the first day, and every single day after, I will be standing at the entrance of my classroom to greet each of my students with a warm smile and a phrase such as “Welcome, I am so glad you are here today!” Greeting each student every morning is a great way for me to connect with them, and it shows that I care that they are in my classroom (Wong et al., 2014, p. 53). This simple strategy is an effective way to implement my classroom management philosophy of promoting a positive environment and creating relationships with each of my students.

After each student is greeted by me and enters my classroom, I will prompt them to hang up their coats and backpacks and then sit on the carpet to get ready to learn the morning routine. To see the lay out of my classroom, see Appendix A. I will begin to establish the morning routine by prompting my students to view the Good Morning Procedure poster at the front of the classroom to complete their morning routine procedure. This poster will be displayed in the classroom for the whole year so that the students can reference it to rehearse their morning routine. To view this poster, see Appendix B. I will teach the students each step for the

procedure by reading and demonstrating the steps. According to Wong et al., “by establishing a morning or class routine, students will assume ownership of their learning. Students know what to do in the classroom procedure results; results produce learning and achievement” (p. 60). This will help me implement my classroom philosophy of promoting consistent expectations which in turn helps my students to feel more responsible and grow in their self-management skills.

Within this morning routine procedure, I will point out the students’ cubbies where they can place their belongings. Assuming the school I work at has a Back-to-School-Night, they will have already been shown where their cubby is. If this is not the case, I will instruct each student to find their name tag on their cubby and place their backpack and coat there. Next, I will show the students the paper tray that they may place any homework in for me to correct as well as where the tray is located in the classroom. I will explain that the tray is for any assignments that they take home to finish.

Then, I will show the students my “If Miss Arman is Busy” board. See Appendix C for an example of what this board may look like. I will explain that if ever they need to ask me something and I am busy working with a student, small group, or discussing with another teacher, they can write a message on a sticky note and put it on my board. I will explain that these notes can be about needing something printed, wanting a library book ordered, or if they do not want to write their need they can simply write, “Miss Arman, please come see me” to discuss with me their needs. I will emphasize the importance of them writing their names so that I know which student needs what from me. This is a great tool for me to eliminate student interruptions as well as promote students to take initiative in making their needs known.

After that, I will show the students how to make their lunch choice using the Smart Board. I will explain that every morning after they put their things in their cubbies and leave me

any notes, they will make their lunch choice by using the Smart Board pen to drag their name to the type of lunch they will be having for the day. To see an example of this Lunch count template, see Appendix D. Then I will invite students to take turns sliding their name to their lunch choice by color of their shirt. I will instruct the students to wait in a line to make their choice. Having the students make their own lunch choice will also help me take attendance because I will be able to see which students did not make their lunch choice because they are absent that day.

After each student completes his or her lunch choice, I will ask them to all be seated on the carpet again to show them where they can sharpen their pencils. I will show them how to do so by sharpening a pencil and explaining that I do not need to shove the pencil in very hard because it may break the sharpener. After demonstrating to them how to sharpen their pencils, I will explain that they are allowed to sharpen their pencils before our morning meeting, during recess, or after school. Having these designated times for pencil sharpening will eliminate distractions during any lessons or work time. I will explain that if they forgot to sharpen their pencil, they may trade their dull pencil with one I placed in the “sharpened” bin next to the pencil sharpener. As a reinforcement, I will post a prompt next to the pencil sharpener to help them follow the procedure. To see this reinforcement guide, see Appendix E.

Finally, I will explain the last step which is to start morning work. I will explain that this may be reading a book silently, writing or drawing at one’s desk, or any activity that I ask to be completed during that time. I believe that these steps to my morning routine will help my students transition effortlessly and start our day in an effective way, as well as promote student responsibility through my consistent and clear guideline. On the second day, we will rehearse each step as a class to make sure each student knows what they are doing. I will have the

students reference the poster each morning to reinforce their morning routine from that day forward.

The next routine that I would introduce to my students during the first week would be a daily morning meeting. According to Wong et al., (2014), “starting the school day with a class meeting brings the teacher and students together to practice communication skills in a trusted setting” (p. 170). To teach this, I would begin after the students complete their Good Morning Procedure by asking them to be seated in a circle on the carpet. I will use a class list to determine who my helper will be for the morning meeting. I will begin the morning meeting by explaining that we will greet one another and then read our morning message. I will start the greetings by standing in the middle of the circle and pulling a popsicle stick out of a container with a student’s name. The student I called will come to the center and shake my hand. I will say, “Good morning, (name)” to which he will respond, “good morning, Miss Arman.” I will then sit back down and that student will then take out a different popsicle stick to call on a classmate. They will repeat these actions, and then continue to take turns until each student was called. This will be a great strategy for me to promote community and acceptance within my classroom.

After each student is greeted, we will read the date and the morning message I had written on the board that describes anything important in our day’s schedule. Within that morning message I may have a prompt for a turn-and-talk discussion for something that pertains to a lesson later in the day. To see an example of a morning message, see Appendix F. Once the discussion is over, I will review our day’s schedule that is visible on the board for students to reference. Then, I will have my helper read the list of names for show-and-share, to provide students with an opportunity to share whatever they desire. They may share something that had happened to them, or bring in a special toy. The students then can raise their hand and ask a

question, make a comment, or connect it to themselves. I will allow three students to do this per student that shares. Once the students for the day's show-and-share finish, I will allow the students to discuss any other concerns before we begin our day.

One activity I would implement during the beginning of the first week is a "get to know me" activity. I will begin this by showing the students a PowerPoint about myself. This PowerPoint would include my name, my pets, my favorites (animal, color, food, place), hobbies, as well as any other information that could be engaging to my students. I would also fill out an "All About Me" book and present it to the students. I would then explain that each of the students will create one of these books as well because I want to know more about them. See Appendix G to view the template for this "All About Me" book. This is a great tool for me to make the students feel like they are a part of our classroom and that I desire to get to know them. Once the students finish this activity, we could take turns presenting these during our morning meeting show-and-share to promote community and belongingness.

As for procedures would teach within the first week, we would discuss how to line up when leaving the classroom. I would begin teaching these two procedures by holding a group discussion to create a guideline for lining up. I would ask my students to raise their hand and once they are called on, they may share their thoughts. We will discuss what is good to do, as well as what not to do when lining up. I would have students model the good behavior and I would model the wrong behavior to promote a little humor in the discussion. I would record the student's positive guidelines for lining up, and once we finish creating our poster they will follow the guidelines they agreed upon. If the students do not follow their guidelines, I will have all of them sit on the carpet and then try it again until it is done correctly. To see an example of possible lining up guidelines, see Appendix H.

Another procedure I would discuss on the first day is bathroom or drink breaks. Since I would like to limit the number of students using the bathroom or getting a drink at a time, I would use a pass system to monitor bathroom use. I would begin to teach this procedure by explaining that when one needs to go to the bathroom, one needs to hold up one finger and make eye contact with me. If I nod while looking at the student, he may go to the bathroom. If someone needs to get a drink, he will follow the same steps except hold up two fingers. Then I will explain that once I approve by nodding, the student will go to the Sign Out Board and move his name chip and place it in the bathroom/drink section. This will help me keep track of which students are using a bathroom/drink break with a simple glance at the Sign Out Board. I will also require this for when a student visits the school nurse, is with another teacher for specials, or another reason. Once the student comes back into the classroom, he will place his name chip back in the classroom area and proceed to do his work or listen to the lesson. To see an example of this Sign Out Board, see Appendix I.

My students and I will then discuss expectations and guidelines for bathroom breaks. I will record any guidelines I agree with, as well as add some suggestions if my students agree with my thoughts. Some include walking feet, voices off, walk to the nearest bathroom, and come back to class as soon as you finish. Once our discussion is over, we will line up using our guidelines created earlier, and then walk to the bathroom as a class. This will ensure that the students know to go to the closest bathroom, thus lowering their time out of the classroom. I will then demonstrate how to wash hands properly by using 5 steps: (1) turn on water, (2) get 1 squirt of soap, (3) wash and rinse hands, (4) wave hand once for paper towel, and (5) turn off water and place paper towel in the garbage can (Wong et al., 2014, p. 33). After I finish modeling these steps, we will walk back to the classroom in our line.

Another procedure that I would like to implement during the first week would be how to enter my classroom. I would teach the students that I want them to remain in line outside of my classroom when coming back from recess, lunch, music, gym, etc. Then, I will meet them at the door to the classroom and have some type of “pass” for them to enter. It may start as a fist bump or a high five, and then progress to flash cards containing addition/subtraction problems, or spelling words as the school year continues. This is another great way for me to promote a positive atmosphere in my classroom, as well as promote good relationships with each of my students because of the individual interaction. When I begin using flashcards, it will be a great tool for transitioning students from a more open-ended class, to a more content focused lesson so that they are ready to learn.

It is important for me as a future educator to understand that even though I have a well-thought-out plan, things may not go accordingly. Every student brings their own needs, behaviors, and personalities to my classroom, and it is my job to work with them to help them be successful. One way that I will do this is by promoting many opportunities for choice in my classroom. Whether it be flexible seating choices, choices for what to work on during rotations, or simply behavioral management choices, the students make their decisions which makes them feel like they have some power in my classroom. By using this idea, I will follow Fay and Funk’s the Love and Logic’s three basic rules: (1) use enforceable limits, (2) provide choices within limits, and (3) apply consequences with empathy (Fay & Funk, 2011, p. 26). Each of these rules is important when striving for a well-managed classroom; they give the students choice, yet require every choice to be something that I am okay with. So, the students feel more in control, and I am satisfied with either of their decisions.

One way that I will implement this strategy is by using the Love and Logic's "Gold" statements which "are based on positive principles, but show empathy and encourage children to think and work things out for themselves" (Fay & Funk, 2011, p. 28). For example, if I were giving directions for a lesson and a student chooses to sharpen a pencil without following the guidelines I had earlier described, instead of saying "don't sharpen your pencil while I am talking", I would say "I allow people to sharpen pencils when I am not giving directions." This puts the responsibility and power on the student, instead of me which will lessen their likelihood of displaying defiant behaviors. I would use many of the other "Gold" statements when trying to circumvent other inappropriate behaviors.

One other strategy I would use to avoid inappropriate behaviors is by using Thinking words instead of Fighting words. According to the authors of the Love and Logic text, "Fighting words (FW) tell kids what the adult is going to *make them do*. Thinking words (TW) tell the kid what the *adult will do*" (Fay & Funk, 2011, p. 142). The same type of limits are present in each, but the reaction each inspires is very different. An example of how I would use TW in the classroom would be, "I'll be happy to let you go to recess, just as soon as that desk is cleaned", instead of using FW such as "You're going to have to clean that desk, or I'm not letting you go to recess." Each of these inspire a reaction, so prior to saying something, a teacher should think of her words and what reaction they may cause. Using TW in a classroom is a great way to circumvent behaviors, and still leave the student with shared power, yet total responsibility.

Not only is it important for teachers to keep students managed and informed, but communication with parents is also essential when trying to provide the best experiences for students. Within the first week of school, I would send an email and/or letter to parents informing them to join our class' private Facebook group page. See Appendix J for this

Facebook group invitation. I believe that incorporating technology is a great way to keep parents in the loop, because majority of parents have some form of technology to access social media. I will also use a Parent Communication Documentation Sheet to keep a record of when I had talked with parents, as well as what was discussed. To see this documentation sheet, see Appendix K.

Another way for me to promote connections to students and families is by providing parents with opportunities to encourage learning at home. One strategy that I would recommend to parents during the first week, as well as any other point during the year, is doing activities at home to facilitate their child's learning. I would send a "Learning at Home" document via email, letter, or Facebook so that the parents can access the information. See Appendix L for ideas for at home activities.

Another strategy that is important to utilize while trying to increase parent involvement is trying to encourage volunteering. According to the CESDP website, "tapping into the skills and expertise of parents, families and community members can: (1) help schools to meet academic goals and student needs, (2) provide a positive learning environment to show that the community cares about what goes on in its school, (3) encourage families to feel valued and welcome, and (4) involve ways that do not require them to be at school during school hours" ("Research Shows"). An educator should understand and utilize these ways of encouraging parents to use their skills while volunteering. To make this connection, I would send out a Volunteer document to each family so that parents can choose what they feel comfortable doing while volunteering in throughout the school year. To see this Volunteer document, see Appendix M.

One final strategy that I would use to connect with parents is providing a family survey at the beginning of the school year. Family surveys allow educators to ask families what types of

workshops or informational events they would be interested in attending as well as what session times are most convenient for them. These workshops aim to help parents gain information about parenting, whether it is about positive discipline or how to help a child with homework struggles. It is also a great way to encourage parents to voice their needs to the school which will promote a solid foundation for a school-family partnership. To see an example of a family survey, see Appendix N. These tools for connecting with parents will allow me to better promote a safe environment, and a broader sense of school-community.

There are many things that a first-year teacher must consider prior to the beginning of the school year. Not only is arranging the classroom and planning lessons important, but classroom management is an essential part when providing an efficient classroom. I believe that I am one step closer to being fully prepared for my first year of teaching because of the classroom management plan I have created. With this plan, I believe I will be able to implement my philosophy and help each of my students reach academic success.

References

Fay, J., & Funk, D. (2011). *Teaching with love & logic: taking control of the classroom.*

Golden, CO: Love & Logic Institute.

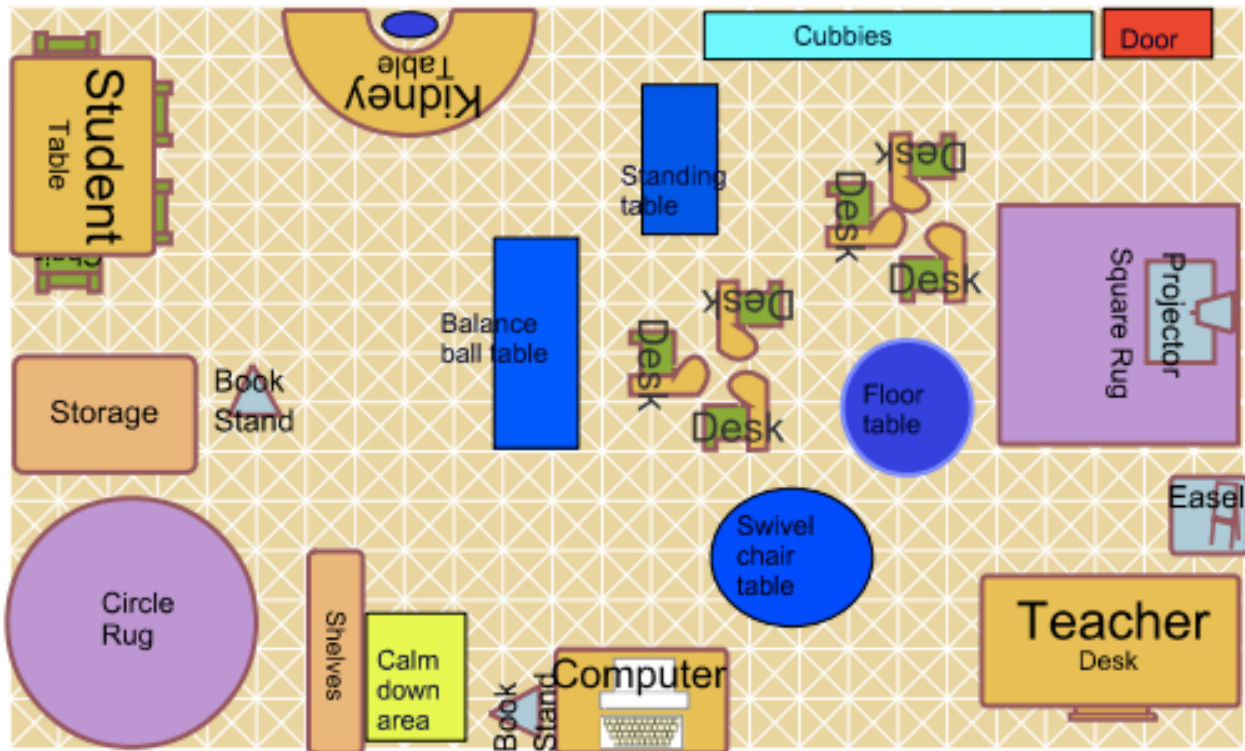
Research Shows. (n.d.). Retrieved April 16, 2017, from

<http://www.cesdp.nmhu.edu/toolkit/research-shows.asp>

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Management Book. Mountain View, CA: Harry K. Wong Publications.

Appendix A



Appendix B

Good Morning Procedure

We start every morning as...

Coats & backpacks hung up

Homework turned in

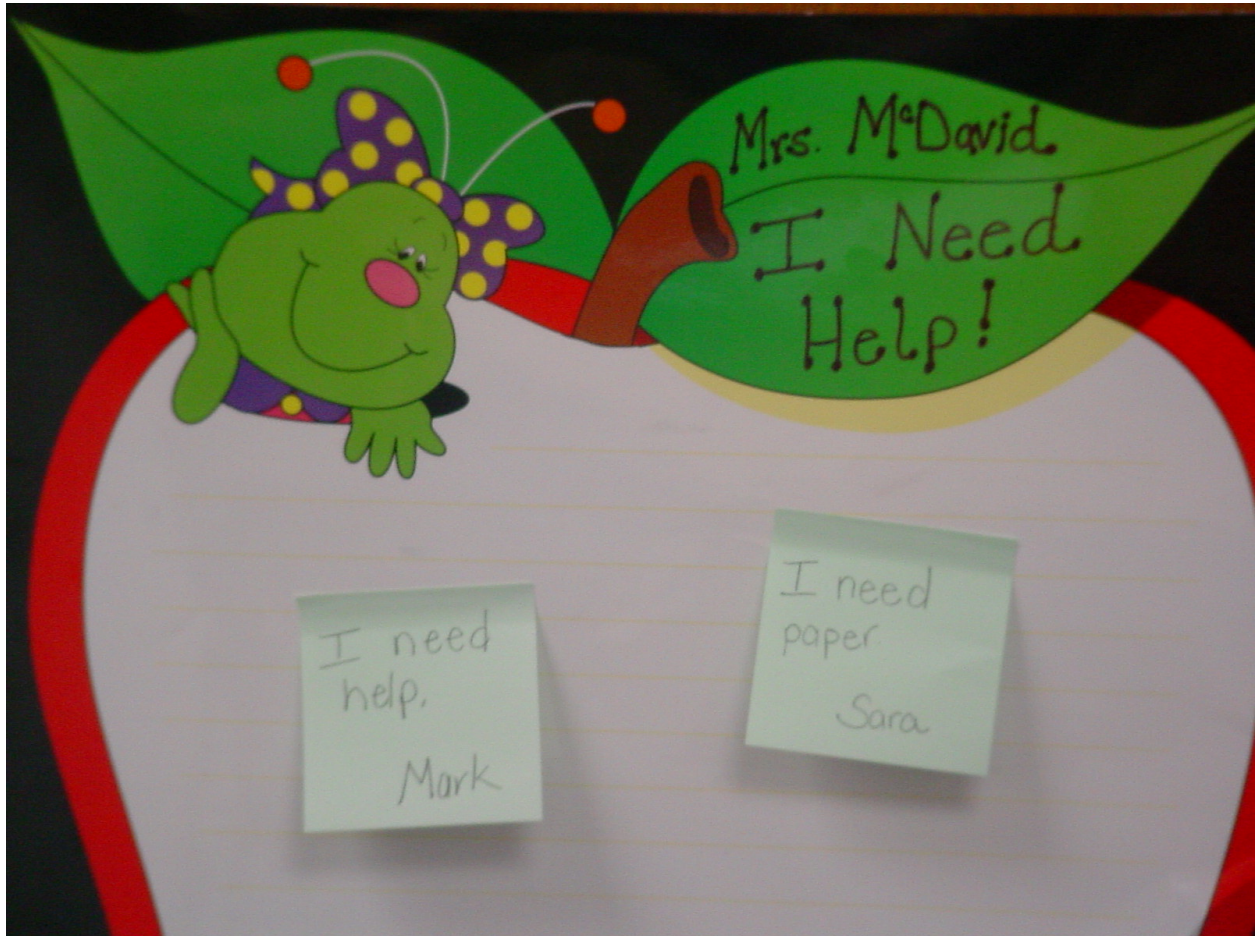
All notes on Miss Arman's Board

Make lunch choice

Pencils sharpened (2)

Start morning work!

Appendix C



Appendix D

Lunch Count

Salad

Lunch from Home	Plate Lunch	Grilled Cheese

Name	Name	Name	Name	Name	Name
Name	Name	Name	Name	Name	Name
Name	Name	Name	Name	Name	Name
Name	Name	Name	Name	Name	Name

Appendix E



**BEFORE YOU
SHARPEN, MAKE SURE IT
IS DURING...**

1. *The morning routine*
2. *Recess*
3. *After school time*

**IF NOT, PLEASE TRADE YOUR PENCIL FOR ONE
OF THE SHARPENED PENCILS AND CONTINUE
LEARNING**

*Love,
Miss Arman*

Appendix F

January 22, 2013

Dear Smarties

Good morning? Today is Monday,
January 22, 2013. We will go to our
resource class's today. It is Libertys
turn to be the Student Teacher.

I _____ for you at the playground yesterday.
a) look b) looked c) looks d) lookd

Liberty wrote 67 words on her paper.
Isabelle wrote 34 words. How many words
did they write altogether.

Love
Ms Smith

Appendix G

All
About
Me!

1

My full name is

I'm ___ years
old, and I'm in
the ___ grade.

2

This is a
picture of me.

3

My favorite
_____ is

because

4

In my free time
I like to _____

5

I really like to
eat _____

6

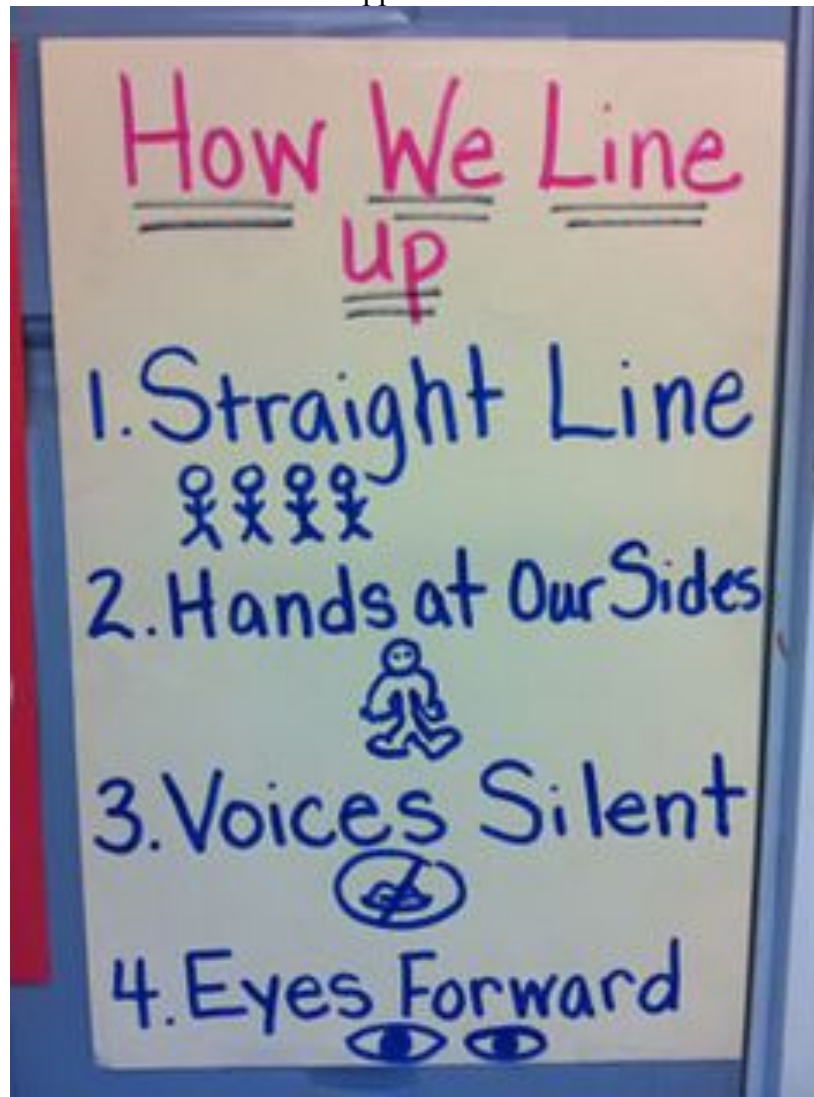
The things I like
best about
school are

7

In _____ grade
I hope to

8

Appendix H



Appendix I



Appendix J

Hello School Family,

I am excited to share with you a new communication tool many teachers are using - Facebook GROUPS! I wanted to provide you with a safe and convenient way to get a look into our classroom. Facebook is a tool many of you are already using. I hope it will be a great communication tool for us all.

The classroom Facebook group is a closed group that will require my approval for you to join. ***Only parents and legal guardians of students in our class will be allowed to join the group.*** You do not need to “friend” anyone, and your personal posts will not show up in the group posts. Only members of the group will be able to see the posts.

For the safety of all students tagging and sharing will not be permitted.

I will use the group as a way to share information and reminders about our classroom. It is also a great place to post questions, share what your child is talking about at home, and to celebrate each other’s successes.

To join our group you will need to log into your Facebook account, then search for the group by the name **Miss Arman’s 2nd Grade 2017-2018**. The name of the group must be exact.

Then send a request to join the group. Please e-mail me your Facebook name, the name of the second grade student and your relationship to them once you make your request on Facebook. I will only approve members who have e-mailed me. This will insure the safety of all students.

If you any questions or concerns please don’t hesitate to contact me.

Miss Arman
Slarman1@umary.edu

Appendix K

Communication Log

Student:

Mother:	Father:
Email:	Email:
Cell #:	Cell #:
Work #:	Work #:

Communication:

Date:	Person:	Method:	Concern:	Notes:
		<input type="checkbox"/> Email <input type="checkbox"/> Phone Call <input type="checkbox"/> Note Home <input type="checkbox"/> Meeting	<input type="checkbox"/> Behavior <input type="checkbox"/> Academic <input type="checkbox"/> Routines <input type="checkbox"/> Other	
		<input type="checkbox"/> Email <input type="checkbox"/> Phone Call <input type="checkbox"/> Note Home <input type="checkbox"/> Meeting	<input type="checkbox"/> Behavior <input type="checkbox"/> Academic <input type="checkbox"/> Routines <input type="checkbox"/> Other	
		<input type="checkbox"/> Email <input type="checkbox"/> Phone Call <input type="checkbox"/> Note Home <input type="checkbox"/> Meeting	<input type="checkbox"/> Behavior <input type="checkbox"/> Academic <input type="checkbox"/> Routines <input type="checkbox"/> Other	
		<input type="checkbox"/> Email <input type="checkbox"/> Phone Call <input type="checkbox"/> Note Home <input type="checkbox"/> Meeting	<input type="checkbox"/> Behavior <input type="checkbox"/> Academic <input type="checkbox"/> Routines <input type="checkbox"/> Other	
		<input type="checkbox"/> Email <input type="checkbox"/> Phone Call <input type="checkbox"/> Note Home <input type="checkbox"/> Meeting	<input type="checkbox"/> Behavior <input type="checkbox"/> Academic <input type="checkbox"/> Routines <input type="checkbox"/> Other	

Appendix L

Things You Can Do at Home to Help Your Child Succeed

Try these ideas of how you can include learning in your home routine.

Learning doesn't just happen at school, it can happen anywhere. There are a number of skills that you can easily incorporate into your home routine. This list is just a start. Ask your child's teachers for other things you can do at home to support your child's learning.

Talk with your child

Talk about the things that are important to your child and your family. Talk about books you read or what you see on TV or in the world around you. Always try to make connections between what your child already knows and what they hear and read. For kids of all ages, talking, listening and discussing issues together not only helps language development, but shows you're genuinely interested in what she has to say.

Reading

When reading a book or watching a television show or a movie, ask young children to repeat the plot, the story's characters (including the main character) and the setting. Ask him to retell what happens in the beginning, middle and end. After you read a book together, ask him questions about what happened. For older students, be aware of what your child is reading. Ask your child to tell you about his reading and his feelings about it.

Language Arts

Work on increasing your child's vocabulary by using and defining more difficult words in everyday speech. Use a dictionary to check meaning. Practice using antonyms and synonyms. Have your child become proficient at alphabetical

order by organizing materials that way -- books, kitchen supplies, videos, etc. For older students, make sure to ask open ended questions, rather than just yes or no questions. This encourages your child to use language and vocabulary for self-expression.

Math

Help your child see that math is everywhere and that we use mathematical skills everyday. Encourage young children to learn to count by twos, threes and fives. Play number games, make up word problems and use manipulatives or objects that they can count and move. Create graphs based on family activities and practice reading graphs together. Practice time and money concepts. For older students, take an interest in the area of mathematics your child is currently studying and have her explain the concept to you.

Science

Observe and discuss the world around you such as plants and animals and the weather or night sky. Encourage questions and look for answers together. Classify and organize information, set up simple experiments and discuss and predict what they think might happen. For older students, discuss the concepts your older child is studying in science, whether it be physical science, life science or earth and space science.

Social Studies/History

Share your family history with your child by telling stories about yourself or older family members. Read with young children about historical people and events. Help your child understand that people who make history are real. For older students, help them explore family and community history as well as government structures.

Arts

Encourage your child's participation in local music, drama, art and museum programs. Allow your child to bring a friend along and give it a try. Ask your child to read a review of a play or musical performance. Then ask him to write a review of a favorite or new CD, movie or TV program. Listen to the CD or watch the movie or program together and discuss the review.

Writing

You may have heard the term "writing prompt" used at school. A writing prompt is simply a suggestion for an idea, a form or a story to structure a writing activity. It can be lots of fun to develop writing prompts into home writing activities, and you'll be helping children develop skills that they can use in the classroom. Consider these possibilities:

- Write a letter to the editor of your local paper about an issue of concern to your community.
- Write a letter of complaint about a toy or game that didn't live up to your expectations.
- Write an e-mail message requesting information about a certain product.
- Write a movie review and send it to your local newspaper or entertainment weekly.
- Think about a time that you were really scared, really sad or really happy. As a parent, write a paragraph about that time. Ask your child to do the same. Then compare and contrast the events and the emotions surrounding them.

Appendix M

Volunteer Survey

Use this tool or modify it to survey families' interest in volunteering. Use the results to match volunteer interests and skills with school needs.

School staff and active parent groups are always looking for ways to improve the school and opportunities available to students. In no way is this an obligation, just an opportunity. Please complete this survey and return it to your school to let them know your interest in volunteering. Return it to the school secretary, principal, parent representative or your child's teacher.

Name

Phone

E-mail

What is the best time to reach you to talk about school events or your child?

What is the best time for you to attend meetings, conferences or school functions?

___ Week days Are there particular days of the week that are best for you?

___ Evenings Are there particular evenings that are best for you?

___ Weekends Do you prefer a particular day or time on the weekends?

Please complete the following page to let us know about volunteering opportunities you are interested in learning more about.

I am interested in learning more about volunteering **in the classroom** in the areas checked.

Tutoring students

- Reading with students
- Working with small groups of students
- Translating for students – Language(s) _____ to _____
(English to Spanish) for example
- Helping prepare materials for classroom use
- Attending field trips
- Assisting with special events (performances, celebrations, science fairs, etc.)
- Appearing as a guest speaker in the area of _____
- Other _____

I am interested in learning more about volunteering **in the school** in the areas checked.

- Sponsoring a presentation to provide information about school goals and curriculum
- Leading a discussion at a community meeting or Chapter House meeting on school issues
- Working in the school library and/or computer lab
- Photographing school activities
- Providing transportation to parents and/or students for special events
- Accompanying children to the clothing bank
- Typing, clerical work, copying handouts or making phone calls
- Preparing newsletters
- Preparing bulletin boards, posters and displays
- Campus beautification
- Other _____

I am interested in learning more about volunteering **at home** in the areas checked.

Recruiting parents, community members and local businesses to participate in special programs for students

- Typing or data entry on a computer
- Gathering resource materials
- Sewing
- Providing snacks or food for special events
- Preparing envelopes or mailings
- Other _____

Appendix N

Family Survey

Use this survey to assess the need for and planning of parenting workshop topics.

Dear Families;

Our school is planning to hold some parenting workshops and we would like to hear from you about your interests and needs in this area. Please complete this survey and return it to school with your child. If a topic you would like to explore is not listed, please write it in the space provided.

Parenting Topic	Level of Interest		
	High Interest	Some Interest	No Interest
Positive Discipline			
Child Development			
Teaching Your Child Tolerance			
Healthy Food Choices/Nutrition			
Dealing with Power Struggles			
Understanding Children's Feelings			
Separation Anxiety			
How TV Affects Children			
Internet Safety			
Homework Struggles			
Sibling Rivalry			
Helping Your Child Cope with Stress			
Helping Your Child Cope with a Divorce			
Setting Boundaries			
Attention Deficit Hyperactivity Disorder (ADHD)			
Preparing for Adolescence			
Support for Teenagers			
Helping Your Child Decide What to Do After High School			
Other:			

A good time for me to attend a workshop would be: (circle one)

During the School Day	After School	Evenings	Saturdays
-----------------------	--------------	----------	-----------