**Our Rules**

**1. Follow directions the first time given. 2. Be kind and respectful to yourself and others. 3. Keep your hands and feet to yourself. 4. Use the correct noise level. 5. Bring your best self to school everyday.**

**Our Procedures**

**1. Beginning & End of the Period/Day:**

Plan A: No breakfast after 7:55 in the classroom and no outside breakfast as stated in the handbook. Start instruction at 7:55. Come in classroom, unpack, eat or start morning work. To leave classroom: line up in order when called.

Dismissal: pack up materials quietly, put papers in folders, pack book bags and get ready to leave classroom.

 **2. Transitions & Interruptions:**

Transitions: Line up when you are called; be in number order. Walk with hand positions. Examples: hips and lips, arms crossed.

**3. Use of Materials & Equipment:**

Assign jobs to people and have them pass out equipment.

**4. Group Work:**

Use a signal to begin group work, and transition to each center. Teacher is not to be interrupted during group work.

**5. Teacher-Led Activities & Seatwork:**

A signal is given for teacher directed instruction, students are to raise a hand to speak, otherwise listen and work independently.

**How We Build Relationships with Students**

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| **1. How We Get to Know Students:** we begin the year with student interest surveys and games, writing and pictures. |

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| **2. How We Show Students Our Personal Interest in Them:** interacting with them and getting to know them, go to extracurricular activities, talking with parents to find out special interests or concerns. |

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| **3. Resources to Use for Students with a Need for High Behavioral Support:** Strategies:behavior charts, table rewards, behavioral folders, table tally marks, extra computer time; Boomerang charts, smiley face charts, stickersResource people: Peers/Colleagues, LOVE Mentors, Flex Group, Special Ed Teachers, Behavioral Specialist.Social Skills Instruction: Sharing, caring, being kind and courteous, keeping hands to yourself, using manners, table manners. |

**Positive Reinforcers We Regularly Use**

I. Intangible

1. **Move clip up/high fives**
2. **Computer/recess**
3. **Thumbs up, hugs, kiss your brain**
4. **games**

II. Tangible:

1. **Stickers**
2. **Skittles**
3. **Stars**
4. **Treasure Chest**
5. **certificates**

**Negative Reinforcers We Regularly Use**

I. Intangible:

**1. Time out chair/another classroom 2. Laps around the playground 3. Phone call home to the parents 4. Move Clip Down 5. Silent lunch/alternative lunch**

II. Tangible:

**1. Notes to parents 2. Lose of treasure chest**

**3. Daily behavior chart sent home**

**Plans for Group Contingencies**

**Goals:**

Groups: will receive daily or weekly reinforcers as acknowledgement for good behavior (following the classroom rules); the goal is 5 tally marks per day. If a sticker chart is used, the whole chart must be filled to receive the group reinforcer. Teams meeting the goal will go to the treasure box at the end of the day/week or have extra time in the computer lab.

Whole Class: Will receive daily or weekly acknowledgement on the class visual display. When the goal on the visual display is reached, students will celebrate with a pizza party.

**How monitoring and feedback on the goals will be accomplished:**

Groups: A tally chart or sticker chart will be visible as a wall display or on a sheet located on/near students’ desks. Students can visually see how close they are to meeting the group goal at any time.

Whole Class: A visual display will show students how close the class is to meeting our behavior goals. Visual displays could include chain links (every time good behavior is noted, a link is added to the chain; when the chain hangs at a designated length, it is time to celebrate accomplishment of the goal), thermometer with clear goal line, bulletin board display with football moving gradually across the field and into the end zone, etc.

Ways the groups will be allowed to celebrate attainment of the goals: computer time, extra recess, small tangible rewards, pizza party, etc.

**First Days of School Activities**

A. How I will introduce myself, the classroom, and the subject matter

**Getting to know you activity and teaching rules and procedures.**

B. How the rules will be introduced

**Play games, role play, power point, songs, and pictures.**

C. How the procedures will be introduced

**Practice after being introduced, role play**

D. How the group management plan will be introduced

**Explain, continue to go over**

E. How we will practice, monitor, and reinforce procedures and rules **Practice, being consistent**