

Mrs. Rohloff's Second Grade Classroom Rules & Behavior Plan

Rules & Expectations:

Stockbridge Elementary Classroom Rules
1) Be Respectful
2) Be Responsible
3) Be Safe

Behavior Management Methods Used:

Many forms of behavior management will be used in the second grade classroom. These include posted visuals of expectations, instructional methods (children are taught classroom procedures ahead of time), character education instruction, positive reinforcement (PBIS STAR Tickets), re-direction, and classroom reflection forms.

Positive Behavior Intervention "Stockbridge STAR Tickets"

Your child will have the opportunity to earn "Stockbridge STAR Tickets." These are small tickets that your child will earn throughout the school year for demonstrating respectful, responsible, and safe behavior. Since all the teachers that work with the elementary students will use these tickets, your child will have many opportunities to receive tickets.

Once the students have earned some Stockbridge STAR Tickets, they will place them in a special spot in their classroom that their teacher designates. The students will save their tickets and will be able to use them to purchase items in our mobile school store when it visits our classroom.

Unexpected Behaviors

Only positive behaviors will earn STAR tickets. Once a student has earned a ticket, it cannot be taken away from a student for an unexpected behavior. If a student demonstrates an unexpected behavior, the following step(s) will occur as needed.

1. Warning (restatement/re-teaching of correct behavior)
2. Re-direction or logical consequence
3. The student and teacher will complete a Classroom "Stop and Think Reflection Form."
This form will be sent home, needs to be signed by a parent, and returned to school the next day.
4. The behavior will reported to the Office

There will be special incentives once a month for students who have ***2 or less Classroom Stop and Think Reflection Reports completed AND 0 Office Behavior Reports***. These activities will be announced throughout the school year. For example, the students can enjoy an extra recess, movie and popcorn, etc....

Keeping Track of our Behavior (Visual Color Chart)

There is a visual “Behavior Color Clip Chart ” posted in our classroom.

Outstanding Behavior! (<i>pink</i>) Positive Parent Contact ***
Great Job! (<i>purple</i>) **
Good Day! (<i>blue</i>) *
Ready To Learn ☺ (<i>green</i>)
Warning (<i>yellow</i>)
Teachers Choice/ Redirection (<i>orange</i>)
Stop and Think Reflection Parent Contact (<i>red</i>)
Office Report (<i>white</i>)

How The Chart Works:

- Each student has a clothespin with his/her name on it. Every student begins his/her day clipped on the green section of the chart labeled, “Ready to Learn.”
- If the student demonstrates a positive behavior, he/she moves up on the chart. Positive behaviors are rewarded with praise, special privileges, and STAR tickets!
- If the student demonstrates an unexpected behavior, he/she moves down on the chart. There are consequences for inappropriate behaviors.
- In most cases, the student will only move up or down one step at a time. However, if the student demonstrates a dangerous or aggressive behavior, he/she will automatically move to “Parent Contact.”
- The students can move up and/or down on the chart throughout the day. Therefore, a student can have a bad morning, but he/she can move back up on the chart in the afternoon. However, the student will not get out of a consequence for an earlier unexpected behavior. Since feedback is immediate, the student will complete the consequence as it occurs. Then, he/she has the opportunity to move up on the chart the rest of the day. Parents will still be contacted if that category of “Parent Contact” was landed on at any point throughout the school day.
- Unexpected behaviors that are concerns in the classroom will be reported home. If a “Stop and Think” Reflection Report is sent home, **parents need to sign and return them to school the next day.**
- Classroom behavior will also be reported on the students’ report cards.

Special Modifications:

Not all behavior management plans will work with every child because of learning differences and special needs. In the case that a student is not successful with this behavior plan, the plan will be modified in order meet the individual needs of the student.

