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

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

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.
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”

Excellence
You Want Your Home Environment to Scream

RESPECT
Hard Work
Pride
Happiness
Team Work
Excellence
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.