

# SIMPLE SOLUTIONS

To Common Classroom Problems

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*Effective Discipline*

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Now available in the Google Play Store for Android devices.

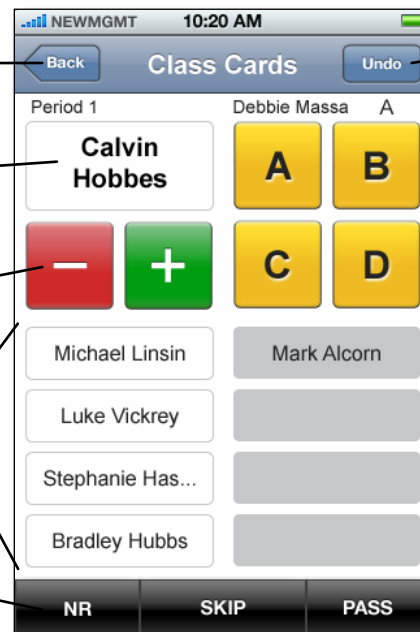
**Back**  
Returns to Start Screen for class selection or to view scores.

**Current Student**  
The student to call upon.

**Objective scoring**  
True/False; Yes/No; Multiple Choice  
+ = 100%  
- = 12.5%

**Next Queue**  
The next four students to be called upon.

**NR/SELECT**  
NR = no response  
SELECT = you choose who to call upon from a roster of names



**Undo**  
Recall previous student in order to change the score.

**Subjective scoring**  
Opinions, observations, etc.  
A = 95%  
B = 85%  
C = 75%  
D = 65%

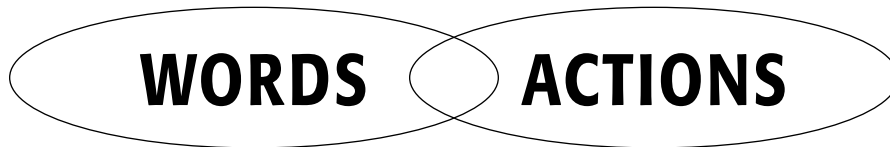
**Hold Queue**  
Current Student's name is tapped if he asks for more time. Later, a tap on the name will return the student to the Current Student spot so that a response can be given. The other five students move down one position.

**Pass**  
Use for calling upon students without scoring responses.

*“Discipline is teaching, not punishment.”*

—T. BERRY BRAZELTON  
HARVARD PEDIATRIC BOARD

## The Big Picture



*When it comes to teaching appropriate behavior, we can use words, actions, or a combination of the two. For the most part, though, educators have attempted to do the majority of this teaching with just words. Unfortunately, words alone will not produce the desired results. The predictable outcome is that the teacher eventually becomes frustrated and resorts to traditional “old school” responses and behaviors.*

## Traditional Discipline Styles

	Fair	Firm	Consistent
Punitive <i>The Pirate</i>			
Permissive <i>The Pleader</i>			

## Suggested Reading

- *Setting Limits in the Classroom*, Robert MacKenzie (Discounted at half.ebay.com)

## Classroom Reality

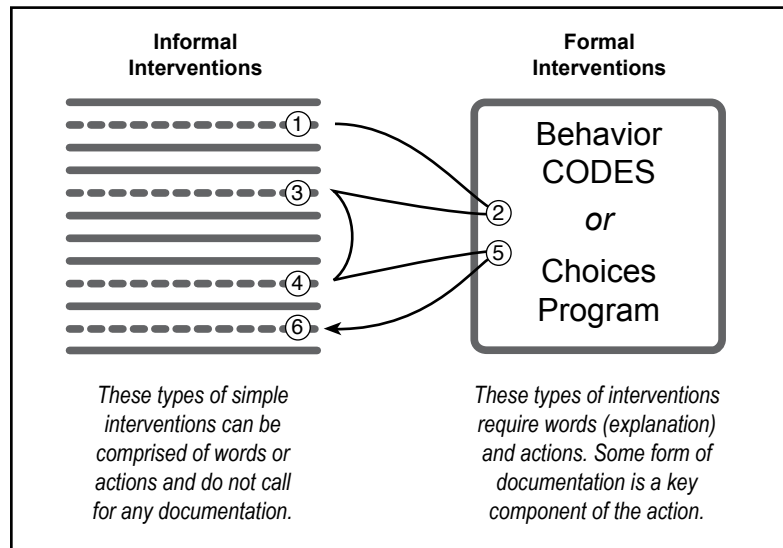
- 10% of our students cause 90% of our problems
- Most misbehavior is just “limit testing”
- Children learn from their experience
- You *can* improve your ability to be an effective disciplinarian

## Discipline Goals

- Remove negative emotion from the interaction
- Focus on the issue, not the student
- Think about “next time”
- It’s not *what happens*. It’s how *you respond*.

## A Variety of Interventions

### Creating a Multi-Layered Environment



### Isolation Strategies

- Informal
- Have the student sit or stand away from the group
  - Self-directed (use an egg timer or digital stick-on clock)
- Formal
- Time Out Area/Counseling Center/Help Desk/Study Table

Counseling Center	
1. Have a seat.	
2. Sign in.	
3. Pay attention to what is going on.	
4. Wait for Mr. Morris.	
5. Stay calm.	

Counseling Center	
Name	Date
Calvin #6	9/10
Megan #20	sept. 10
Calvin #6	9/112

*Explained in the book, Tools & Toys on pages 73-75.*

- Out-of-room
- Pre-arranged with another teacher
  - No more than fifteen minutes (use a digital timer as a reminder)

### Alternate Activity Spaces

- Informal
- A place to work away from your assigned desk (reading table, empty seat, on the rug with a clipboard, etc.)
- Formal
- Special area such as outside or classroom library (post a name list)

# Behavior CODES

In order to create a positive learning environment, teachers must be able to deal with inappropriate behavior. Unfortunately, most discipline programs have proven to be somewhat ineffective because they *don't keep track of actual misbehavior*. Stated differently: we've been taught to keep track of how many rules were being broken but never which rules. Time for a change of focus.

The Behavior CODES program will enable you to monitor your entire class yet provide you with specific information about individual students. Like most New Management techniques, this one is simple and effective. It also promotes a room environment that is fair, firm, and consistent.

- C** = **C**ompletes work on time
- O** = stays **O**n-task
- D** = follows **D**irections
- E** = **E**ngages in lessons
- S** = **S**ocial talk

These five standards, although not encompassing the entire spectrum of negative behavior, are especially critical to student achievement. I think it's safe to make this statement: If your students were to stay away from these five "stumblers," they would be in a more favorable position for learning.

## Using Behavior CODES

There are three basic steps:

- 1) Make a seating chart.
- 2) Document negative behavior.
- 3) Send home progress reports to the parents. (This step is optional.)

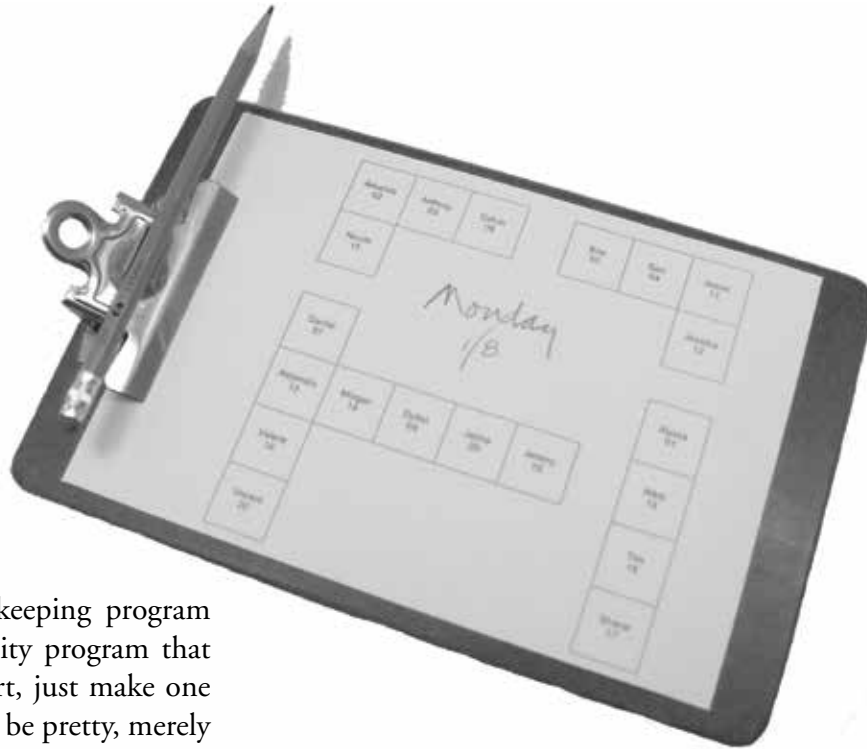
I'll show you how to take care of all three of these items so that you can begin to turn a negative situation into a positive one and reap some of the many benefits provided by this simple program.

### 1. Make a Seating Chart

On the next page, you'll find a sample of my seating chart. It was produced by the grade-keeping program I use called Easy Grade Pro.

After creating the chart, I make five copies, label them "Monday" through "Friday," and place them on a mini-clipboard. These clipboards can be purchased at Staples or Office Depot and are a bit easier to use than the standard-sized model. (Whenever you can make a technique easier to use, you will end up using it more.)

Xerox 5 copies of the seating chart, label them "Monday" through "Friday," and place them on a small clipboard.



If you don't use a grade-keeping program or some other teacher utility program that will produce a seating chart, just make one on paper. It doesn't have to be pretty, merely accurate.

### 2. Document Negative Behavior

Whenever a student is not following the CODES standards, write the appropriate letter on the seating chart. A gentle, but firm, verbal reminder might help clarify the issue.

In the sample to the right, you can see that Amanda and Nicole were **O**ff-task twice whereas Calvin was noted for not **E**ngaging in the lesson three times and once for not following **D**irections. Anthony, however, is doing quite well.

Amanda 02 OO	Anthony 03	Calvin 06 EDEE
Nicole 15 OO		

At the end of the week, go through all five seating charts and count the total letters given out. Record your results on a grade sheet.

Transfer the results written on the grade sheet to individual progress reports. You can see a sample progress report on the next page.

Progress Reports Jan. 8-12		C	O	D	E	S
Alyssa	1	4	2	2	3	0
Amanda	2	2	3	2	0	2
Anthony	3	1	0	0	0	0
Ben	4	0	0	0	0	0
Brie	5	0	1	0	0	1
Calvin	6	5	5	2	3	1
Daniel	7	0	2	2	2	1

### 3. Send Home Progress Reports

Use this blackline master—or one of your own creation—for reporting the results of a student’s classroom behavior.

## BEHAVIOR PROGRESS REPORT

For the week of: \_\_\_\_\_

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

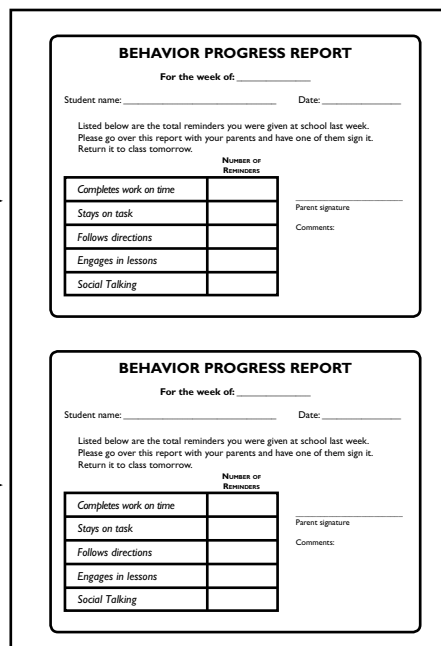
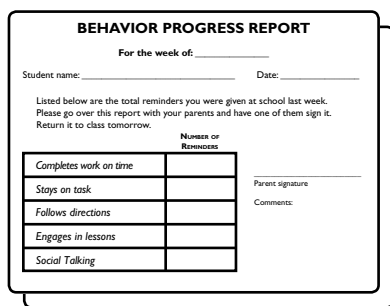
Listed below are the total reminders you were given at school last week.  
Please go over this report with your parents and have one of them sign it.  
Return it to class tomorrow.

	NUMBER OF REMINDERS
<i>Completes work on time</i>	
<i>Stays on task</i>	
<i>Follows directions</i>	
<i>Engages in lessons</i>	
<i>Social Talking</i>	

\_\_\_\_\_

Parent signature

Comments:



#### Making Bulletins:

1. Fill in the “Week of:” information on two bulletins.
2. Lay these on the xerox machine.
3. Make your copies and then cut them in half.
4. Have the students fill in the name/date information.
5. Meet with students and fill in their scores.

*Bonus:* You might want to ask them to write a comment on the back of the progress report.

## Computer Created Progress Reports

Although making and using your own progress report is a quick and easy way to go, some teachers have found that the long-term benefits of a computer-generated report is a better way to go.

1. You'll be able to maintain a cumulative record as the weeks go by.
2. If you need to recreate a progress report because one of your students "lost" the one he had been given, printing another copy from the computer is decidedly easier than recreating one by hand.

As I mentioned on page 3, I prefer Easy Grade Pro.<sup>†</sup> Like most software of this type, it enables me to create both the seating chart and the progress reports I send home. I just enter the scores, figure out what I want to say on the bulletin, and then print out a copy for each student.

### Entering Their Scores

In order to produce an actual grade, Easy Grade Pro needs a possible score. Therefore, I had to assign a point value to each day. Since Monday, Tuesday, Thursday, and Friday are all full days, I assigned 3 points for each day. Wednesday is a minimum day so it was given 2 points. This produces a total possible score of 14 points for each category. Consequently, the score I enter for each student is calculated by subtracting the number of reminders from 14. (It's easier than it sounds.)

In the example below, Alyssa ended up with 10 points for **C**ompletes Work on Time. During the week I had written an **C** in her seating space four different times and, as we already know,  $14 - 4 = 10$ .

				1	2	3	4	5
5 of 5 Assign.				14	14	14	14	14
Completes Work on Time				10	12	12	13	14
Citizenship 1/14/2011				12	14	14	12	13
Stays On Task				13	14	14	13	14
Citizenship 1/14/2011				14	14	14	14	14
Follows Directions				14	14	13	14	14
Citizenship 1/14/2011				13	12	9	9	11
Engages in Lessons				14	12	12	14	12
Citizenship 1/14/2011				13	14	14	13	12
Social Talking								
Citizenship 1/14/2011								
ID	20 of 20 Stud..	Overall		14	14	14	14	14
1	01 Alyssa T	87 B+		10	12	12	13	14
2	02 Amanda W	93 A-		12	14	14	12	13
3	03 Anthony K	97 A		13	14	14	13	14
4	04 Ben M	100 A+		14	14	14	14	14
5	05 Brie C	99 A		14	14	13	14	14
6	06 Calvin H	77 C+		13	12	9	9	11
7	07 Daniel N	91 A-		14	12	12	14	12
8	08 Dyllon I	94 A-		13	14	14	13	12

**Points for the week for each of the five categories.**

**Mon. = 3**  
**Tue. = 3**  
**Wed. = 2**  
**Thur. = 3**  
**Fri. = 3**

**Total = 14**

*Bonus: By assigning a point value to each day, you'll be able to maintain grading consistency during a shortened week. If, for example, Monday had been a holiday, the possible score for that week would end up being 11.*

<sup>†</sup> I've tried a half dozen grade-keeping programs and have found Easy Grade Pro to be, by far, the best of the lot. It's not only easy to use, it also allows for a great deal of personalizing. Made for both PC and Mac platforms, you can find out more about this killer program on their website: EasyGradePro.com. They even have a demo copy that you can download and try.



Here's a sample bulletin created by Easy Grade Pro:

**STUDENT PROGRESS REPORT**  
 Monday, January 17, 2011  
**JANUARY: CITIZENSHIP**

**Calvin H**  
 Overall Grade: 77% C+

Mr. Morris  
 ROOM 12

Here are your behavior grades for last week.

Congratulations to Ben, Lindsey, Nicole, Ryan, and Wesley who made the 3R Club.  
 (Their overall grades were 100%!)

**January Assignments**

#	Date	Category	Assignment	Score	Grade
1	1/14	Citizenship	Completes Work on T..	13/14	93% A-
2	1/14	Citizenship	Stays On Task	12/14	86% B
3	1/14	Citizenship	Follows Directions	9/14	64% D
4	1/14	Citizenship	Engages in Lessons	9/14	64% D
5	1/14	Citizenship	Social Talking	11/14	79% C+

Go over your grades with your parents. Have one of them sign the report and return it to class on Tuesday.

Thanks,  
 Mr. Morris

*The comment areas above and below the grade box were typed in by me. Making the progress report more personal makes it more meaningful. Also, it's fun to highlight students who have done especially well.*

### Grade Sheets

After producing the progress reports, I'll print out a grade sheet showing all of the scores. (I usually place it on the clipboard underneath the new week's seating charts so that it is easy to get to.)

The grade sheet is a handy reminder as to who I should reward or recognize for the good choices that had made the previous week. By doing this I'm able to focus more on the positive than the negative.

MR. MORRIS

Reading from the grade sheet:

*"The following students stayed on-task all last week and may leave for recess first: Amanda, Anthony, Ben, Brie, Dyllon..."*

				1	2	3
				5 of 5 Assign.		
				Completes Work on Time	Stays On Task	Follows Directions
				Citizenship 1/14/2011	Citizenship 1/14/2011	Citizenship 1/14/2011
ID	20 of 20 Stude..	Overall		14	14	14
1	01 Alyssa T	87 B+		10	12	12
2	02 Amanda W	93 A-		12	14	14
3	03 Anthony K	97 A		13	14	14
4	04 Ben M	100 A+		14	14	14
5	05 Brie C	99 A		14	14	13
6	06 Calvin H	77 C+		13	12	9
7	07 Daniel N	91 A-		14	12	12
8	08 Dyllon I	94 A-		13	14	14

	MON	TUE	WED	THUR	FRI	
1						1
2						2
3						3
4						4
5						5
6						6
7						7
8						8
9						9
10						10
11						11
12						12
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35						35
36						36

## More Informal Interventions

### The Joy of Certainty

the whiteboard	“The whiteboard is a tool, not a toy.”
<i>Clear desks, please.</i>	“Books in your desks, papers in your paper folder, and pay attention.”
staff meeting	Our morning take-care-of-business meeting.
collate	Put assignments in numerical order with #1 on the top. Stick a post-it on the top sheet that shows the numbers of the students who did not turn in an assignment.
digital timer beeping	“Stop what you’re doing. Get ready for something new.”
the red basket	A dedicated place to put a non-academic item that you want Mr. Morris to see.

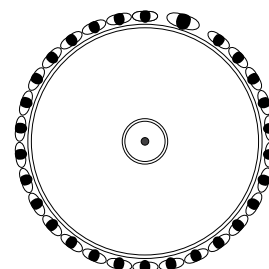
### Teacher/Student dialogues

- The Glasser model.
  1. *What are you doing?* (Requires a verbal response.)
  2. *What should you be doing?* (Maybe the child doesn’t know.)
  3. *What are you going to do now?* (Try to end with “Good choice.”)
- Reduce the issue to *yes* or *no*.  
There is a difference between a reason and an excuse.
- Help students to become problem solvers.  
*That’s a problem. What’s the solution? (Solve it!)*

### Miscellaneous

- Problem solving forms  
Kept near the door, filled out by student, and dealt with when appropriate.
- Recess reports  
“Who saw something good at recess?”
- The “Truth Tree”  
Students stand together until they work out their disagreement.
- “Lining Up After Recess” (*Tools & Toys*, pages 18-19)  
Students gather on circle or square instead of the normal routine.

<i>Problem Solving</i>
<i>John called me stupid.</i>
<i>David</i>



## Behavior Specific Interventions

### Yellow Slip

- given to students who engage in social talking
- filled out by student and kept by teacher
- establish consequences for 5 slips, 10 slips, etc. (15 slips? Meet with parent.)

### A Reminder About Staying On-Task

Name/#: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

I was talking to \_\_\_\_\_ instead of:

- \_\_\_ participating in the lesson
- \_\_\_ working on my assignment
- \_\_\_ working with my group
- \_\_\_ reading independently
- \_\_\_ \_\_\_\_\_

student comments on back       teacher comments on back

(The 4-up blackline master can be found on-line at [NewManagement.com](http://NewManagement.com))

### Red Hand

- given to students who blurt out during lessons
- filled out by student and placed in a special container
- container is given to a student helper at the end of the week
- helper creates a stick tally (///) on a grade sheet
- student(s) with the most red hands has them stapled to a bulletin that is taken home to be signed
- students with no red hands are given a green hand
- green hands go home to be signed by a parent and then placed in a container for weekly drawings



(The Red Hand bulletin can be found in the *Class Cards* book or on-line.)

# CHOICES

## *The New Management System For Dealing With Negative Behavior*

### MAKING BETTER CHOICES

Student #

6

Name: Calvin Date: 9 / 22 / 12

I didn't make a good choice today. I didn't obey one of our classroom rules. (You can see the rule I checked below.)

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

<input type="checkbox"/>	STAY ON TASK
<input type="checkbox"/>	COMPLETE WORK ON TIME
<input type="checkbox"/>	WORK COOPERATIVELY
<input checked="" type="checkbox"/>	FOLLOW DIRECTIONS
<input type="checkbox"/>	LISTEN TO LEARN

<input type="checkbox"/>	DO NEAT, CAREFUL WORK
<input type="checkbox"/>	CLASSROOM BEHAVIOR
<input type="checkbox"/>	PLAYGROUND BEHAVIOR
<input type="checkbox"/>	RESPECT RIGHTS OF OTHERS
<input type="checkbox"/>	PRACTICE SELF-DISCIPLINE

Student comments on back.

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 our class rules. 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 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          | 6. Do neat, careful work     |
| 2. Complete work on time | 7. Good classroom behavior   |
| 3. Work cooperatively    | 8. Good playground behavior  |
| 4. Follow directions     | 9. Respect rights of others  |
| 5. Listen to learn       | 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. Ten 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:

*Front side of pink slip.*

<b>MAKING BETTER CHOICES</b>		Student # <b>6</b>																			
Name: <u>Calvin</u>		Date: <u>9 / 22 / 04</u>																			
I didn't make a good choice today. I didn't obey one of our classroom rules. (You can see the rule I checked below.)																					
I'm going to make a better choice next time.																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td><input type="checkbox"/></td><td>STAY ON TASK</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>COMPLETE WORK ON TIME</td></tr> <tr><td><input type="checkbox"/></td><td>WORK COOPERATIVELY</td></tr> <tr><td><input type="checkbox"/></td><td>FOLLOW DIRECTIONS</td></tr> <tr><td><input type="checkbox"/></td><td>LISTEN TO LEARN</td></tr> </table>	<input type="checkbox"/>	STAY ON TASK	<input checked="" type="checkbox"/>	COMPLETE WORK ON TIME	<input type="checkbox"/>	WORK COOPERATIVELY	<input type="checkbox"/>	FOLLOW DIRECTIONS	<input type="checkbox"/>	LISTEN TO LEARN	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td><input type="checkbox"/></td><td>DO NEAT, CAREFUL WORK</td></tr> <tr><td><input type="checkbox"/></td><td>CLASSROOM BEHAVIOR</td></tr> <tr><td><input type="checkbox"/></td><td>PLAYGROUND BEHAVIOR</td></tr> <tr><td><input type="checkbox"/></td><td>RESPECT RIGHTS OF OTHERS</td></tr> <tr><td><input type="checkbox"/></td><td>PRACTICE SELF-DISCIPLINE</td></tr> </table>	<input type="checkbox"/>	DO NEAT, CAREFUL WORK	<input type="checkbox"/>	CLASSROOM BEHAVIOR	<input type="checkbox"/>	PLAYGROUND BEHAVIOR	<input type="checkbox"/>	RESPECT RIGHTS OF OTHERS	<input type="checkbox"/>	PRACTICE SELF-DISCIPLINE
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<input type="checkbox"/>	PLAYGROUND BEHAVIOR																				
<input type="checkbox"/>	RESPECT RIGHTS OF OTHERS																				
<input type="checkbox"/>	PRACTICE SELF-DISCIPLINE																				
<input checked="" type="checkbox"/> Student comments on back.		<input type="checkbox"/> Teacher comments on back.																			

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 ten 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.)

	MON	TUE	WED	THUR	FRI
FIRST WEEK OF SCHOOL	Introduce rules and consequences during the first week.				
SECOND WEEK OF SCHOOL	Letter to parents explaining Choices program				
THIRD WEEK OF SCHOOL	Three “R” Bulletin #1	Signed bulletin is returned to class.			

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,

*Mr. Morris*

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.

<b>MAKING BETTER CHOICES</b>		Student # <b>6</b>																			
Name: <u>Calvin</u>	Date: <u>9 / 14 / 12</u>																				
<p>I didn't make a good choice today. I didn't obey one of our classroom rules. (You can see the rule I checked below.)</p> <p>I'm going to make a better choice next time.</p>																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;"></td><td>STAY ON TASK</td></tr> <tr><td></td><td>COMPLETE WORK ON TIME</td></tr> <tr><td></td><td>WORK COOPERATIVELY</td></tr> <tr><td style="text-align: center;">✓</td><td>FOLLOW DIRECTIONS</td></tr> <tr><td></td><td>LISTEN TO LEARN</td></tr> </table>		STAY ON TASK		COMPLETE WORK ON TIME		WORK COOPERATIVELY	✓	FOLLOW DIRECTIONS		LISTEN TO LEARN	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;"></td><td>DO NEAT, CAREFUL WORK</td></tr> <tr><td></td><td>CLASSROOM BEHAVIOR</td></tr> <tr><td style="text-align: center;">✓</td><td>PLAYGROUND BEHAVIOR</td></tr> <tr><td></td><td>RESPECT RIGHTS OF OTHERS</td></tr> <tr><td></td><td>PRACTICE SELF-DISCIPLINE</td></tr> </table>		DO NEAT, CAREFUL WORK		CLASSROOM BEHAVIOR	✓	PLAYGROUND BEHAVIOR		RESPECT RIGHTS OF OTHERS		PRACTICE SELF-DISCIPLINE
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	RESPECT RIGHTS OF OTHERS																				
	PRACTICE SELF-DISCIPLINE																				
<input type="checkbox"/> Student comments on back.	<input type="checkbox"/> 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 follow "one of our classroom rules" but is actually checking off more than one rule. No big deal. I didn't want to worry about two different forms.*

# THREE "R" BULLETIN

September 27th

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: Calvin

*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 didn't make a good choice to classroom rules. (You can see the

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

<input type="checkbox"/>	STAY ON TASK
<input type="checkbox"/>	COMPLETE WORK ON TIME
<input type="checkbox"/>	WORK COOPERATIVELY
<input type="checkbox"/>	FOLLOW DIRECTIONS
<input checked="" type="checkbox"/>	LISTEN TO LEARN

<input type="checkbox"/>	DO NEAT, CAREFUL WORK
<input type="checkbox"/>	CLASSROOM BEHAVIOR
<input type="checkbox"/>	PLAYGROUND BEHAVIOR
<input type="checkbox"/>	RESPECT RIGHTS OF OTHERS
<input type="checkbox"/>	PRACTICE SELF-DISCIPLINE

Student comments on back.

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 x										
Angel ②			3	2					2	
Ashley <del>3</del>		4								
3R Bobby #										
Brianna <del>3</del>					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 18th

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*

# MAKING BETTER CHOICES

Student#

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

I didn't make a good choice today. I didn't obey one of our classroom rules. (You can see the rule I checked below.)

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

STAY ON TASK
COMPLETE WORK ON TIME
WORK COOPERATIVELY
FOLLOW DIRECTIONS
LISTEN TO LEARN

DO NEAT, CAREFUL WORK
CLASSROOM BEHAVIOR
PLAYGROUND BEHAVIOR
RESPECT RIGHTS OF OTHERS
PRACTICE SELF-DISCIPLINE

Student comments on back.

Teacher comments on back.

# MAKING BETTER CHOICES

Student#

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

I didn't make a good choice today. I didn't obey one of our classroom rules. (You can see the rule I checked below.)

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RESPECT RIGHTS OF OTHERS
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Student comments on back.

Teacher comments on back.

# MAKING BETTER CHOICES

Student#

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

I didn't make a good choice today. I didn't obey one of our classroom rules. (You can see the rule I checked below.)

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RESPECT RIGHTS OF OTHERS
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Student comments on back.

Teacher comments on back.

# MAKING BETTER CHOICES

Student#

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

I didn't make a good choice today. I didn't obey one of our classroom rules. (You can see the rule I checked below.)

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RESPECT RIGHTS OF OTHERS
PRACTICE SELF-DISCIPLINE

Student comments on back.

Teacher comments on back.

## Clothespin Clip Chart

Here's a clever variation on the traditional color-coded pocket chart. My son's third grade teacher, Jonathon McDade, was using it to monitor the behavior of his students. Having used it now myself, I can testify that it's simple yet effective.

### Create the Chart

I made my chart using construction paper. Although it's 12 inches wide, the sections do not have a uniform height. I made the middle section (READY TO LEARN) the largest because that's where the clothespins are placed at the beginning of each day.

OUTSTANDING	4 inches high; red
GREAT JOB	6 inches high; orange
GOOD DAY	6 inches high; yellow
READY TO LEARN	8 inches high; green
THINK ABOUT IT	6 inches high; blue
TEACHER'S CHOICE	6 inches high; indigo
PARENT CONTACT	4 inches high; violet

*Note:* These dimensions work for a class size of 20 students. Increase the height of the sections for a larger class.

Label each section and then tape them together. Laminate the chart to make it durable.

Write students' names on clothespins.



### Use the Chart

Attach everyone's clothespins to the READY TO LEARN section. As students make good choices, ask them to move their clothespins—we call them *clips*—up one section. Bad choices receive a simple, “Move your clip down, please.”

At the end of the day, a student repositions the clips to the READY TO LEARN section for the start of the next day.

*Our Clip Chart hangs from the rail above the whiteboard. It is low enough that students can reach the top section of the chart.*



## Clothespin Clip Chart, Take 2

*(Excerpted from Clip Chart, a downloadable eBook available at NewManagement.com)*

If you don't want to make your own chart, you can buy one. Shown to the right is a professionally produced Clip Chart made of heavy-duty vinyl. It's a work of art and will last for years.

### Clip Up Sign

If you want to eliminate the need for words, you could certainly use sign language. The sign phrase I use consists of two parts. The first one starts off with my index finger and middle finger held out like a pair of scissors. I then bring them together the way a pair of scissors closes when you are making the cutting action. After this "clip" message, I then morph my hand into a thumb's up sign.

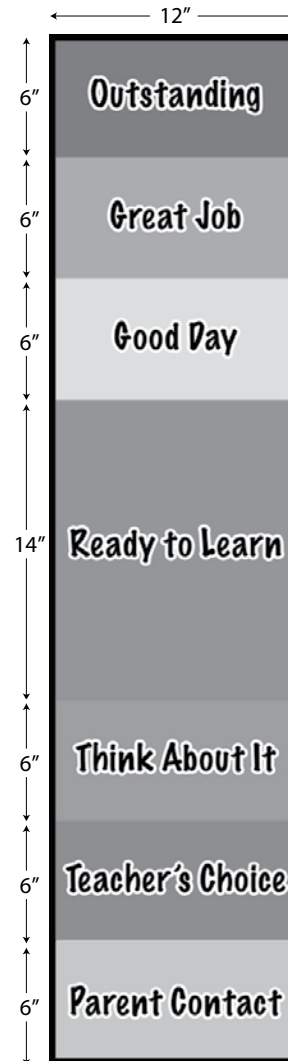


As the signs are being shown, I also mouth the words, "Clip. Up." It won't take but a day before they are able to receive that message loud and clear.

### Documentation

If you would like to keep a simple record of how your students are doing, you can easily add a grade-keeping component. Just assign a score for each level from 7 down to 1. Then, before the clothespins are returned to the starting level, have a student write the scores on a grade sheet.

Brianna	5	7	5	5	6	
Calvin	6	3	4	2	5	
Christa	7	5	6	6	5	
Devin	8	4	6	7	5	



*12" X 50"  
heavy-duty vinyl  
\$20*

### Reward Indicators

Since the clothespins are always returned to the starting point prior to the start of a new school day, I was thinking that it might make sense to provide the students with an opportunity to show their previous success. A simple way to do this would be to give students who ended the day on OUTSTANDING some kind of award—a small sticker, sequin, little jewel, or anything along this line—to put on their clothespins to highlight their accomplishment.



Then, when a student has received five awards, he would trade in his original clothespin for a new one that could be colored yellow, or the color of the level above READY TO LEARN. (The retired clothespin could go on a bulletin board or be clipped to a ribbon that hangs near the Clip Chart. A clothespin Hall of Fame, if you will.) After yellow, they would progress to an orange-colored clothespin and then a red one. Silver? Gold? How about glitter?



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2. Write the total cost for each item in the COST column.
3. Total the COST column and write the amount next to SUB-TOTAL.
4. Calculate the shipping cost and write the amount next to S & H.
5. Add SUB-TOTAL and S & H to find TOTAL cost.
6. Complete the sections for shipping address and billing address. (Check the box if they are the same.)
7. Complete the FORM OF PAYMENT section. If you are using a credit card, complete the card information section. If you are writing a check, please make it payable to: New Management, Inc.
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Questions? Call Debbie at 888-NEW-MGMT.

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Credit Card Number: \_\_\_\_\_

\_\_\_\_\_  
Print name as it appears on card

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Cardholder signature

\_\_\_\_\_  
Telephone number (for credit card verification)

Billing Address  same as shipping

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Address

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City State ZIP

*Our Sales Terms and Conditions apply to your order. Please read them carefully prior to submitting your order. By submitting your order to us, you are expressly consenting to our Sales Terms and Conditions. (FOR MORE INFORMATION, PLEASE REFER TO OUR WEBSITE.)*

#	ITEM	PRICE	COST
	<i>New Management Handbook</i>	20.00	
	<i>Tools &amp; Toys</i>	10.00	
	<i>Class Cards</i>	5.00	
	<i>Eight Great Ideas (with CD)</i>	15.00	
	<i>ALL FOUR BOOKS</i>	45.00	
	"Unfinished Assignment" stamp; self-inking	16.00	
	Spanish version	16.00	
	2 stamp set (English & Spanish)	30.00	
	LOCK BLØK	10.00	
	DOOR BLØK (12" for regular doors)	7.00	
	DOOR BLØK XL (13" for doors with latch guards)	8.00	
	Binder Stand	2.00	
	Pencil Caddy (2-pack)	1.00	
	Overhead spinner (4-color)	3.00	
	"Attention" clicker	3.00	
	Desk bell	6.00	
	Page pen bell (mini-cow bell on rubber band)	1.00	
	Dog squeak toy	3.00	
	Pick-A-Student	5.00	
	Magnetic Tiles (numbered 1-36)	9.00	
	Magnetic Tiles (set of 3)	25.00	
	Laser pointer	8.00	
	Vinyl Clip Chart	20.00	
	Wooden clothespins (pack of 50)	3.00	
	Digital Timer	15.00	
	Credit Bank Software (Mac or PC)	10.00	
		<b>SUB-TOTAL</b>	
		<b>SALES TAX</b>	
		<b>SHIPPING</b>	
		<b>TOTAL</b>	

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*To help us better serve you, please provide your email address.*

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E-mail address (for our office use only)

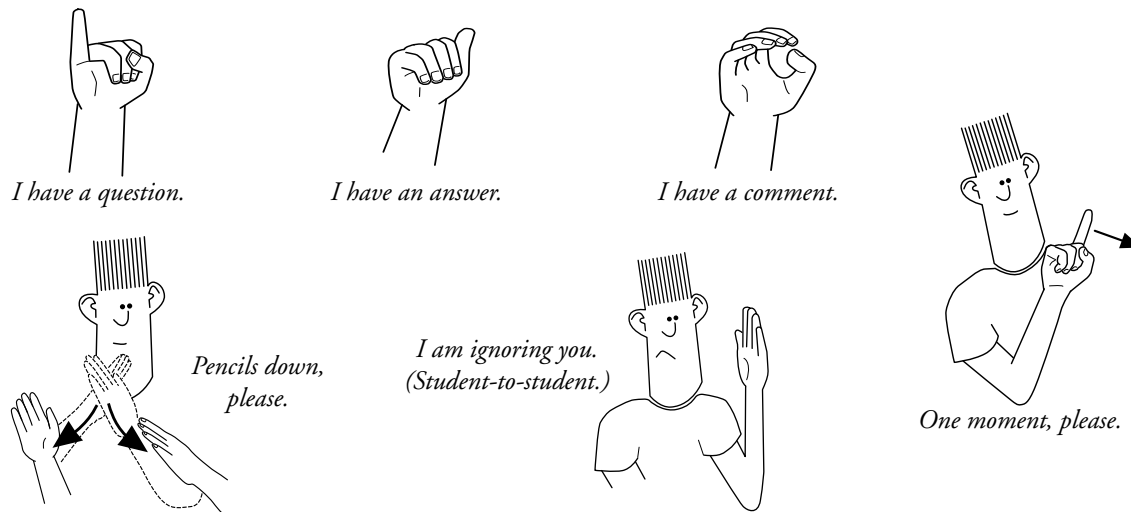
## New Management Fundamentals

### Glasser's Five Student Needs

POWER      SAFETY      LOVE      FUN      FREEDOM

### Classroom/Seminar Sign Language

(<http://commtechlab.msu.edu/sites/aslweb/browser.htm>)



### Classroom/Seminar Verbal Language

*Echo* (Said by a student.) I didn't hear that; please repeat what was just said.  
 "Confessions of a Former Echoer," can be found in the book, *Eight Great Ideas*.

### Core Principles

- #1 You have safe relationships with your students.  
*Try to see things from their point of view.*  
*Run your classroom as if the parents of your students were present.*
- #2 Your words equal your actions.  
*Students may doubt what you say but will always believe what you do.*
- #3 You are fair, firm, and consistent.  
*Develop strategies that manifest these three traits.*
- #4 You can focus your attention.  
*Don't speak to everyone about the actions of a few.*
- #5 Your classroom is manageable for everyone.  
*Make routines and procedures clear and easy-to-follow.*
- #6 Your students are problem solvers.  
*"That's a problem. What's the solution?"*

"Everything should be  
as simple as possible."

—ALBERT EINSTEIN