

STARTING OFF ON THE RIGHT FOOT

Get off to the right start and have **THE BEST SCHOOL YEAR EVER**

Nothing puts a damper on the excitement of beginning a new school year than considering the potential for dealing with challenging behaviors in the classroom. Managing student behavior can be daunting at best and devastating at worst. With the right tools, however, you can put together a strong behavior management plan that guarantees a positive learning environment where everyone can work toward his or her potential – even YOU!

At Total Behavior Management we believe that classroom behavior management begins with a strong, well-considered plan that ensures fairness and considers the best interest of the students.

Simply put, an effective plan should clearly define expectations, incorporate logical consequences and balance discipline with positives. Each piece of the plan should have no more than five specific behaviors listed. “Raise your hand to be called on” is more specific than “Don’t shout out” and gives students a concrete idea of what appropriate behavior looks like. Positives should be clearly stated, as should consequences. We have included some examples of appropriate consequences and rewards for different age groups in this edition of Red Apple.

Clear Expectations...Why?

To maintain relative harmony and safety in the classroom, it is necessary to have a set of general classroom rules. These are sufficient some of the time, but in order to maximize learning during classroom activities and lessons, the teacher must be proactive and give specific instructions about what is appropriate behavior during those times. Unless students are taught specific instructions, they will guess at what is the appropriate behavior for a given activity and more than likely, their ideas of what constitutes correct behavior will be very different from yours! Examples of specific instructions include:

- No swearing put downs, teasing or tattling.
- After getting a drink, swallow and return to your seat.
- Raise your hand and wait to be called on.
- Stay in your seat with your eyes on the speaker during a lecture.
- Come to class prepared – bring a sharpened pencil, blank paper, and correct textbook.

Research says that teaching rules is much more than just telling students the rules. If teachers...

...tell students expectations, a mere 5% of them will exhibit the correct behavior.

...tell and demonstrate the expectations, compliance rates climb to 10%.

...tell, demonstrate, and allow time for guided practice, 15–20% of the students develop good habits.

...tell, demonstrate, allow time for guided practice, *and*

re-teach periodically to maintain appropriate behavior, 80–90% or more of students will demonstrate pro-social behavior.

**How many students do YOU
want to behave?**

Also In This Issue:

- **Why Do You Feel That Way?**
- **Balancing With Positives**
- **What Makes A Good Behavior Mgmt. Plan?**

[Click
here to
unsubscribe](#)

Balancing With Positives

Consequences will stop unwanted behavior but only positives will change misbehavior permanently. People avoid things that are unpleasant and gravitate toward things that make them feel good. Without positives encouraging appropriate behavior, many of our students do not have a reason to change misbehavior. Always balance your expectations and consequences with a system of positives. Here are some ideas of positives for different age groups:

Elementary

- Praise
- Happy notes
- Stickers
- Extra recess
- Treasure box
- Classwide party
(ice cream, popcorn, pizza)

Middle/High

- Extra passing time or lunch time
- Going to lunch with a favorite teacher and bringing a friend
- Note or phone call home praising the student
- Verbal recognition
- Free homework pass
- Free class time to work on any subject

You can see that many of these positives do not require money or even extra time! First and foremost, people want to be recognized for doing the right thing.

20 Things To Do With All Your Extra Time

...when you are not dealing with behavior problems!

- | | |
|---|---|
| 1. Read a story | 11. Play <i>Heads Up, Seven Up</i> |
| 2. Give students free time | 12. Make plans for to do something special with your OWN kids |
| 3. Take a coffee break | 13. Tell a joke |
| 4. Do a special art project | 14. Give to yourself "choice time" |
| 5. Have an extra recess | 15. Have a free homework time |
| 6. Write a letter to a long lost friend | 16. Eat ice cream |
| 7. Have a classroom Friday Fun Time or Wednesday Wacky Time | 16. Put on a class play |
| 8. Do a Poetry Pause | 17. Play a CD |
| 9. Go on a scavenger hunt around the school grounds | 18. Tell stories |
| 10. Grade papers at school instead of taking ANYTHING home! | 19. Play <i>Twister</i> |
| | 20. Surf the net |

Sample Behavior Management

PLAN

1. Expectations

- a. Follow directions
- b. Keep hands, feet and objects to self
- c. Raise hand and be called on to talk

2. Encouragement

- a. Verbal praise
- b. Positive note or phone call home
- c. Extra recess or passing time

3. Enforcement

- a. Verbal warning
- b. Last one out to recess or out of class
- c. One minute of passing time, or five minutes of recess
- d. Phone call home

Other tips:

- List no more than five rules
- Describe only three to five specifics in each category
- Put expectations in the positive – avoid the word "don't."
- Make statements clear, observable, and measurable.
- Teach the plan to your students
- Post the plan prominently in the classroom
- Refer to it often

What Is the Difference Between a Consequence and a Punishment?

Consequences are planned responses that are logically related to misbehavior and hierarchical, which allow students to learn more appropriate behavior through personal choice. Consequences are never physically or psychologically harmful to the student. An example of an educational consequence would be when an off-task student receives a reminder to stay on task. If the behavior does not improve, then the student loses five minutes from recess, then 10 minutes, then makes a call home and finally, may be referred to the office. At any point in the hierarchy of consequences, the student has the opportunity to make a more positive behavioral choice.

Punishment The dictionary definition of punishment is “the reduction of an undesirable behavior through the creation of pain or loss to an individual; severe retribution or moral controlling through external forces”. Punishment IS physically and/or psychologically harmful and has NO PLACE in the educational setting. Students who are made to “suffer” punishment can harbor resentment toward educators and will often find other negative ways of expressing their feelings.

How Do You Feel?

Did you know that how a person makes YOU feel can provide valuable information as to why their misbehavior is occurring?

Consider this:

If you feel
annoyed



they are seeking
attention.

If you feel
frustrated



they are feeling
inadequate.

If you feel
angry



they want
power.

If you feel
hurt



they want
revenge.