

Classroom Strategy Cards

Cards can be printed out and kept close to help!

If printing from Powerpoint, select 6 slides per page for a convenient size!

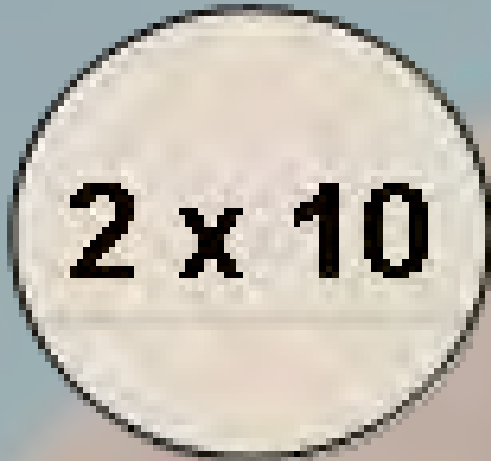
Model for Successful Behavior Management

Vision Social Contract	Skills Procedures	Incentives Relationships	Resources	Action Plan Structure	Success
Vision Social Contract	Skills Procedures	Incentives Relationships	Resources	missing	False Starts
Vision Social Contract	Skills Procedures	Incentives Relationships	missing	Action Plan Structure	Frustration
Vision Social Contract	Skills Procedures	missing	Resources	Action Plan Structure	Resistance
Vision Social Contract	missing	Incentives Relationships	Resources	Action Plan Structure	Anxiety
missing	Skills Procedures	Incentives Relationships	Resources	Action Plan Structure	Confusion

Adapted from Kostner's change model

2 x 10

2 minutes a day
10 days in a row
85% improvement*



- Choose a student (or 3) that challenge you the most
- Spend 2 minutes a day talking to them about anything that interests them
- Repeat this process for 10 days IN A ROW

Paper Clipping

- Find a staff buddy in the building
- Have an agreed upon arrangement for time outs or breaks
- Give student the number of paper clips that corresponds to the number of minutes needed.
- You cannot give a student an entire box!



5 Questions for Misbehavior

1. What are you doing?
2. What are you supposed to be doing?
3. Are you doing it?
4. What are you going to do about it?
5. What is going to happen the next time?



Positive Communication Strategies

- Give **clear directions**
- Use a **neutral, calm voice**
- Give yourself and the student **time**
- Use **enforceable statements**
- Use **few words**
- Offer **choices**
- Discipline in private
- Tag team
- **Follow through** with consequences

An Effective No has no_____

- Blame
- Disrespect
- Bias
- Sarcasm
- Apology
- Frustration
- Confusion
- Anger
- Guilt
- Hesitation
- Reactivity
- Drama
- Ambivalence
- Explanation
- Loop holes
- Inconsistency

The "GO" Procedure

- "When I say go"
- "You will..."
- Check for understanding
- "Ready and, Go"

Any Questions?

- Fill in the Blank
- Partner Share
- Deflected Questions
- Student Repeats
- Puppeteer (Guided Model)
- Look Left, Look Right





**There are no
punishments,
just consequences**

**We have no
control over kids**

*Consequences are tools we use to help
our students learn the power of choice*

Response to Defiance



Assume the best

Soft eyes, soft voice

Make their choices clear

Respect the choice they make

Give Consequence.

Repeat with new/escalated choices

CHAMPS

- **C**onversation: *Can students talk to each other during this activity?*
- **H**elp: *How do students get the teacher's attention and their questions answered?*
- **A**ctivity: *What is the task/objective? What is the end product?*
- **M**ovement: *Can students move about during this activity?*
- **P**articipation: *How do students show they are fully participating? What does work behavior look/sound like?*
- **S**uccess: *When students meet CHAMPS expectations, they will be successful!*

CHAMPS 3:1

**Three positive interactions
for every negative
interaction.**

Proximity Proximity Proximity

- Stay on your feet
- Stand close but don't hover
- Set the expectations early
- Make yourself available
- Avoid using words



Chunking

- Break challenging tasks into smaller or easier “chunk” that students are more willing to undertake.
- You may need to include a reward or “fun” break

Positive, Positive, Positive

- **Remind your student of what you want them to do, rather than the negative**
- **Remind your student of what they are working towards rather than what you will take away**
- **Acknowledge effort and choices**
- **Use empathetic statements (I understand....)**
- **Give choices and opportunities**

“I” Messages

- Allow for a respectful conversation or direction
- Spell out the specific behaviors
- Give a chance to the student to “fix it”

Brain Breaks

- Movement breaks
- Music breaks
- Sensory breaks

Brain breaks regularly incorporate short movement activities into the instructional day not only allows children to get their 'wiggles' out, but energizes them and increases their ability to focus on the next learning activity as well.

