

## Best Ideas from BCP Summer 2015 Training Institute

- Never Belittle Students! \*
- Get to the root of the problem; don't fight back
- Help cards, question box, and voice levels
- Model expectations: right way, wrong way, right way\*
- Start off with HIGH structure\*
- Offer something positive
- Ask yourself "How and When" when creating expectations
- Use Post-its to mark where you are in your book\*
- Use expectations with content immediately during instruction
- Create a CHAMPS poster\*
- Post expectations very clear in your room\*
- Use the Zig Zag approach\*
- Post its for "paused" instruction
- Teach kids explicitly how to ask for help
- Make voice levels chart
- Use visuals all year long to review expectations\*
- (1) Create a help sign and (2) create universal signals for class use
- Begin with HIGH structure
- Gauge the kids, know how they are feeling\*
- Four compliments to every one negative
- Can Do/Must Do activities for early finishers
- Have a poster with your expectations

- Positive reinforcement
- When a student opposes you, as difficult as it may be sometimes, DISENGAGE
- CHAMPS flip charts
- Voice level chart with examples
- Model positive participation\*
- Don't belittle kids --- treat them with the respect you expect from them\*
- Recognize when kids need to move around; plan activities that allow this
- Approach students from the side
- Show an expectation slide when starting the lesson
- Have clear routines\*
- Teach sign language for "please, thank you, and excuse me"
- CHAMPS is a living procedure that can be adaptable to different classroom environments
- Teach behavior
- Hide your goat... hide your buttons \*
- Use, "I'm not angry with you... I'm angry with your behavior."
- Use talking chips (cooperative learning strategy) \*
- "See everything. Overlook a great deal. Correct when needed. "
- Use brain breaks --- i.e. Vocabulary Word Scramble

- Use Behavior Ladder vs. Progressive Color Chart
- Don't move students down (on a behavior chart)
- Develop procedures for everything that you don't want to forget.
- "Parking tickets vs. Speeding tickets"
- Make sure that your RULES are applicable throughout the day.
- Never beg for the students' attention.
- You have no Big Guns! (The problem with the big gun theory...)
- Best attention signal --- a crescent wave
- Only use nuclear bombs for nuclear behavior.
- Red cup / Green cup --- "Help" or "I'm Fine" signals
- Display students' work and update regularly to instill pride in students. \*
- Consistent, consistent, consistent consequences for students' misbehavior
- Teacher Directed Instruction to rows of students not cooperative groupings
- Use Response Cards (engagement strategy)
- [www.GoNoodle.com](http://www.GoNoodle.com)
- It's not what you use as a consequence that is important; it's that you use SOMETHING consistently.
- Have conversations with your students.

- Use Mystery Walker as a strategy to promote responsible hall walking behavior \*
- A minimum of 3 positives to every 1 negative \*
- "We're working for our 'Brownie Points.'" \*
- 100 Squares (class bingo) \*
- Use Classroom Cheers to provide Intermittent Celebrations of Success
- Expectancy x Value = Motivation
- Cheers on the San Juan Puerto Rico School District web site
- Praise should be sporadic, descriptive, and true (to be most reinforcing.)
- "When you're dog tired at night, could it be that you've growling all day."
- Marble Jar for Class Compliments
- Mr. Potato Head --- students earn a piece when class receives a compliment
- Avoid the "Criticism Trap."
- Awesome Chant
- Kids often act up, because they're afraid of looking stupid.

\* = Repeated thoughts