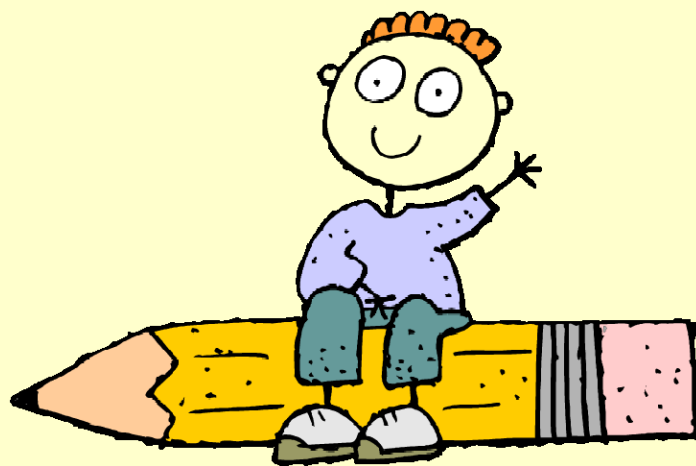


Primary
Success
Publications



A collection of tips
from teachers

Behaviour Management Ideas



Behaviour Management

These ideas have been collected over the years from teachers and were originally printed in the Primary Success magazine. They have not been edited or sorted into any kind of format, so there may be duplicated ideas - and are presented here in just as they come!

Jean

"My rules are:

1. Listen and follow directions the first time they are given.
2. Keep your hands, feet and other objects to yourself.
3. Walk appropriately throughout the building.
4. Put materials back nicely where they belong.
5. Be kind to others."



Are you familiar with the 80/15/5 rule? Any one technique works great with 80% of kids, somewhat with 15% of pupils, and not at all with 5% of your students!

What are our goals? We want:

1. To have the students use more of the 'good' behaviour.
2. The students to use less of the 'bad' behaviour.
3. To have positive and caring interactions with our students.
4. To create a classroom in which kids feel welcomed, valued, useful, challenged, respected, and physically and psychologically safe. Students will be more likely to feel the desirable things if our classrooms are structured, organized, and efficient. Do not underestimate the importance of neatness, routine and organization!

To promote good classroom behaviour:

1. Have a genuine interest in your students. Be at the door to meet students in the morning. Learn about students' families and cultures. Offer praise and encouragement frequently. Always treat youngsters with respect and preserve their dignity.
2. Make sure all students understand the classroom rules clearly and review them often. Rules are made to be followed! Be consistent and fair with the enforcement. Consider each incident's unique circumstances while making discipline-related decisions.
3. Be objective, not judgmental. Try to look at things from the students' perspective.
4. Be prepared to admit your mistakes. Use humour, when appropriate. Model tolerant, patient,

dignified, and respectful behaviour.

5. Address problem behaviour directly and immediately. Unresolved conflicts and issues often resurface. Addressing a problem early lessens the chance that it will expand.

6. Seek solutions, not blame. Use the least intrusive intervention possible.

7. Catch kids being good!

"I use several free incentives with my kids and they are more popular than anything that I could buy in the store! They are:

- Eat lunch with a friend pass - students get to invite a student from another class (that eats lunch at the same time as our class) or a student from our class to eat lunch with them at the center tables in our lunch room.

- Be line leader

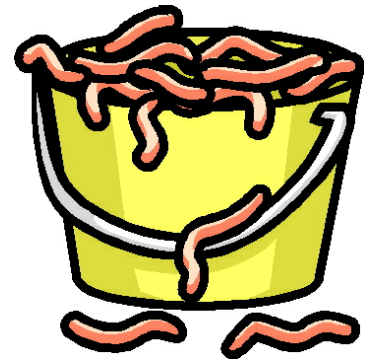
- Eat lunch with me.

- Sit at the teacher's desk - students get to sit at the teacher's desk for a day (This is by far the most popular, so I don't do it often.)"

The Wigglers!

What strategies do you use for wigglers?

"I use a lot of reminders and short-term activities. I pick out those students who are my wigglers and I come up with a number of ways I can have them do me little favours throughout the day so they have a chance to get out of their seats and move. Sometimes if I see a few getting antsy I'll call out stop, stretch and move. Then everyone is supposed to stop, stand up and stretch as I am and move their bodies before sitting back down."



In answer to a teacher's problem with poor behaviour during work periods:

"Have you tried modeling the desired behaviors? If not that would be my suggestion. If you have modeled, maybe you need to do it again everyday for several weeks until they get the idea.

To model how to work at seats quietly I would ask a small group to sit in their seats (pick ones you can count on) and have the rest of the class sitting on the floor watching them. You can pretend to be teaching a lesson on the board or going around to help individuals. Tell the rest of the class you want them to watch and see what the students in their seats are doing right. Don't make it too long, just 2 or 3 minutes of them modeling, then ask students to tell what they saw that was right and put those behaviours on chart paper. Praise the kids who modelled.

Then you might want to ask for some volunteers to model again. Choose carefully to try to get more that you think can do it. Go through the same routine, except you might do something a little different like pull one child to the side to conference with while the others sit quietly at their desk working. Again ask the class, put check marks behind good behaviors repeated and noticed

again and add any new ones.

You might want to ask if they noticed anything we should not do. If they remark on something ask, "Why shouldn't we do that during quiet work time?"

Next day repeat, but use different kids. By this time you are probably branching into your kids that haven't been doing the right things, so go over what the class observed the day before and then call the new students up. Continue with this for several days until they seem to be able to maintain the correct behaviour.

The other thing I would suggest is that if you have a very active group you might want to make sure that you include some movement every few minutes, so that they get a chance to move around. You can lengthen the seat time between movement times gradually, until they can maintain a reasonable period of time in seats."

"I would much rather praise the positive than punish the negative. In the beginning of the year I model and we practice the behaviours I want the children to do. I use the 'mystery walker' in the hallway, the 'mystery spot' for cleaning the classroom, and sometimes tallies for tables that work quietly. Tallies do take too much time and effort on my part - and it is difficult to be fair - so I use them as little as I can. The rewards are never candy, but I do give out some stickers. I like to give rewards such as classroom helper, line leader, etc."



"Many teachers do games and tallies for behaviour and the teachers give rewards - but with most classes I simply expect good behaviour. It is simple and works for most classes. We work out a set of class rules together, and the students know my expectations. A reward can be my pleasure with the student or my disappointment in the student is usually punishment enough.

I don't like bribes. The students should do what is right because it is right, not do it because of a reward."

"In Grade Two we learn to play a simple form of baseball. When they understand the rules, we do a 'three strikes and you're out' behaviour plan. When a student breaks a rule he/she has to write it down on a score sheet. Each student starts the day with 3 strikes and gets a small chart. Everyone writes the date and number to 3 on the paper. If they break a rule, they must write a sentence or two beside the number to tell what they did and what rule they broke. If they get three strikes in one day (broke three rules) then they must take the chart home and show their parents, and I write a short note with it. The parents cannot argue with the problem if it is written in the child's handwriting.

I keep a record of the daily charts in a book, and this gives me an excellent idea of a student's problems and is wonderful for parent conferences, if the behaviour is serious enough to discuss with the parents."

"I have a behaviour book in my classroom. When a student mis-behaves, he/she must write about it in the book with their name, the date, the problem, and what they will do next time. With students who do not write fluently, I have them tell me and they watch me write it and they sign it."



"One of the favourite rewards in my class is for me to take a picture with my digital camera of the child. I download it to my computer and they can see it immediately. I find this is a great reward for my ADHD student - he will really work to get his picture taken! The student can get a print-out if they wish, and they like to take these home.

I also use my digital camera to show damage caused by a student. I put this in my file and the student signs it to show his responsibility."

"I don't like the management systems that take time from teaching! I begin each year simply expecting my kids to behave, and I model the behaviour I want and we practice it. This only works for the whole year if I don't have serious behavioural problems in my class. Sometimes I am lucky, and I have a class that is happy and cooperative all year - but this isn't as often as I would like. I try not to use the management systems with rewards and/or punishments unless things are not going well."

"I give each student one of the library card pockets. Each child gets 3 or 4 craft sticks, depending on how many stages of discipline you want to have. Each stick should have the child's name on it. The pocket either stays on the top of the desk or moves with the child around the classroom. Each time a student is off task, ask them to give you a stick. Make it very clear why s/he must give you a stick so there is no question and have the child repeat it. Students who lose sticks may gain them back by working hard to give acceptable behaviour. Children with all their sticks at the end of the day get a sticker or other tiny prize, and those who lose all the sticks must phone home and tell about their day."

"I have a behaviour notebook. This is a binder that is kept on a table at the side of my desk. Each child has his/her own section. If there is a problem, the student goes to his/her section, writes the date and what he did wrong. We discuss the offense and I have the child tell me verbally what he did, and then I have words and phrases by the book that they can write to be specific with the offense. This book is very useful to show parents on conference times, and as it is in the student's handwriting there can be no argument!"

"I am instituting a 'STOPLIGHT' classroom management this year and made three painted stoplight trays out of cookie sheets. I bought a happy/sad/puzzled face stamp to go with that."

"I use the 'flip card system' together with positive encouragement. Each student has a numbered card with four stickers on it: green, yellow, red, blue. There is a sticker on each end of the card and on each side. They are encouraged to stay on the green team. There are various consequences for flipping their card. If I turn their card to yellow it's just a warning, although then they do not get a ticket at the end of the day. (Friday I draw 5 tickets for prizes) If they get to red they must write their parents a note telling what they did. I started doing this last year and I love it! It forces the child to take responsibility for their behaviour. Then I stamp the note with a 'parent signature' stamp and make a copy of it. They must return it the next day signed or I will call home. This year if they get to blue the parents must come in for a conference."



"When working with my guided reading groups, I keep the noise level under control by using coloured circles. If I want the class to stay on task and be very quiet, I put up a red circle. If they may talk softly in whispers, a yellow circle is put up. When more talking is allowed, there is a green circle. I find they will calm back down quickly when the circles are changed."

"Sometimes children bring toys or other things from home. I created a 'Safekeeping Box'. I found a medium-sized box with a lid, decorated it, and put a label on the box that said 'Items in Safekeeping, To Be Returned Later.' When I see children playing with something that is distracting them, I ask them to put it in the Safekeeping Box and let them know that they can retrieve their item at the end of the day. This validates their important personal treasures and assures them they will be returned. Additionally, it cuts down on the distractions in the classroom, as the students learn quickly to avoid having things put into the box."

"I teach my children to give and receive compliments. I choose a student of the week and make a colourful poster on which I write a few specific compliments about the student. My class takes time out at the end of the day for the children to give compliments to the student of the week. As I write the compliments on the poster, the students respond with 'thank you' and 'you're welcome'. We continue to do this every day that week. I find they are now complimenting each other more often and using the polite words to respond. It is very nice to hear!"

"When I have two quarreling children who come to me, each telling me their side of the story, the first thing I ask them to do is to sit together somewhere away from the other children so they can have privacy. Next, I tell them to talk between themselves about what happened, and then come back to me when they both have the same story as to what really happened. Many times, through this discussion, they will conclude that it was just a misunderstanding, and they will come back to me and say they have resolved it by themselves. If this is not the case, then when they come to me, I know I will hear what is probably the 'truth' about what happened, and I am able to handle it from there. This teaches the students the importance of communication, and that many times they are able to resolve their own problems without my interference."

"While the students are eating lunch I play soothing music, usually classical, and I also play it very softly when they are doing independent tasks. They really like it! We discuss the composer and they soon have favourites."

"I have a small kitchen timer to get my students to pay attention to the task at hand and not waste time. I set a specific time limit on many tasks and I've noticed a great improvement in finished work. This is especially helpful for the students with learning disabilities."

Classroom Rules

Involve the students when fixing the rules.

Have class meetings to discuss outcomes. How do you want to treat others? How do you want to be treated?

Have a few simple rules that are easily understood.

Have the rules stated positively. Talk about expected behaviour rather than the breaking of rules. Identify rewards and consequences. Doing what is expected should be its own reward, of course, but sometimes other simple rewards help to reinforce the rules. Rewards might be: doing a particular job in the classroom, being first in line, helping the teacher, being the leader in a game, etc. The consequences should be thoroughly understood.

Post the rules in the classroom. In Kindergarten and Grade One read the rules frequently and discuss them.

Model the expected behaviour and practice it.

Tell the parents about your rules and the expected behaviour.

Be consistent. If you allow poor behaviour one day, it will be much more difficult to prevent it on subsequent days.

Be safe.

Be kind.

Be responsible.

Be courteous.



"I like to have my rules as simple as possible. My favourite is 'I Care'. We brainstorm all the things in school that we should care about, each other, the learning, the classroom, belongings, etc."

"I feel that good behaviour management should have the students doing the right thing because it is the right thing to do. I try not to bribe with rewards or punish at all if I can help it. We talk about keeping our class the happiest place in the school, and we try to smile and laugh a lot. This works most of the time with most classes! We discuss manners, watching out for our classroom friends or younger children, we do the 'wrinkled heart' and leave it up all year. We talk about the behaviours that please us and make us proud.

Occasionally, later in the year, things get too noisy or the students begin to have problems. I have given out rewards, by giving good points to the rows or tables - and there is nothing wrong

with this once in a while. I do find it takes time out of my lessons so I have to balance the better behaviour with the time spent. I do worry about the 'fairness' of these games. It is all very subjective!

I do feel that I have gained pleasure in my work when the students are happy and calm, and when they are noisy or cranky my pleasure diminishes and I am sure the students feel it, too - so it is worth while to put some effort into producing the behaviours that improve the classroom tone."

"I always call my class the best in the school. The pride in this gives them something to live up to."

"I use a variety of rewards. I give some class rewards - an occasional movie, extra gym time, etc. The favourite individual reward is having the room mascot on the desk for the day. The mascot is a very fuzzy owl that I bought in London - I couldn't resist him - and the kids love him, too. To have Whooley on the desk for a whole day is just the best thing to happen!"

"I let a student winner sit at my desk for part of the day. This is a favourite prize."

"For team prizes, I get really neat things at the dollar store - fancy pencils and erasers, stickers, puzzle books, etc. I bought about \$20.00 worth and it lasts a long time!"

If you have a 'whole school' behaviour policy, it should have the following guidelines:
The method should be simple and easily understood by the staff, students and parents.
The management methods should be set out clearly so that everyone understands them, from small infractions to the large ones.
The policy should have a positive leaning, but there must be consequences for breaking the rules.
The rules must be consistently applied.
The policy for infractions should be simple so every staff member can use it.
The policy should be devised by everyone concerned and approved by all. The staff, students and parents should all feel that they 'own' it.
Special lessons should be taught at every level in the beginning of the year, and repeated as needed so that everyone continues to use the guidelines.
New students will need to be taught the rules, and new staff trained to use them.
The policies should be reviewed often and tweaked if necessary.

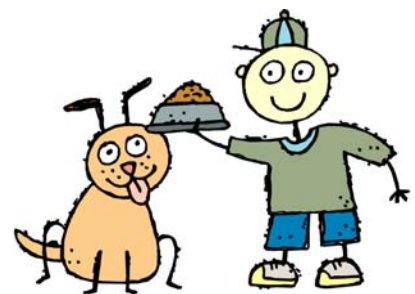
"We are not allowed to take away recess time. Because of our shortage of gym time, we use this as P.E. time. The kids really need this time as a break and a time to get some much needed exercise."



1. Be firm, fair, friendly, respectful, with a sense of humor.
2. A cheerful, organized classroom encourages good student behaviour.
3. Learn to anticipate problems before they begin.
4. Make learning interesting, fun and relevant. Even the most scripted lesson can be fun if the teacher makes it so.
5. Discuss, but never argue!
6. Have only a few classroom rules and state them simply, clearly, and often. Have the students help to establish the rules.
7. Act, don't threaten. Follow through on what you say.
8. Let your students know that you care about them.
9. Have your rules and expectations the same as the school's rules and expectations.
10. Parents can be important allies and resources.

"I have rewards for my children, but I don't believe in giving them prizes or treats. That is bribery! The rewards on my list are ones that make the child feel special for his/her good deeds. For example, when they get ten smiley faces on a behaviour sheet they can select one of the rewards from my list. I often add to the list so they have lots of choices.

1. For a day, use a fancy pencil from my box or very special pencils.
2. Choose the book that I will read to the group that day.
3. Sit at my desk with me to eat lunch.
4. Be the teacher's helper for the day.
5. Read with the stuffie of your choice.
6. Get extra computer time.
7. Move your desk to where you would like it for the day.
8. Go on a special visit to the library.
9. Be the line leader.
10. Read to yourself for an hour.



My kids are just as happy with privileges that do not cost anything!"

"Our school has a 'caught being good' board. All the teachers and school personnel who do not have a class participate. If they see a class or an individual being extra good or doing a good deed, they fill out a simple slip in duplicate with the name, date and behaviour. One copy goes to the classroom and the other gets put up on the board for all to see. The kids are very delighted to get a 'caught being good' notice and love to look at the bulletin board."

"When my whole class is due for a privilege, we have a 'Cuddle Up and Read' afternoon. The children bring blankets or light sleeping bags, a favourite stuffed toy. We have done it with pajamas and slippers, but that isn't necessary. I collect a selection of great books from the school library. The desks are moved to one side and we cuddle up and read and read and read. It is great to promote the idea of reading as a wonderful treat and the kids love it."

"I like to make 'good' phone calls to the parents. The children are very pleased and so are the parents, especially when they hear my voice on the phone they are expecting news that is not so positive! I also send happy notes home with the students."

"Make sure you document EVERYTHING that a troublesome or difficult student does every day - good things and bad things. Put it into a sequential file or a book. Discuss the notes with the parents and the Principal. You may need these for a diagnoses or to get help for the student at a later time. You may also see patterns - time of day, food, school work, home problems, peer problems, etc."



"I spend time teaching my Grade One students how to get along with others. I teach the word 'compromise' - and we talk about situations where people have differing opinions. We roll play simple conflicts such as deciding what to play when two children want to play different things, when two children both want the same book, etc. Some of my children will hit others or tattle when things don't go their way, and we talk about this being inappropriate and roll play other ways of giving opinions.

We talk about choices and that making good choices makes people happier. We use votes for in-class disagreements, such as the game we will play or the book they want read to them. The children on the losing end of the vote are taught to take defeat gracefully, too!

The time I spend on these skills is repaid by having a class that has much greater self-control!"

"I spend time teaching my class good manners. I teach in a lower socio-economic area and I find that many of my children have not been taught the basics. I begin with 'please' and 'thank you' and I insist they use these words when they talk to me or to their classmates. Then we work on 'I'm sorry' - talking about really meaning it when it is said! 'Excuse me' is next, and we talk about all the times it should be used and practice it.

I find these children interrupting me and each other a lot, so we spend time talking about taking turns and how they feel about being interrupted themselves. It is a pleasure when they learn this one!

I talk about the 'Golden Rule' - a concept these children have not yet discovered or been told."

"DYB means 'do your best'. Post the initials in your room near the chalkboard and every once in a while say, 'remember to DYB'. They think it's a secret code and have fun remembering what it means."

Ideas for ADHD Students

"I have a small box full of squeezable balls and simple small stuffed toys. I let my ADHD kids choose one when we sit in the circle, have story time or in group lessons. This prevents a lot of the wiggling that these children do constantly."

"I have several of the air-filled cushions that can go on chair seats or on the floor in the circle."

"I have a simple brown vest with weights sewn into the pockets. Wearing this weight seems to help some children sit still, calm them and gives them more control over their body movement. I asked an Occupational Therapist about this - I was told that it shouldn't be worn for long periods of time, but was fine for up to half an hour in one span and wasn't too heavy."

"My ADHD student's mother suggested that he be allowed to chew gum. This really seems to help!"

"A teacher on my staff put a strip of Velcro on the under edge of the desk for the child to feel. I have also provided small strips of tactile surfaces - carpet, satin, and fabrics with a nap. The kids do pull them apart which can be messy, but it helps while this is happening.... I have also heard that pipe cleaners are good for this, too."

"The ADHD child in my class is really affected by noise, changes in routine and movement. This makes conducting a 'normal' classroom difficult, but I try to keep all three things to a minimum. When things are noisy or transitions have children moving around, this child can quickly become a different person! I sit him where things are as quiet and peaceful as possible, and where there are as few disturbances as possible."

If you have bullying in your classroom or school, here are a couple of sites with good information.

<http://www.nobully.org.nz/advicek.htm>

<http://www.goodcharacter.com/GROARK/Bullying.html>



"Sometimes we have children in our classrooms with severe behaviour problems. I have a child with ADHD, and here are some things I have found that helped - not cured, of course, but controlled in the classroom. I found that I needed to give the student time outs - not as punishment but as a time to calm and quiet him. At a signal, he went to a corner of the room that is separate and read, coloured a picture, did his work or listen to a CD or calm music with headphones. This corner has no decorations or bright colours - as little as possible to distract him. While he is there the rest of the class tries to be especially quiet, too. It is a rest for all of us!"

Tattling

"I listen to the tattle and ask what the child thinks should be done. I keep my voice quiet and calm. After kids catch on that I am not really interested in their tattles I find they don't do it as often. If you make a big issue about the stories they seem to increase."

"I spend a lot of time teaching the difference between tattling and telling. I always ask them to decide which it is before they come to me - or any other adult. We tell really important things - bullying, someone injured, someone sick. Tattling is done to get another person in trouble. They soon understand this - although it never completely stops!"

"I have my students write their tattle down. It has cut down on the tattling a great deal. They really think twice about whether it is important or not."

"Instead of tattling, I ask my kids to 'nattle'. Nattling is saying something nice about someone else."

"One teacher I knew had a turtle up on the bulletin board. The class named him Thomas. When someone came up to tattle, he/she was told to go and tell the tale to Thomas Turtle. Sometimes they did, and it was very funny to watch!"

"I have a hand mirror and the children are told to look in the mirror and tell the story....."

One teacher only accepts tales if they are one of the four Bs - barf, blood, bullying or broken bones.



Noise, noise!

"I used to have difficulty getting the class quiet. Nothing seemed to make any difference. Then I wrote the word 'awesome' on the board. When I had to speak to the entire class, I erased a letter beginning with the final letter. If the class made it to lunch time with the word intact, they sat where they liked. If not, they had assigned seats. If they lost the entire word by the end of the day, the following day they had silent lunch. If the entire word was intact at the end of the day, they were rewarded with 15 extra minutes of PE the next day. The first two days the class was at 'awe' by lunch time and they had an 'a' left at the end of the day. Each day they improved. This past week they had the word intact at lunch two days out of five. It worked for me when all else failed."

"I have two boys who need a bit of extra encouragement to behave this year. With them, I take 5 minutes at the end of the day and we review whether or not they think they made good choices. THEY are responsible for evaluating their day (they are 5 and 6 year olds). I know they will be honest, too! I send home a little note with each of these boys every day telling their parents how they evaluated themselves and how I evaluated their day. The parents have really helped in this situation, too."

"I like to use the book *Chrysanthemum* (Kevin Henkes) at the beginning of the year to talk about inclusion and bullying. In the book, the children in her class make fun of Chrysanthemum's long name. I enlarge a picture of her from the book and give one copy to each child. Every time Chrysanthemum is made fun of in the story, we stop and crumple the picture a bit. By the end, our picture is crumpled into a ball. Later we talk about how we can say we are sorry if we hurt someone (and smooth out the paper) but the hurt will still be there. Illustrated by the wrinkles still left in the paper, even after we try our best to smooth it out."

"Here is a very brief behaviour management teacher tip I've used for years and found it works really well in my K-2 class. I have a desk tucked behind my classroom door we call the 'Privacy Desk'. On the side of the desk, I have attached a sign, upon which is written; 'Privacy Desk: If I am sitting here, please don't talk to me because I need some quiet time to think. Thank you'. If kids come in off the yard upset and unwilling to talk, or have a meltdown in the class, I encourage them to go to the Privacy Desk to cool off and/or take a break to think. I always check on the students after 5 or 10 minutes to make sure they're O.K. and want to talk. Students often go on their own, and will sometimes choose to do their work there if they need a really quiet spot. At the desk we keep a 'feelings' poster, headphones, a chart of strategies they can use to solve small problems, and a small stuffed mascot from our conflict resolution program taught at the beginning of the year (called 'Kelso's Choices', an absolutely fabulous program for teaching kids how to make choices to help them solve small problems). If there is a conflict between two students, I send them to the privacy desk together to try and solve it on their own (I check on them after about 10 minutes, or if there's excessive giggling, after which I tell them I can help them with it later).

I've found the 'Privacy Desk' is respected by the students and empowers them to solve their 'small problems' independently. It also gives them a safe place to sit in peace where they won't be bothered, which is sometimes hard to find in a classroom and it gives me a positive place to send someone who needs a time-out."

"One thing that works in my class is the 'I feel _____ when you _____ because _____.' The 'I feel' statement reminds them they are not being respectful and need to remember their place. For example, sometimes my kids try to talk when I am teaching.....they already know everything and interrupt all the time. When this happens I stop and quietly wait for the offenders to stop talking too. Then I say, 'I feel frustrated when you talk when I talk because we cannot get our lesson done and it isn't fair to the others who are listening.' Amazingly enough, when the offenders hear this they will look repentant and stop the calling out or playing around. Its taken us awhile to get to this point but it really seems to be hitting home."



"Children who suffer from ADHD are living a life of negativity. The first thing that I would recommend is to try to focus on the positive instead of the negative. These children are used to receiving punishment and often become negative attention seekers. This then perpetuates the

problems that they have. Here's what I do:

1. Realize that the children are suffering too. No one likes them, they seem to always be 'in trouble'.
2. They often can't see past their impulse to do something in order to focus on the consequence of their actions. Having to focus on a whole day can be too overwhelming for them to even contemplate.
3. I find at least one positive thing about them and make that my focus.
4. I've found that behaviour contracts work extremely well with ADHD children. If I break our day into smaller, more manageable chunks of time, the child is able to focus on one chunk at a time.

Give the tools to problem solve

"We talk about problems being little, middle-sized or big. Little problems can be solved by the child: my pencil broke, I finished my book, someone bumped into me accidentally. Middle-sized problems are ones where minor hurt is involved, either hurt feelings or minor scrapes, arguments, etc. Large problems are bullying, serious injury, blood, sickness, a stranger on the playground, fire, etc. Brainstorm problems and write them on a chart in the right column after discussion.

Little problems should be able to be solved by the person. With middle-sized problems, the person should try first to solve it by speaking to the other person involved, but if it doesn't get settled the teacher can be told. Big problems must be told to an adult immediately.

Every day do 'what if' questions and ask the children what they should do. If problems arise in the classroom or playground with the students, talk about the solutions. Ask what they did about the problem and how it could have been solved in other ways."

I feel sunny!

"I have a chart with pockets and the students names on these. Inside the pockets are cards.....sunny, cloudy, rainy, stormy - with the pictures. The students start the day being sunny, and the weather deteriorates if the behaviour does. If a child ends on stormy for the day, we go to the phone in the classroom and the child phones the parent to tell them about it. The children do not want to have to do this! They also have a chance to improve the weather, if the behaviour noticeably improves through the day."

Tattling

"I have my students 'talk it out'. When the kids come in with problems, I have them go out into the hall and take turns telling each other their side of the story. They must be quiet while the other person is talking. This usually solves the problem."

"I have Grade Twos and Threes. I tell them that if they come to tell me something, it must begin with the word 'I.'"

"We ask these main questions:

1. Are they trying to hurt me?
2. Could someone get hurt by their actions?
3. Are they in danger by doing what they are doing?

We discuss hurt feelings, and I always do the 'wrinkled heart' to show how hurtful things stay with us." *If you don't know that story, e-mail Primary Success....*



We Have Rules

We have rules. We have rules.
Rules to keep us safe at school.
We use inside voices and walking feet,
(point to mouth, then to feet).
We don't touch or bother the friends we meet.
(Hug self and shake head)
And when we're eating we stay in our seats,
(sit and pretend to eat)
'Cause we have rules
At our school.



"For a child who can't seem to sit still, give him/her something to do. I put a strip of the soft velcro right inside his desk for him to run his fingers back and forth on instead of the tapping pencil, crayon or whatever is at hand. There are also the stress balls - they feel odd and they squish when you squeeze them. It really seems to help for these children to have something to manipulate."

"I've been trying to help my children 'find' their indoor voices. They didn't seem to know how to work, read, etc. with a quiet voice. Out of frustration one day I had them repeat after me...'This is my one voice (barely audible whisper), This is my two voice (soft whisper)' and so on with these bench marks - 3- regular whisper, 5 - regular speaking voice, 6 - presenting voice - up to 10 - a good loud shout. A zero voice then becomes just mouthing the words - no sound. After very little practice they seemed to be able to find the volume when I call out a number. Now when they are working I'll say something like - 'this is quiet work so I should only hear your 1 and 2 voices', or 'this is quiet reading time - you are the only person who needs to hear what you are saying so let's use our one voice'. When it creeps up to 5 or 6 I remind them that they are using their 6 voice (in my 6 voice) and they should be using their 2 voice (in mine) We practice - this is my 2 voice, etc. It seems to work well."

"The one little thing I do that helps my days run smoother, is that I use signs and a little brass bell for general instructions. I have about 5 - printed on heavy tag - things like Quiet Please, Come to the Carpet Please, Tidy Up Please, etc. I never have to raise my voice to get the class's attention and EVERY child can read the signs in no time at all - they are very proud that they can read them, and the class stays much quieter because I never have to raise my voice."

"I do the 'mystery' piece of paper for clean-up. I select a piece of paper that is on the floor, and whoever picks that one up gets a small prize. The children clean up all the papers, and have to be back in their seats by the time I finish counting."

"I use music all the time in my grade two classroom. There is always music playing softly when the students enter the room from another activity, and we start and end the day with songs. During writing and SSR I play different kinds of music, some classical, mostly instrumental, and often popular songs in instrumental versions."

"Have expectations and standards for behaviour. It is better not to use any of the negative 'punishments' or positive rewards (except praise) if you don't absolutely need them. With some classes you will likely have had to use everything in the book, both positive reinforcement (extra privileges, prizes, stickers, candy, certificates, etc.) and negative (taking away privileges, time out, letters or phone calls home, etc.). Many teachers find management strategies work better if the rewards or negative reinforcement are used on an occasional basis. We do, of course, want our children to behave well because it is the right thing to do, not for rewards or because of punishment. Other teachers use one method all year so the children feel secure and confident with the same rewards and/or consequences, and this works well for them.

Make sure you carry through any behaviour modification process you decide to use. If you find yourself forgetting or letting behaviours pass, spend time modelling them again.

Many of the procedures are time consuming. Make sure you are gaining time because of the more well-behaved class, and that you are stopping your lessons less frequently than you would without them."

"I tell them they can keep talking, just without sound. It usually catches their attention quickly."

"At the beginning of last month I introduced Apology Notes to my class. I have pre-printed the note with lines....

Apology Note

Dear _____

I am sorry that I _____

Next time I will try to _____

Your friend _____



The children tell me what it is they have done, and more importantly what they could do next time to handle the situation more appropriately. I like the fact that they have to take the time to figure out a better way to correct the behaviour."

Make My Day!

"Last year my class had a 'Make My Day!' month. We each made a concerted effort to 'Make' someone's day. We discussed the little things you can do to make someone else feel better. My kids were great. Telling lunch room workers 'thank you', finding something nice to say, smiling! Holding doors! They did these things at home and when they were out in public. It was amazing.

They felt so good about themselves. One year my class made up smiles and gave them to people. I think it said something on the back like, 'Here is a smile for you today. You deserve it. Maybe you would like to pass it on!' That was neat, we saw out smiles turning up everywhere!"

One - Two - Three

"For students with difficult behaviour, one can use this system for behaviour management. Make a daily chart with three blanks to fit a sticker or happy face, and have enough pages for a week at one time. Have a space for the week dates and the daily date. Explain the process to the student. When you say, 'one' or show one finger, this serves as a reminder to cease the behaviour. When you say 'two' or show two fingers, this serves as a warning to cease the behaviour. When you say 'three' or show three fingers, the student then leaves the room or whatever arrangement you have made, often with the office as support if necessary. The student is either out for 5 minutes or out until the next break in the day or time period. It depends on the behaviour. If the student does not reach '3' in that period of time, they put a sticker in the space. If they reach '3', they don't put a sticker. You can also go for a reward if there are 3 stickers in a row in a day. Some teachers will say 'Take 5' when a student hits '3'. The idea is to make this as non-intrusive as possible and without emotional engagement. Give the verbal and walk away. Teacher aids can also use this in the room so that student knows all adults in the room are on the same page and are working to support changes. The student is still responsible for work being completed. There seems to be a lot of literature about supporting the use of this behaviour modification technique. Students seem to wean themselves off. Some homes also use this method in conjunction with the school."

Read the Signs

"I use a little brass bell and signs. I have a collection of them with the various instructions needed most. 'Quiet, please', 'Come to the carpet, please' etc. I use these for two reasons: 1) The quieter I am, the quieter the class is - it helps to create an atmosphere. 2) I firmly believe in a print rich class where reading is a part of what we do all the time - therefore reading the sign is a necessary part of the function of the classroom."



"I award group points for good behaviour which I tally on the board. On Fridays I award a treat to the winning group. We switch groups each week."

"The children know that I like to look for students who are following the class rules. If I catch someone that child gets his/her initials on the board. If I catch that child again, I put a checkmark beside the initials and it means that child gets a sticker. The children can get more than one checkmark, which means more than one sticker. Before I dismiss the children for recess or the end of the day I check to see if I need to give out stickers. They like receiving stickers and for some children this has helped them to follow the rules better. The children keep the stickers they receive in their agendas."

"A wonderful resource I heard about this fall that encourages children to practice good manners is a teachers' guide book, CD and posters. The songs are lively and engaging- my class loves them! We often play freeze dance with the theme song 'Good Manners'. (I turn on the CD and when I stop the music, anyone who does not freeze is out.).

The program is: Manners Matter & Character Counts For Kids by Judi the Manners Lady.
www.themannerslady.com



"One idea that has worked for me in the past but is somewhat time-consuming for the teacher is individual sticker charts on their desks. They earn stickers every class, or for some children it may even need to be every 15 minutes. I would focus on 2-3 main areas we needed to work on and that would be the reminder for those students. So it may be to work quietly for 15 minutes and if they can do it they get a sticker. For every 20 stickers they would get a prize. You have to be careful to make sure they are only working on one thing at a time (but over the day you could work on 2 or 3 things as long as they know what it is they need to be doing). Once they seem to be following that rule then you move to something new.

The hard part for the teacher is to be consistent especially if you have 4 or 5 students you are doing this with. But I did find it often worked with many students because the feedback was regular and the rewards as well. And for many children their behaviour is often associated with the need to be noticed, so this method gives them extra attention in a positive way.

"Here are some ideas I've used in the past when I've had a difficult group. We talk about what it means to be 'on task' and then I have them sit in their desks with some work and I take a picture of them being on task. I then print the pictures and tape them to their desks with a line underneath reading 'Name, on task'. That way I come around when they are working and I just point to their picture if I notice them off task as a reminder of what they should be doing.

For a while I made sure I wore pants or skirts that had two pockets. I would put bingo chips that had the children's names on them in my right hand pocket at the start of the day. When the children were in line, I would say that I was going to pull a chip out of my pocket and if that person was standing listening and being respectful of the others around him/her, that person would receive a candy. (We're talking one pez candy from a pez dispenser - teeny tiny). Once I used that chip, I would put it in my other pocket.

If two children are having a conflict or are angry at each other, I pull up two chairs and have them sit and face each other. They must not touch each other, they are only allowed to talk. Neither can get off their seat until the other gives them permission. We do a lot of work with I-messages and how to explain how we feel. We also do a lot of work on repeating back what the other person says "I heard you say.....did I hear you correctly?" so they can be relatively successful with the two-chair discussion idea.

I would also use lots of picture books to help look at how we treat each other. The counsellor probably has some suggestions. Here are some I've used: The Recess Queen, The Bad Mood, Enemy Pie, The Golden Rule, Do Unto Otters, Say Hello, The Very Cranky Bear, Chrysanthemum, Pebble.