

I'll Do It For Me!

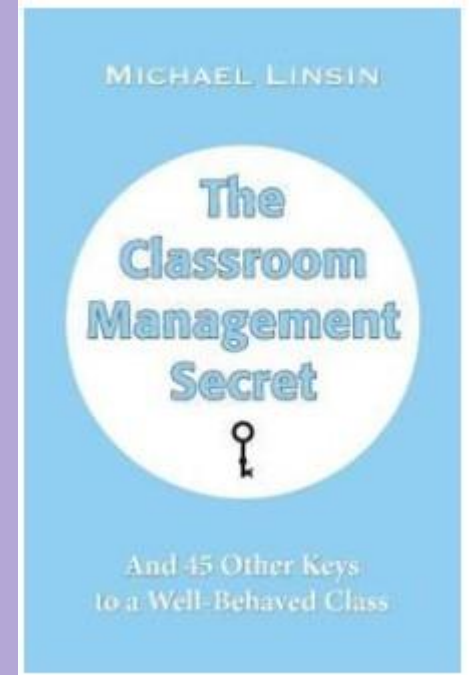
*A parent's guide to
Three Falls Elementary
PBIS (Positive Behavior & Intervention
Support) Management Plan



Last spring, our staff read and studied this book:

The Classroom Management Secret by Michael Linsin

Summary: From how to set up a classroom management plan to how we handle difficult behaviors from students, this book is an easy-read, full of many tested ideas and strategies for multiple things having to do with management. This also looks at intrinsic rewards instead of extrinsic rewards.



Remember the purpose of GOOD
management is to

**empower our kids
to learn & grow
into good healthy
people**

Giving them stability, confidence, happiness,
resilience, responsibility, respect....



This is good for HOME and SCHOOL!



We have updated our schoolwide rules and created schoolwide helps.

Every staff member knows and understands the rules and helps, and can support and reinforce in any capacity around the school.

This is all about *You* ... helping you to become an amazing student & person!

A well-written classroom management plan...

followed & taught, modeled & practiced...

is fair to all students, & never causes

resentment, friction, *OR* hard feelings

between a teacher & their students

You = Students

School Wide Classroom Rules EXPECTATIONS

1. Listen & follow directions.
2. Raise your hand before speaking or leaving your seat.
3. Keep your hands & feet to yourself.
4. Respect your classmates & your teacher.

School Wide Helps

CONSEQUENCES

1ST time a rule is broken: Warning

2ND time a rule is broken: Think Chair

3RD time a rule is broken: Skills Room

4TH time a rule is broken: Parent Contact

Explanations:

1ST time a rule is broken: Warning

*This is done in the moment, quickly and directly.

2ND time a rule is broken: Think Chair

*This is a designated area in the classroom where students can go for a quick reset. It gets them moving and takes them out of the difficult moment and place.

3RD time a rule is broken: Skills Room

*Two paras will be available in the Skills Room to help students reset or calm down if the Think Chair did not work. The goal is to keep students in class and learning, but students may be in the Skills Room as long as it takes to get a full reset so s/he is ready to get back to learning. If the student is able to reset and get back into class, that is the best situation. We will contact parents just to let them know their child was in the Skills Room that day.

4TH time a rule is broken: Parent Contact

*If the Skills Room is not working for the student, then we will be contacting the parent. Principal Eggleston and Mrs. Moxon (counselor) will be involved before parent contact.



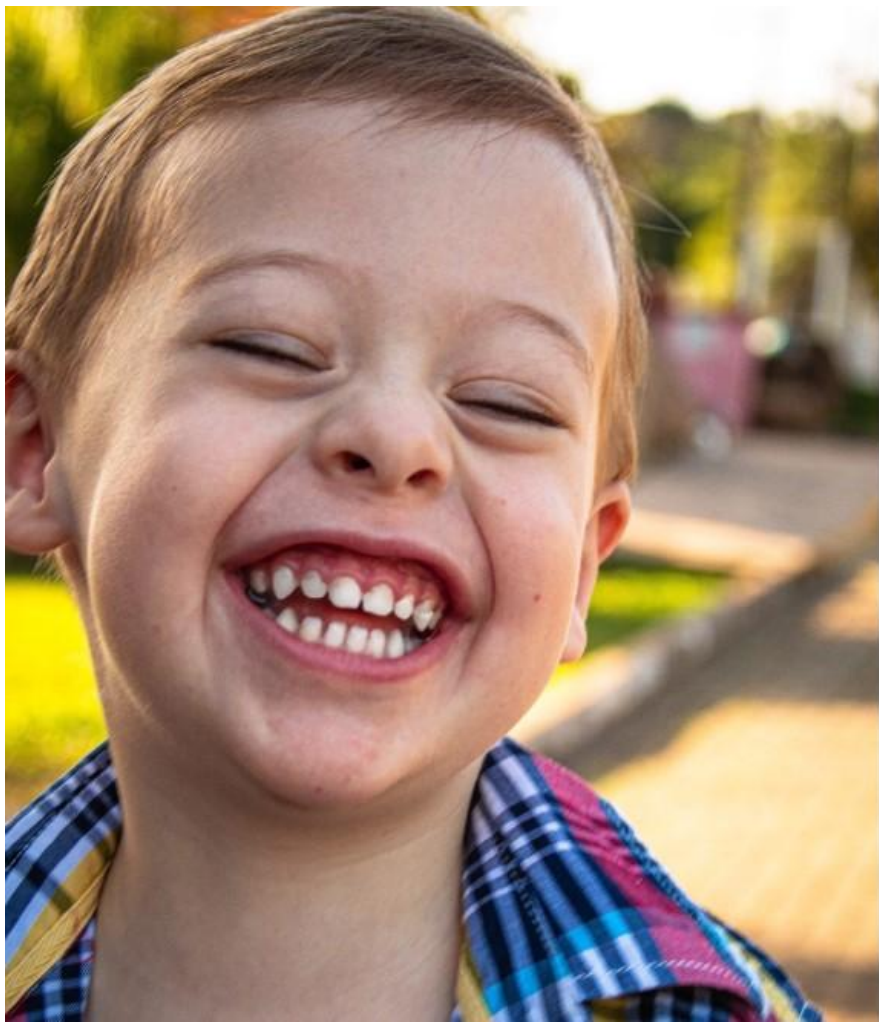
Consistency

Why you must be consistent:

- **It's unfair not to** (regardless of your reasoning - every child will know it is unfair)
- **It causes resentment** (you will be fiercely resented for playing favorites)
- **You'll lose respect** (whenever you say you'll do something - you must- or you will lose respect from the kids)
- **You'll be tested** (when kids learn that you're not committed to enforcing consequences - they will NEVER stop pushing)
- **Behavior will worsen** (where there is weak or semi accountability, behavior, respect, & kindness take a nosedive)
- **Family will suffer** (when you allow anything against your family rules - growth stops)
- **You'll be forever frustrated** (without 100% reliance on your management plan to curb unwanted behavior - you'll resort to harmful methods like yelling, sarcasm, arguing, pleading you'll struggle with anger)

Guidelines for informing kids of a consequence:

- Tell them why (this leaves no room for debate or argument)
- Keep your thoughts, opinions, & comments to yourself (causes resentment)
- Do not escort to time-out (walking to time-out is an important part of accountability)
- Behave matter-of-factly (stops friction)
- Be more like a referee, less like a judge (helps kids see consequences aren't personal)
- Safeguard your influence (don't do anything that threatens the relationship)
- Move on (go on without skipping a beat)
- Empower them to learn & grow (You've got this - You'll figure it out - You're definitely getting better...)



LAUGHTER

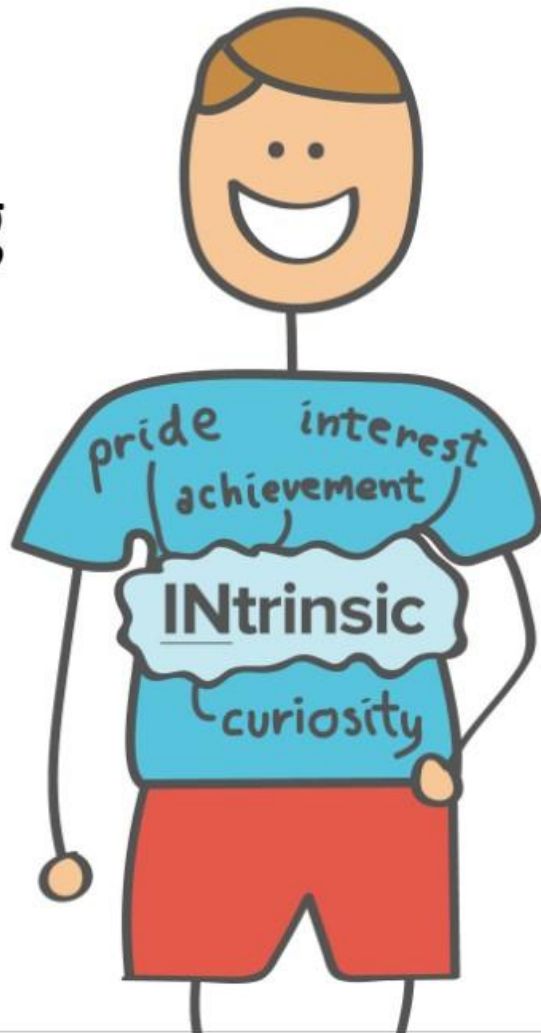
**Makes all management more
effective!**

**“Laughter has the ability
to soften hardened
hearts, open shuttered
minds, & endear family
members to one
another.”**



**"FOR REAL, LASTING behavior improvement, we
want to focus instead on creating a school that nurtures
INTRINSIC MOTIVATION."**

It's all about helping
them develop
intrinsic
motivation



Why:

- **Rewards turn good behavior into work** (rewards bring belief that being well behaved must be something difficult or noteworthy - therefore I need to be paid for it)
- **Rewards lead to entitlement** (entitled to receive something for merely doing what is expected - It leads them to believe that they're behaving & following rules for YOU - thus you owe them something)
- **Rewards cheapen the intrinsic motivation to behave** (cheapens the merit of being a valued person in the family - puts a price tag on the priceless)
- **Rewards lead to more & more & more** (your kids will demand higher & more frequent payments - rewards are not only ineffective in the long run, but they weaken over time. What is exciting & fun at first - becomes boring & not a big deal after a while. Therefore you must continue to increase the payment or frequency of the reward to keep it working at a high level)

Do plenty of pointing intrinsic feelings out to them

(remember they are concrete thinkers & may need help with these feelings)

“Doesn’t that feel good inside? I love how that feels.”

“I love having peacefulness in our home. It feels good.”

“I feels good to be kind & caring to each other - makes my heart happy.”

“I bet you feel good about what you are learning & how hard you're working in math.”

“Doesn’t that feel good to be such a good friend?”

“It feels good when you make good choices, doesn’t it?”

“Helping others gives you a really good feeling - doesn’t it?”

Good behavior is its own reward

It offers self-respect, confidence,
& a wonderful feeling of
belonging
to a family that needs &
appreciates them.



Unless the praise is earned - it means nothing

DEEP DOWN EVERY CHILD KNOWS THIS



**When we refrain from giving praise for
doing what is expected & instead keep
their eyes peeled for**

TRUE ACCOMPLISHMENT



they add a jolt of fuel to their students

INTRINSIC MOTIVATION.

Make it deserved

Offer praise based on
ACHIEVEMENT

understanding this is defined
differently for each of our kids



Make it subtle

- Small subtle gestures of praise
- Eye contact from across the room - carefully timed
- One-word recognition
- A single nod of the head



These special moments can send a child's
INTERNAL MOTIVATION into hyper drive

Stay **AWAY** from false praise



BUT

**Never let something truly fabulous
pass without your
acknowledgement**

Worthy praise is the answer to motivating kids & getting them to move
in the direction you want.

**Every time your kids walk into your home you
want them to see, know & feel
"EXCELLENCE IS EXPECTED"**



You Want Your Home Environment to Scream



RESPECT
Hard Work
Pride
Happiness
Team Work
Excellence

6 empowering things to say to students with difficult behavior...

Always speaking in a kind & empowering way

"YOU'RE BETTER THAN THAT."

"THIS IS NOT WHO YOU ARE."

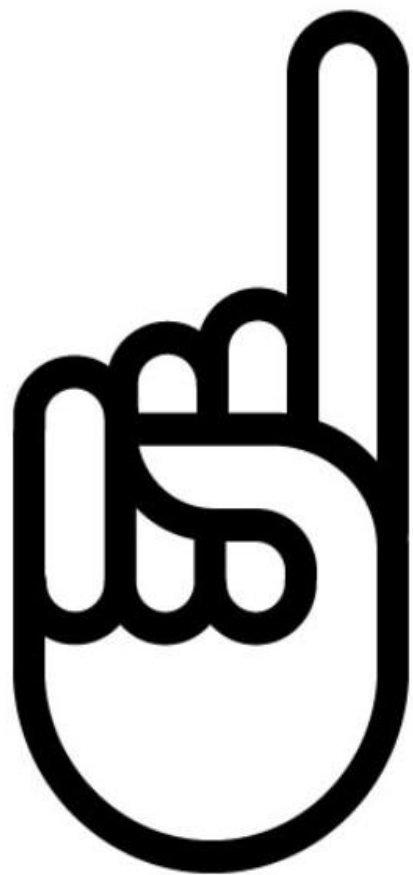
"YOU CAN DO BETTER."

"YOU CAN DO THIS."

"NOW THAT IS HOW YOU DO IT."

"I BELIEVE IN YOU."

Unless you genuinely believe in what you're saying - it's best not to say anything at all



One Standard

Lasting change happens when we show kids
- when we **PROVE** to them - through
our actions and our commitment to the
same high standards for everyone -
**THAT WE BELIEVE IN
THEM**

We're telling them they **can** follow the same expectations as everyone else.

**Heartfelt praise based
on true**

ACCOMPLISHMENT

is powerful!

**& It feeds
Internal Motivation**

