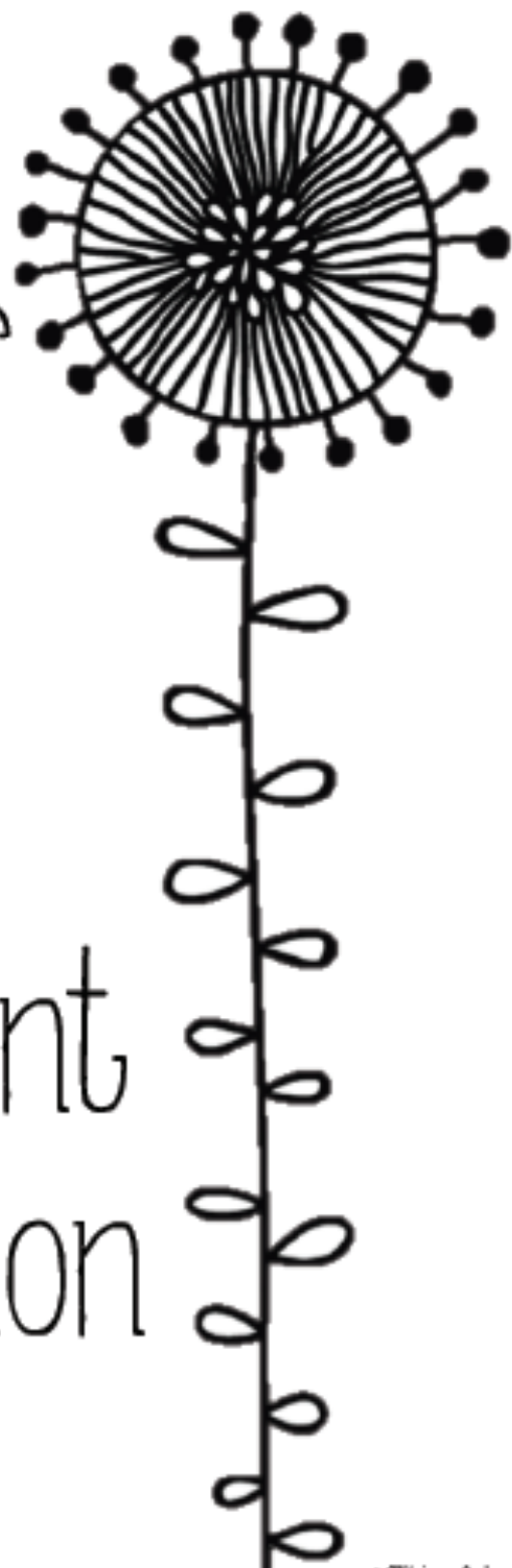


Respect
Each other
Self
Property
Environment
Collaboration
Thoughts



R.E.S.P.E.C.T. CONTRACT

I, _____, have learned our class rule is:

R
E
S
P
E
C
T

I understand that showing R.E.S.P.E.C.T. is important at all times and it helps make school a fun and pleasant place for all students, especially me! I also understand that if I break the rule of R.E.S.P.E.C.T. in our classroom, my consequences will be:

Warning with a whisper _____ for the first offense,

Name in Parking Lot/Name added to Mrs. Mills' Behavior Log _____ for the second offense,

Fix It Ticket sent home for parents _____ for the third offense.

I have shown this contract to my parent(s) and we understand the expectations for respectful behavior in the classroom and the consequences if our class rule is broken.

Student: _____ Parent: _____

Fix It Tickets



Fix It Tickets are used in our classroom when our class rule R.E.S.P.E.C.T. is broken. Filling out a Fix It Ticket gives you time to think about how you can be the most respectful person possible. This ticket will also help you make an action plan for how to immediately be more respectful in the classroom.

When you finish filling out your Fix It Ticket, place it on the teacher's desk, return to your seat silently and get a fresh start with more respectful behavior.

Later today, I will take a look at your Fix It Ticket and chat with you about what you have written.

Tonight, you will take your Fix It Ticket home to have your parents read and sign.

When you bring it back tomorrow, we will tuck it into your file so we can move forward with the positive, respectful behavior that makes school a fun and pleasant place to be.



FIX IT TICKET

You have been asked to fill out a Fix It Ticket because you made a decision that interrupted learning in our classroom. Please complete the sentences below, place this ticket on my desk, and return to your seat silently.

I was asked to fill out a Fix It Ticket because _____

Something I will do differently, starting now, so this is never a problem again is _____

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

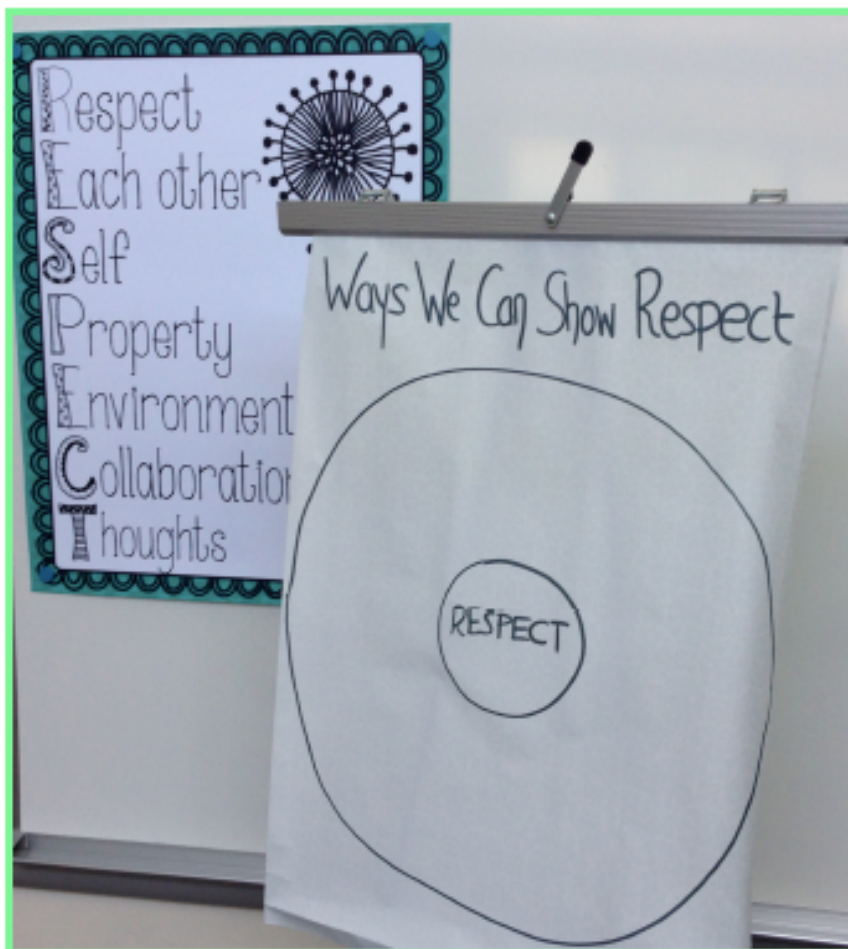
This ticket must be signed by a parent/guardian
and returned the next school day.

STEP 4

INTRODUCE THE SYSTEM

When students return from recess, they gather their circle maps and meet in our reading corner where the RESPECT poster is displayed next to a larger circle map that we create together during this step. The process I use to introduce each letter/concept is as follows:

1. Name and explain what the letter represents.
2. Model a desired behavior that supports the letter.
3. Have a student give a non-example for the class.
4. Have the same student revise their behavior to model a positive example.
5. Have all students demonstrate an example with miming or with a buddy around the room.
6. Record ideas on the class circle map.
7. Repeat this process for each letter.



Depending on the age of your students, you may want to introduce one or two letters/concepts at a time using this process scattered throughout the day, mixing it in with your other first day activities.

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RESPECT
BEHAVIOR MANAGEMENT TOOLKIT

STEP 4

INTRODUCE THE SYSTEM

When all letters have been discussed and modeled, each student should complete their official RESPECT Contract. I recommend completing a copy yourself as a model for students.

Briefly introduce your consequences at this time. I recommend making the consequence for the first offense a verbal reminder. Making it a habit to give these reminders in a calm, quiet voice when in close proximity to the student rather than shouting it across the room is a great way to show respect to your students and eliminates the need to escalate to the second or third offense in most cases.

I like to be firm and brief with the introduction of each consequence with no room for "what-if" discussions. Making it clear to students that the consequences exist to help redirect them if needed while emphasizing the

confidence you have in their ability to avoid these consequences is essential during the introduction of this behavior management system. It is a wonderful feeling when you are able to say that your previous classes rarely experienced a "third offence". With this management system, you are sure to be able to say so proudly.



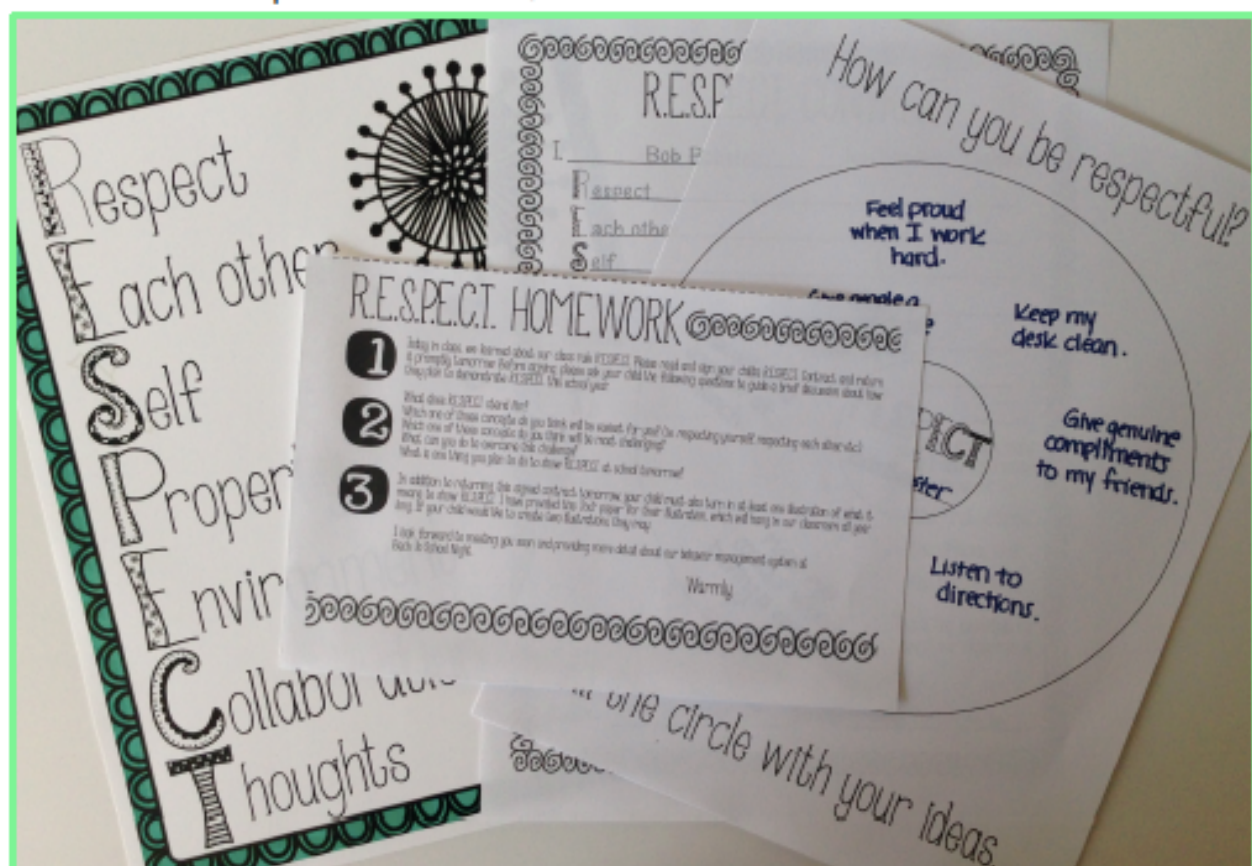
STEP 4

INTRODUCE THE SYSTEM

Finally, have students sign their contract and place it in their homework folder to be discussed and signed by their parents that night.

In addition to having students discuss the contract with their parents, they are given the assignment to illustrate one or two ways they plan to show RESPECT this school year.

I have included an assignment sheet explaining this as students sometimes get home and forget why they have little 3"x3" squares in their homework folder (the summer slump at it's finest!).



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RESPECT
BEHAVIOR MANAGEMENT TOOLKIT

Room 6 Has Respect

Our Agreements For A Respectful Classroom

Students will show RESPECT by

- being responsible with their jobs and learning
- taking care of everyone's property
- having a sharing attitude
- helping others all the time
- being kind in everything we do


CREATED BY Room 6 Students and Mrs. Mills

Please read through the agreements that room 6 created for their classroom.

Positive Reinforcements

- * Use Your Noodle Glass Marble Jar
- * Team Points
- * Glass Gheers

Starting Line-Up
Have the children form two lines facing each other. One at a time, announce a child's name as if they were a player at a sporting event. For example: "Starting line-up for Ms. James' room is Daniel Wang. He has brown hair and enjoys soccer. Let's hear it for Daniel!" That child runs through the middle of the lines as everyone gives him a high-five, a pat on the back, or an encouraging word.




Ole! Ole! Ole!
Count with your fingers in the air as you say in Spanish, "Uno, dos, tres." Twirl around with your index finger in the air as you say, "Ole! Ole! Ole!"



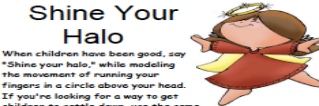
Cowboy Cheer
Put one finger in the air and circle it like a lasso as you say, "Ye-haw!"




Kiss Your Brain/Kiss Your Heart
When children answer a question with an answer that is clever, correct, or creative say, "Kiss your brain!" Model how to kiss your fingertips and touch your head. If you see a child doing something kind, use the same cheer and say, "Kiss your heart!" Kiss your fingertips and touch your heart.




Shine Your Halo
When children have been good, say "Shine your halo," while modeling the movement of running your fingers in a circle above your head. If you're looking for a way to get children to settle down, use the same cheer and ask, "Where are my angels? Shine your halo."



Pat Yourself on the Back
Have children pat themselves on the back as they say, "I'm good stuff." Next, have them pat their neighbor on the back as they say, "You're good stuff, too."



Silent Cheer
Tell the children they can jump around, wave their hands in the air, and make as much noise as they want - as long as you can't hear them!



Sign Language Applause
Teach your children how to applaud in sign language. They do so by raising both hands in the air and rotating them back and forth quickly.



- * Raffle Tickets
- * Positive Notes Home

