

**It is important to begin the year with the standards we expect of the students every day. I emphasize to my students that we are here to learn and have fun, but that means we have to follow a few rules or we will spend our short time together repeating instructions and not have enough time to complete the learning activity.*

The Basic Rules:

{These rules are basic enough that almost anything can fall under one of them.}

1. Listen and follow directions
2. Use hand signals (includes raising a hand to speak, bathroom signal, water signal, etc.
3. Stay on task
4. Keep your hands and feet to yourself
5. Respect your classmates, school, and teacher

Consequences:

1. Redirect
2. Sideline
3. Think time
4. Letter home

Whenever a rule is broken, give the appropriate consequence and track it quickly on the behavior tracker. I like printing the behavior tracker, laminating it, and keeping it on a clipboard. This way, I can wipe it clean each day!

Be consistent. Don't make it personal; just give the consequence.

***DO NOT GIVE VERBAL WARNINGS BEFORE THE REDIRECT.
The redirect IS the first warning.***

Often times we spend the most time with our students who are misbehaving the most. That is not how it should be. It takes away your valuable teaching time and attention from students who ARE behaving. This system allows you to simply teach and let the program handle the majority of the management. There is usually a small percentage of students (1-3%) who will need additional services and support outside of the management system. This system is for your 98% of students, if we have a student needing more support please speak with me and we can meet with the parent to decide the best way to help the student succeed!

Consequences Explained

1.Redirect-

A redirect is basically a warning. If you give a redirect the student should walk over, get a redirect card and place it on their desk for the remainder of class. Have you ever noticed how you can say the same thing over and over and students will continue to do it? One year I had a class full of students who kept putting their book boxes ON the tables instead of under the tables. They would constantly knock over, distract the class, and I found myself giving reminders daily like, “remember, book boxes go on the floor.” It didn’t help. Finally, I said, “class from now on it is a class rule that book boxes go on the floor. You will get a redirect if I have to remind you.” The next day, A handful of students had their book boxes on the tables and I said, “that’s a redirect, book boxes go on the floor.” MAGIC. It never happened again. Attaching a simple consequence- just a redirect somehow made it real. Another option with redirect cards is to make them optional for being placed on desks. If a student gets a redirect, you still say it, and mark it on your behavior tracker. However, the student now has the option of getting the redirect card or not. They decide if the visual reminder will be helpful for them or not. I really like this option for grades 3 and up or for any students who may be more distracted by the card verses find it helpful.

2.Sideline-

A sideline is a timeout. I keep a chair on the outskirts of my room with a clipboard tacked behind it using a command hook. If a student gets a sideline, they should go to the sideline chair and sit there until THEY ARE READY to rejoin the group. When ready, the student can raise their hand, wait for my nod, and then come back to their seat. The clipboard is there because they are still responsible for any work or learning taking place. Students in the sideline chair do not participate however in answering questions, playing any games or participate with the lesson. They are simply observing and reflecting.

3. Think Time-

This is simply another break but in a location outside the classroom. I am very fortunate that my whole school adapted this program! We have a “skills room” set up in our office where students go for the 3rd consequence. While there, they meet with an office staff and talk about what happened and then role play how they could’ve handled the situation. They then return to class. If you don’t have this option, you can also try a think time. A think time is where a student goes to another classroom (preferably a different grade level) and sits in a designated chair while they fill out a think time reflection think. You should have these reflection sheets pre-printed and in a designated spot by the door of your classroom. The last option is to have the student take a break in the hallway. Have the student take a think time sheet with them and fill it out. This consequence varies depending on the support you have at your school. Remember, you can adapt this system to work for YOU.

4. Letter Home-

The letter home is simply a letter sent home to parents to inform them of what rules were broken. I don’t give details unless I feel it’s needed. I expect it to be returned the next day signed. If it is not returned, I have the student call home the next morning and let their parent know they got a parent letter the day before. Example of Moving Through Each Consequence If a student does not look up when you give your attention signal, you could say, “John, I don’t have your eyes-redirect please.” then MOVE ON. The student should quietly and quickly stand up, may get a redirect card and leave it on their desk. Let’s say John then blurts out in class. You could say, “John, you need to

raise your hand, that's a sideline." He would then quickly and quietly stand up and go to the sideline chair. You mark it on your behavior tracker and move on with your lesson. When he raises his hand, you simply nod, and he goes back to his seat. He would be responsible for any work or learning that happens when he's in the sideline chair. Let's say the day continues and John blurts out again. You could say, "John, that's a think time." John would then take a think time sheet and go to the designated think time classroom. (remember consequence 3 will vary.) An hour or so later, John is off task when he should be working independently. You would say, "John, you're off task that's a letter home." At the end of class or sometime when you have a moment, discreetly fill out a parent letter template and have him put it into his backpack. Remember, like anything else, behavior is something that can be learned. I stress to my students ALL THE TIME that we can have a GROWTH MINDSET about our behavior! I had one student who struggled so much with blurting out. He was getting letters home multiple days a week simply for that. However, I tracked his letters home over time, and he DID improve. After a month he was only getting one letter home a week, then eventually decreased that to only a sideline, and then by Christmas time was down to a few redirects a week. THAT IS BEHAVIOR CHANGING.

YOU ARE THE EXPERT.

Please practice this system with complete fidelity. I cannot stress enough the importance of being consistent and delivering consequences without emotions. It doesn't matter if your best-behaved student blurts out, they still get a consequence. You lose trust and credibility if you ignore little breaks in your rules. This management system takes care of behavior, so you can focus on teaching! I am always amazed at how much more FUN I can be because my students trust me to keep our classroom in order. Don't forget to add in the FUN. Make your classroom THE place to be. Remember that a management system is only one piece of the management pie! Student engagement, classroom community, and solid management strategies all work TOGETHER as 3 Pillars of a Solid Classroom. I have a full course on all 3 Pillars that pairs wonderfully with this resource. I'd highly recommend enrolling if you need additional support. You can find more information at myclassbloom.com

Top 10 Tips:

1. Be consistent: If you have determined that blurting out is breaking your rules, you have to enforce it. Every time, no matter which student.
2. Be neutral: You are simply the person who delivers the consequences. Calmly. and without emotion.
3. Do not lecture: Students do not need to be lectured. They know if they broke a rule, they know the consequence. Don't drag it out. It isn't helping.
4. Don't Give Pep-talks: The student you're giving the pep talk to has probably heard it all before. The best thing you can do is treat them like every other student. Hold them to the standard and do not let up. They will realize that you may be the first one to truly believe they can meet it.
5. Have high expectations: BELIEVE that your students can rise and meet the expectation. This will empower them to do so.
6. Give genuine praise: Genuinely and specifically praise your students for doing something great or improving.
7. Don't give reminders: If a student breaks a rule, never say: "that's a redirect next time." Give the consequence. NEVER give a reminder. The redirect IS the reminder.
8. Do talk about GROWTHMINDSET: Help your students learn that mistakes are normal. Behavior is a skill like anything else and they can improve.
9. Create genuine relationships: Students will trust you as you show them that you are consistent with your management system. Take time to get to know students and build true and genuine relationships.
10. Have fun: The point of having a strict management system is so that you're able to have fun and show personality with your students