

CHOICES

A New Management System For Dealing With Negative Behavior

MAKING BETTER CHOICES		Student # 6	
Name: <u>Calvin</u>	Date: <u>9 / 20 / 10</u>		
<i>I didn't meet one of my student responsibilities today in class. (You can see it checked below.)</i>			
<i>I'm going to make a better choice next time.</i>			
<input type="checkbox"/>	STAYS ON TASK	<input type="checkbox"/>	DOES NEAT, CAREFUL WORK
<input type="checkbox"/>	COMPLETES WORK ON TIME	<input type="checkbox"/>	CLASSROOM BEHAVIOR
<input type="checkbox"/>	WORKS COOPERATIVELY	<input type="checkbox"/>	PLAYGROUND BEHAVIOR
<input checked="" type="checkbox"/>	FOLLOWS DIRECTIONS	<input type="checkbox"/>	RESPECTS RIGHTS OF OTHERS
<input type="checkbox"/>	LISTENS TO LEARN	<input type="checkbox"/>	PRACTICES SELF-DISCIPLINE
<input type="checkbox"/>	Student comments on back.	<input type="checkbox"/>	Teacher comments on back.

The form shown above is called a Pink Slip because it is reproduced on pink paper. Students are given a Pink Slip when they are not abiding by one of their responsibilities. On Monday, Pink Slips collections from the previous week are stapled to letters and taken home to share with parents. Pink Slips and letters are then returned on Tuesday.

*Sequoia Elementary School
Room 12 Mr. Morris*

*Here's a sample letter explaining
the Choices program to the parents
of my students.*

Dear Parents,

In order to obtain the greatest academic and social growth for the greatest number of students, a system of discipline must be in place at all times. Actions and consequences need to be clearly understood by students, parents, and teacher. It is from this basic understanding that we can all move toward the desirable goal of bringing out the best in each child.

A good attitude to take toward discipline is this: *discipline is teaching, not punishment*. We want to teach children appropriate behavior, not just punish the inappropriate. Through this combination of educating and correcting we can help to create truly responsible, independent citizens.

The method of discipline we employ in Room 12 is fair, firm, consistent, productive, non-emotional, and provides a high level of school-home communication. Our system, called simply Choices, is based upon a set of student responsibilities. It stresses self-discipline while helping to develop positive, well-balanced students who possess good work skills and study habits.

Student Responsibilities (Classroom Goals)

Our ten responsibilities for this year come from the portion of the report card that deals with work skills, study habits, and citizenship.

1. Stay on task
2. Complete work on time
3. Work cooperatively
4. Follow directions
5. Listen to learn
6. Do neat, careful work
7. Good classroom behavior
8. Good playground behavior
9. Respect rights of others
10. Practice self-discipline

Consequences

When classroom goals are not being met, students are given a pink slip. Consequences increase with each additional pink slip.

1. Reminder
2. White Slip sent home
3. Telephone call to parents by student
4. Five minute in-school suspension *and* a telephone call to parents by Mr. Morris
5. Conference with student, parents, and Mr. Morris

The First Pink Slip:

Pink slips are quarter-sheet pieces of paper which list our classroom goals. I keep a supply of them handy at my desk and at our in-room counseling center. Whenever one of our students is not meeting one of his responsibilities, he is given a pink slip. The student who has received the pink slip writes his name, number, and the date on it. On the back side, the student has the opportunity to write a comment regarding the choice that was made. For example:

Student # 6

MAKING BETTER CHOICES

Name: Calvin Date: 9 / 21 / 10

I didn't meet one of my student responsibilities today in class. (You can see it checked below.)

I'm going to make a better choice next time.

<input checked="" type="checkbox"/> STAYS ON TASK	<input type="checkbox"/> DOES NEAT, CAREFUL WORK
<input checked="" type="checkbox"/> COMPLETES WORK ON TIME	<input type="checkbox"/> CLASSROOM BEHAVIOR
<input type="checkbox"/> WORKS COOPERATIVELY	<input type="checkbox"/> PLAYGROUND BEHAVIOR
<input type="checkbox"/> FOLLOWS DIRECTIONS	<input type="checkbox"/> RESPECTS RIGHTS OF OTHERS
<input type="checkbox"/> LISTENS TO LEARN	<input type="checkbox"/> PRACTICES SELF-DISCIPLINE

Student comments on back. Teacher comments on back.

Front side of pink slip.

I'm sorry I
didn't get my math
done on time.

Reverse side with student comment.

This pink slip is then placed on our Three “R” board. (The Three “R’s” come from our class pledge: *As a member of Room 12, I pledge to respect myself by making good choices, respect my classmates by treating them kindly, and take responsibility for all of my actions.*) If the student meets our goals for the remainder of the day, the pink slip merely represents a reminder, which is our first consequence. After all, everyone needs the chance to show that he can improve without punishment.

The Second Pink Slip:

Should the same student make another poor choice, an additional pink slip would be given out, filled in and added to the first. It might be the same goal or it could be one of the others that wasn't met. Whatever the situation, a copy of the pink slip will be sent home that day informing the parents about the self-discipline challenge their child is facing. Please take time to discuss this situation with your child. Work out positive solutions to the behavioral challenges he or she may be developing. Sign the form, and send it back to class the next day. By working together in this way, we can help prevent minor problems from becoming major headaches.

The Third Pink Slip:

When a child receives a third pink slip in one day, he is asked to make a telephone call to his parents. He might be calling home or to a work place. Over the phone he will share with you the choices he made which resulted in pink slips. (Since your child will be bringing home a copy of the pink slip, you will have a chance to sit together and calmly discuss the situation in detail. So, a long, in-depth telephone conversation is not necessary.) Maybe you and your child have already agreed upon your own set of consequences for each pink slip received. This phone call would be an appropriate time to remind him of that agreement.

CALVIN: *Hello, Mom? It's me. I'm calling because I got three pink slips today.*

MOM: *What seems to be the problem, honey?*

CALVIN: *Well, I haven't been working well with my team. I don't mean to. It just happens. Also, I didn't finish my math assignment on time.*

MOM: *Do you remember we talked about this? You need to try to control yourself. I know you can do it. Get back to work and show me you can do a better job.*

CALVIN: *Okay, Mom. I'll try.*

Whatever your style of interaction, try to end the conversation with your child getting back on task with a commitment to improve. We don't expect perfect behavior, but we do expect to see—and not just hear about—improvement.

The Fourth Pink Slip:

We're getting serious now. After receiving a fourth pink slip, the child is immediately sent to another room for five minutes: an "in-school suspension." This is a significant matter in that he is depriving himself of the educational activities which will be taking place during his absence; however, without a sense of discipline and self-control, there's not much a child is going to learn during these activities anyway. In addition to the copy of the pink slip going home and the call from the child to one of his parents, I will be phoning home to talk briefly. I've found that parents sometimes don't get the entire picture when they talk with their children. I'll be calling to fill in the details. Nothing beats communication for problem solving.

The Fifth Pink Slip:

A conference with the student, his parents, and myself will be scheduled whenever a fifth pink slip has been given out. Once again, it is not punishment we are looking for but communication. And at this level of misbehavior, communication becomes doubly important. By not achieving our classroom goals on five separate occasions in one day, I can only assume that the student doubts our conviction in the area of discipline. It's our job to communicate how serious we are about these things. I want the child to leave the conference realizing that what we say is what we mean.

To help reinforce our concern, it would probably help if there was a consequence at home as a follow-up to the conference. Being placed on restriction, losing TV or telephone privileges are a few that come to mind. The exact nature is up to you. The bottom line is that steps are being taken to ensure improvement in classroom work skills and behavior.

Day-to-Day:

At the beginning of each school day, the pink slips from the previous day are taken down from the Three “R” board and filed away. This enables everyone to start the day fresh: an important ingredient of effective discipline. On a daily basis I stress to my students the concept of each day being another chance to do well. We wouldn’t ever want them to get the impression that they are “bad students” or that they can’t become responsible and productive. Having high, but realistic, expectations leads to positive growth and development. It’s a new day, show me what you can do. Just remember that we keep track of your behavior with pink slips. Negative behavior produces a large pink slip collection; positive behavior results in a small one. See what you can do to keep it small.


Week-to-Week:

These “pink slip collections” will be sent home once a week (on a Monday) with an accompanying letter (a Three “R” Bulletin.)

	Monday	Tuesday	Wednesday	Thursday	Friday
FIRST WEEK OF SCHOOL	Introduce student responsibilities during the first week.				
SECOND WEEK OF SCHOOL	Letter to parents explaining the Choices program.				
THIRD WEEK OF SCHOOL	Three “R” Bulletin #1.	Signed bulletin returned to class by student.			

In these letters I usually try to identify specific areas of need for our class. Also, whenever I can highlight positive gains being made in class, I will do so. It might be a good idea to read the letter with your child. (Have them read it to you!) I can’t emphasize enough how critical your support and cooperation are in the area of discipline. Your help is invaluable. After discussing the letter, both of you should sign it. It is to be sent back to school on Tuesday with the pink slips still attached. The Three “R” Bulletins will be filed away in individual student folders.

A new, one-week pink slip period begins each Monday. Students are encouraged to become positive and self-disciplined. It’s a year-long class theme and one in which I strongly believe.

Sincerely,

 Rick Morris

White Slips

Whenever a student receives his second pink slip of the day, he fills out an additional one to take home. Since I want to keep all pink slips in the classroom until they're sent home on Monday, it's helpful to be able to send home an extra copy for some immediate communication.

To help keep things straight, we use white copies for sending home. The procedure for completing white slips is the same as the pink ones so it's a simple matter for the student to take care of. After completing the white slip, the student will take it home, get it signed by a parent, and return it to school the next day. White slips can be filed in the pink slip file box or thrown away, it doesn't really matter.

As a reminder that a student has taken home a white slip, I will leave his two pink slips on the Three "R" board. When the white slip has been returned, the pink slips are then filed in the pink slip box. This simple procedure helps me to remain consistent throughout this discipline process. As we all know, nothing beats fairness, firmness, and consistency for producing positive changes in your students.

MAKING BETTER CHOICES

Student #
6

Name: Calvin Date: 9 / 22 / 10

I didn't meet one of my student responsibilities today in class. (You can see it checked below.)

I'm going to make a better choice next time.

	STAYS ON TASK
	COMPLETES WORK ON TIME
	WORKS COOPERATIVELY
✓	FOLLOWS DIRECTIONS
	LISTENS TO LEARN

	DOES NEAT, CAREFUL WORK
	CLASSROOM BEHAVIOR
✓	PLAYGROUND BEHAVIOR
	RESPECTS RIGHTS OF OTHERS
	PRACTICES SELF-DISCIPLINE

Student comments on back.

Teacher comments on back.

Sample White Slip completed by the student and taken home at the end of the day. It might be appropriate to have the student write a brief note on the reverse side.

Note: The form indicates that the student didn't meet "one of my responsibilities" but is actually checking off more than one item. No big deal. Plus, I didn't want to create two different forms.

THREE "R" BULLETIN

September 27, 2010

Dear Room Twelve Students,

Here is your first Three "R" Bulletin. I want to tell you how proud I am of you for the responsible way in which you conduct yourselves. In just a few days, I have seen many of our students showing a great deal of self-control. I've also seen a lot of involvement and positive attitudes. Let's keep up the good work.

Either you have pink slips stapled to this letter or you have a "3R" Club stamp. Whatever the case may be, please share this letter with your parents and ask them to sign it. If they have time, a comment or two regarding your behavior for the past week would be nice.

Sincerely,

Mr. Morris

Rick Morris

Total number of pink slips this week: 10

COMMENTS:

I will try to do better next time.

Calvin

Student signature

After receiving his completed Three "R" Bulletin, Calvin was asked to write a comment or two and then sign the letter.

COMMENTS:

Parent signature

MAKING BETTER CHOICES		Student # 6
Name: <u>Calvin</u>		<p><i>Pink slips received during the week were stapled to the bottom of the letter. They should still be stapled to the letter when it is returned to class.</i></p>
<p><i>I didn't meet one of my standards today in class. (You can see it checked below.)</i></p> <p><i>I'm going to make a better choice next time.</i></p>		
<input type="checkbox"/>	STAYS ON TASK	<input type="checkbox"/>
<input type="checkbox"/>	COMPLETES WORK ON TIME	<input type="checkbox"/>
<input type="checkbox"/>	WORKS COOPERATIVELY	<input type="checkbox"/>
<input checked="" type="checkbox"/>	FOLLOWS DIRECTIONS	<input type="checkbox"/>
<input type="checkbox"/>	LISTENS TO LEARN	<input type="checkbox"/>
<input type="checkbox"/>	DOES NEAT, CAREFUL WORK	<input type="checkbox"/>
<input type="checkbox"/>	CLASSROOM BEHAVIOR	<input type="checkbox"/>
<input type="checkbox"/>	PLAYGROUND BEHAVIOR	<input type="checkbox"/>
<input type="checkbox"/>	RESPECTS RIGHTS OF OTHERS	<input type="checkbox"/>
<input type="checkbox"/>	PRACTICES SELF-DISCIPLINE	<input type="checkbox"/>
<input type="checkbox"/>	Student comments on back.	<input type="checkbox"/>
<input type="checkbox"/>	Teacher comments on back.	

Record Keeping

On Monday afternoon, I call the students over to our conference area one at a time. They bring their copy of the Three “R” Bulletin. Reaching into the file box where I store the pink slips the students have filled out, I pull out the appropriate ones and staple them to the letter. Using a felt-tip pen, I then record on the letter how many pink slips the student had received last week.

My student manager, working next to me, will write the individual totals for each type of pink slip on a record sheet. By doing this, I’ll retain simple documentation of what went home in case someone “loses” his Three “R” Bulletin.

Starting Tuesday morning, I’ll check to see that the students have returned their letters. As you can see below, the student numbers on the record sheet doubles as a check-off list.

Three R Bulletin Week of 9/20	Stay on task	Complete work on time	Work cooperatively	Follow directions	Listen to learn	Neat, careful work	Classroom behavior	Playground behavior	Respect rights / others	Practice self-discipline
3R Ana 1										
Angel ②			3	2					2	
Ashley 3		4								
3R Bobby 4										
Brianna 5					2		1			
Calvin ⑥	2	1		2				2		3

3R

An easy-to-see reminder that this student had not received any pink slips that week.

⑥

This student has not yet returned this Three “R” Bulletin. If I don’t receive it in a day or so, I’ll make some type of parent contact.

~~3~~

A line through the number on the record sheet indicates that the Three “R” Bulletin was returned on Tuesday.

~~②~~

Although the letter wasn’t returned on Tuesday (circle the #) it was brought back the next day (line through the #).

THREE “R” BULLETIN

October 11, 2010

Dear Room Twelve Students,

Wow! What a great job you did last week in making good choices. I saw a decrease in the number of pink slips being given out and an increase in the number of students who qualified for the “3R” Club. Way to go, hard workers.

There is one goal we need to work on this week: following directions. If you received any pink slips last week for not following directions, see what you can do to improve this week. As always, please share this letter with your parents and ask them to sign it. If they have time, a comment or two regarding your behavior for the past week would be appreciated.

Sincerely,

Mr. Morris

Rick Morris

Total number of pink slips this week: _____

COMMENTS:



Student signature

COMMENTS:

The Three “R” Pledge

*As a member of Room 12, I pledge to
Respect myself by making good choices,
Respect my classmates by treating them kindly, and
Take responsibility for all of my actions.*

Parent signature

Student #

MAKING BETTER CHOICES

Name: _____ Date: ____/____/____

I didn't meet one of my student responsibilities today in class. (You can see it checked below.)

I'm going to make a better choice next time.

	STAYS ON TASK
	COMPLETES WORK ON TIME
	WORKS COOPERATIVELY
	FOLLOWS DIRECTIONS
	LISTENS TO LEARN

	DOES NEAT, CAREFUL WORK
	CLASSROOM BEHAVIOR
	PLAYGROUND BEHAVIOR
	RESPECTS RIGHTS OF OTHERS
	PRACTICES SELF-DISCIPLINE

Student comments on back.

Teacher comments on back.

Student #

MAKING BETTER CHOICES

Name: _____ Date: ____/____/____

I didn't meet one of my student responsibilities today in class. (You can see it checked below.)

I'm going to make a better choice next time.

	STAYS ON TASK
	COMPLETES WORK ON TIME
	WORKS COOPERATIVELY
	FOLLOWS DIRECTIONS
	LISTENS TO LEARN

	DOES NEAT, CAREFUL WORK
	CLASSROOM BEHAVIOR
	PLAYGROUND BEHAVIOR
	RESPECTS RIGHTS OF OTHERS
	PRACTICES SELF-DISCIPLINE

Student comments on back.

Teacher comments on back.

Student #

MAKING BETTER CHOICES

Name: _____ Date: ____/____/____

I didn't meet one of my student responsibilities today in class. (You can see it checked below.)

I'm going to make a better choice next time.

	STAYS ON TASK
	COMPLETES WORK ON TIME
	WORKS COOPERATIVELY
	FOLLOWS DIRECTIONS
	LISTENS TO LEARN

	DOES NEAT, CAREFUL WORK
	CLASSROOM BEHAVIOR
	PLAYGROUND BEHAVIOR
	RESPECTS RIGHTS OF OTHERS
	PRACTICES SELF-DISCIPLINE

Student comments on back.

Teacher comments on back.

Student #

MAKING BETTER CHOICES

Name: _____ Date: ____/____/____

I didn't meet one of my student responsibilities today in class. (You can see it checked below.)

I'm going to make a better choice next time.

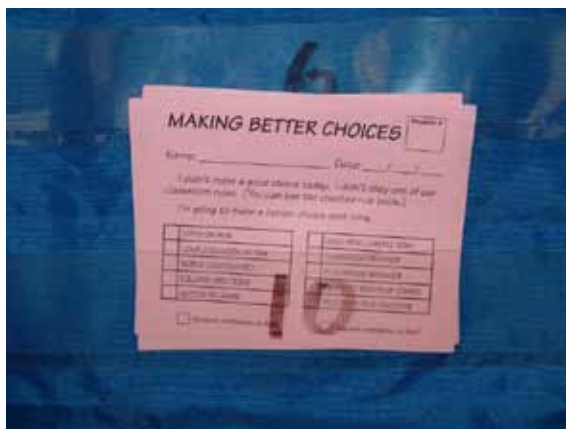
	STAYS ON TASK
	COMPLETES WORK ON TIME
	WORKS COOPERATIVELY
	FOLLOWS DIRECTIONS
	LISTENS TO LEARN

	DOES NEAT, CAREFUL WORK
	CLASSROOM BEHAVIOR
	PLAYGROUND BEHAVIOR
	RESPECTS RIGHTS OF OTHERS
	PRACTICES SELF-DISCIPLINE

Student comments on back.

Teacher comments on back.

*Pink slips are removed from the pocket chart at the end of the day and filed in a box.
I felt it was important for my students need to see a clean chart (fresh start)
at the beginning of the new day.*



Exception to the rule: I learned to leave pink slips in the pockets whenever a student had received more than one of them. This simple visual acted as a reminder for me to follow up with the student and collect the signed white slip that had been taken home.



A 4 x 6 index card file box and a set of numbered dividers works great for storing the pink slips until they are sent home on Monday.