

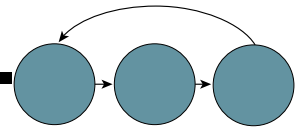
# **SECTION 8: STUDENT BEHAVIORAL EXPECTATIONS**



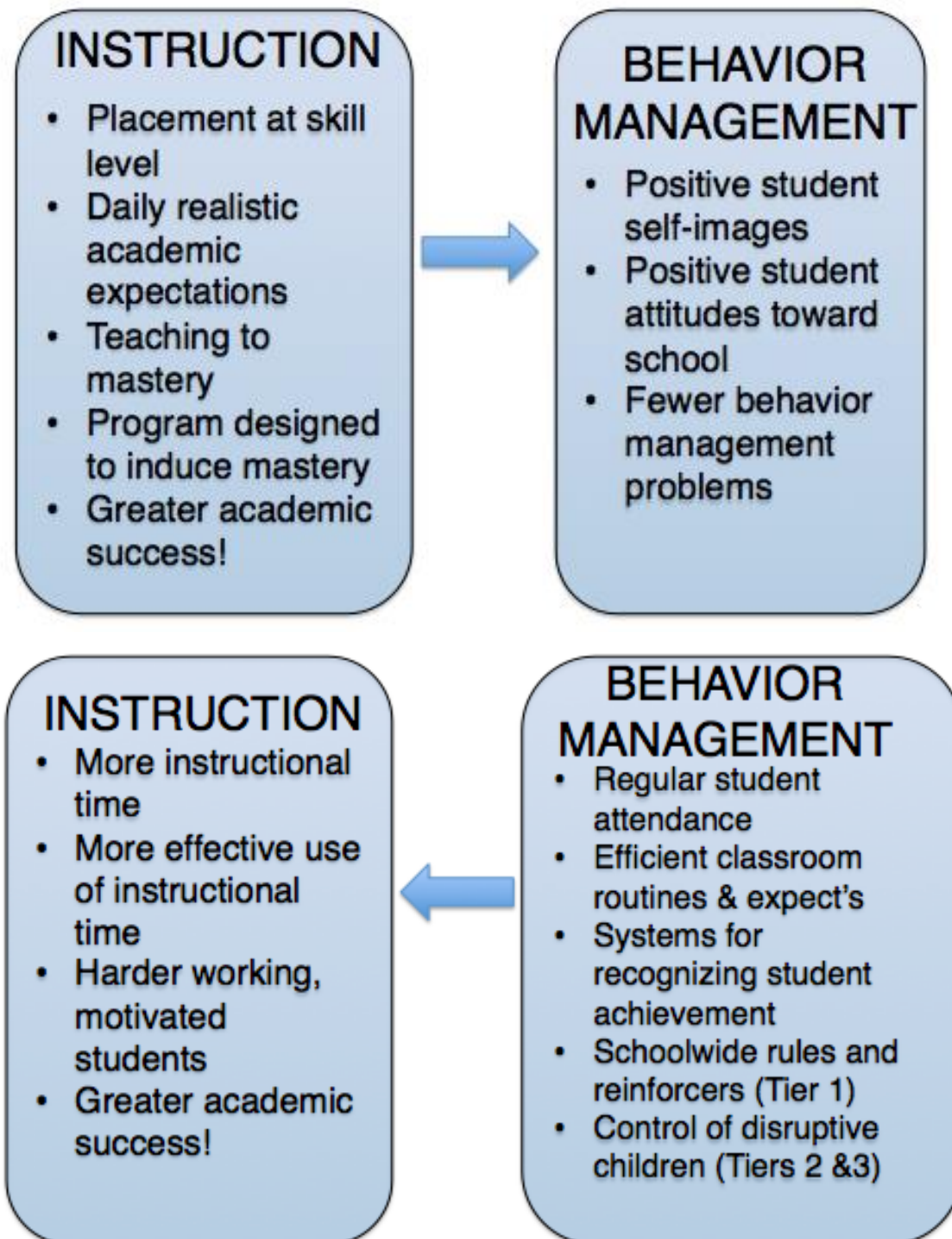
Administrator Leadership Institute  
Kurt Engelmann/Tara Davis

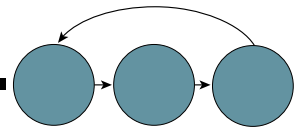
## Calendar for Full Implementation of Direct Instruction (DI)

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## Mutual Influences of Instruction and Behavior





## Models and Expectations

From Part II of *Successful and Confident Students with Direct Instruction* by Siegfried Engelmann

Academic success depends on positive self-images.

- Self-images
- drive work;
  - bias evidence;
  - are built on evidence not just rhetoric.

Positive student roles should be induced early.

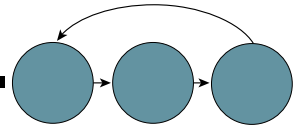
- Students take on roles in their entirety.
- One student's role influences others'.

Teachers play a critical role in developing positive student self-images by

- placing students in appropriate material;
- setting and communicating realistic expectations;
- responding positively to students' performance;
- treating teaching as acting.

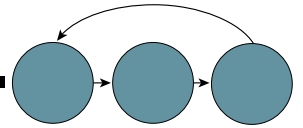
Competing roles should not be tolerated.

- Present rules daily.
- Refer to rules for providing praise and punishment.
- Hold all students to the same strict standard of behavior (no favoritism).
- Remove bad models from the classroom.
  - Use time-out for serious offenses.
  - Inform other students in the class about what offender must do to return to group.
  - Return offender to group with dignity—no grudges.



## Procedures for Inducing Positive Self-Images

1. State an expectation as something that is very difficult and something that may be achieved only by those who are smart and work hard.
2. When students meet an expectation, let them know that their performance indicates that they are smart and that they worked hard.
3. Use the same techniques for individual students and for the group. Keep a strong emphasis on the group's performance because the group is a source of good models for those students who may not have a strong image of themselves.
4. Use evidence at least once a week—evidence based on thermometer charts and evidence based on lesson performance and rate of progress through the programs.
5. Use intermediate goals to keep students informed about where they are now, how far they have already progressed, and how far they have to go to reach their goal. Make intermediate celebrations short and explicitly tied to achieving specific academic goals.
6. Use end-of-year celebrations as the main reinforcing event of the year. Tie these celebrations to academic performance.
7. Use evidence to bolster students when they are down by comparing where they are now with where they had been; use evidence to keep them working hard toward the goal by comparing where they are now with the goal.



## **Problems of Behavior are Problems of Instruction**

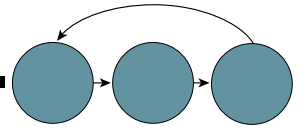
If you can't reinforce students on at least 70% of what they are doing, they need instruction.

- Less than 70% performance indicates that they have not mastered the targeted task.

If you have to nag students about something, students need instruction in how to perform that thing.

- Teach routines and conventions explicitly and positively.
- Clearly state expectations beforehand.
- Have students practice tasks to mastery.
- After instruction, reinforce students for doing what they have learned.
- Review rules and routines positively after long breaks of time off from school.

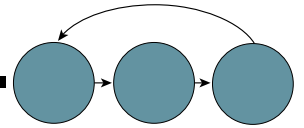
Clear instances of non-compliance should result in appropriate consequences.



## Solving Specific Problems of Behavior

**Directions:** With at least one other partner, complete the following form concerning a persistent group behavioral problem that you see in your schools.

1. Describe a specific problem of group behavior:
2. Write the time of day and location in which the problem usually occurs:
3. List the activity/subject with which students are involved at the time the problem behavior is observed:
4. Describe the teacher's and/or administrator's response to the behavior:
5. What routines would need to be taught, practiced and reinforced for the students to behave appropriately in this setting?



## Thermometer Chart Summary

### Purpose:

- to emphasize the importance of checking independent work daily
- to acknowledge and reward accurate independent work (90% or better)
- to provide hard evidence to students and others that students are hardworking and successful
- to build students' interest in others doing well; encourage cooperation--not competition

### Procedure:

#### 1. Post one thermometer chart for each area taught.

Use the same chart for all reading groups combined. Count the total number of students you are teaching. Identify that number on the red strip and draw a line through any extra boxes.

#### 2. Indicate intermediate goal dates and incentives.

Use arrows, pictures, or other motivating markers to specify a goal date and reward for each thermometer chart. It is best to mark dates conservatively so students will exceed the goals.

#### 3. Present thermometer charts to class.

Introduce importance of the charts. Clearly explain 1) work must be 90% or better the first time to initial a red strip, 2) meaning of goal dates, 3) how chart will showcase students' hard work and success, and 4) that there will be rewards and celebrations of achievement.

#### 4. Check independent work after lessons.

Use teacher-directed workcheck procedures (or check the work yourself in beginning levels).

#### 5. Have students initial thermometer chart strips.

Direct students with 90% or better first-time-correct performance to initial a cell on a red strip. You may prefer to have kids stamp or place stickers in cells, designate a student to pass a strip, have a table to the side where students sign at another time, or have someone draw a line through the entire row. When the strip is full, some students may have signed the strip twice; other students not at all.

(Note: Ordinarily, red strips are initialed for 90% or better performance. However, you might occasionally use one strip to reward excellent behavior or work habits. Example: "You all followed directions, cooperated with one another, did neat work. Everyone gets to initial the strip today.")

#### 6. Post red strips on charts.

Post the strip as soon as the strip is full.

#### 7. Occasionally direct students' attention to their progress toward the intermediate goal.

Maintain students' interest as the red strips are added by pointing out their progress toward the goal. (Example: "Look at that! Only three rows left until your popcorn treat. You have really been accurate on your independent work. Keep it up!")

#### 8. If students reach goal by date indicated, celebrate!

Respond with enthusiasm and make sure students know that what they accomplished is important. Make celebrations about 10-15 minutes for intermediate goals, and up to a class period for the final goal (entire chart). (If students do not reach the goal, they do not get the reward. Be careful to reduce the number of strips the next time so they DO reach their goal.)

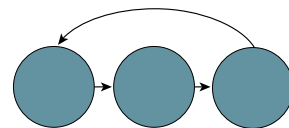
#### 9. Post a new goal and target date.



## Thermometer Chart

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
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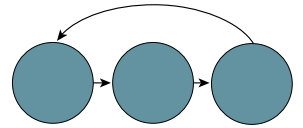
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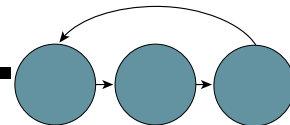
## Thermometer Chart Celebration Ideas

<b>Ideas for intermediate goal celebrations</b> (about 10-15 minutes)	<b>Ideas for final goal celebrations</b> (up to a whole class period long)
<p><i>Educational—</i></p> <ul style="list-style-type: none"> <li>• teacher reads a story</li> <li>• trip to the library</li> <li>• spelling (or trivia) bee</li> <li>• construct homework notebooks</li> <li>• pencils, bookmarks, folders</li> <li>• school supplies</li> <li>• read to another class</li> <li>• Mad Libs</li> </ul> <p><i>Non-educational—</i></p> <ul style="list-style-type: none"> <li>• popcorn, ice cream, fruit roll-ups, or other snack</li> <li>• prize ribbons, buttons, grab bag</li> <li>• sing / have radio on</li> <li>• Hangman, BINGO, 7-Up, Simon Says, or other game</li> <li>• puzzles, coloring</li> <li>• secret message from the teacher for class to decode</li> <li>• extra recess</li> </ul>	<p><i>Educational—</i></p> <ul style="list-style-type: none"> <li>• write and perform a short skit</li> <li>• write and perform a song/rap</li> <li>• help design/post a bulletin board</li> <li>• free choice reading</li> <li>• activity centers</li> <li>• instructional video</li> </ul> <p><i>Non-educational—</i></p> <ul style="list-style-type: none"> <li>• pizza party</li> <li>• ice cream sundae party</li> <li>• work together in hobby groups</li> <li>• magic tricks/experiments</li> <li>• movie</li> <li>• lunch in the classroom</li> <li>• board game party (with favorites brought in from home)</li> </ul> <p><i>Note:</i></p> <ul style="list-style-type: none"> <li>• You might also use any of the ideas for intermediate goals, but for a longer time.</li> </ul>

*(Inappropriate celebrations for meeting intermediate goals: no group or class, no independent work, skipping a mastery test.)*



**Reading**



## The 90% Club

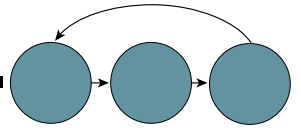
Motivating students to do well on independent work is an important part of a successful Direct Instruction (DI) implementation. There are several ways schools can provide an incentive for students to work hard, retain information taught and perform well on independent work. One of these ways is to establish a flexible recognition system for students who do well on their independent work—*The 90% Club*.

A 90% Club can be established in each classroom. The 90% Club system consists of a list of students who score 90% correct or better for **three or more** consecutive days on their independent work. A second list of students who are “almost there” can also be established, which would consist of the names of students who score in the upper 80% for several days and are close to reaching the 90% Club. This second list is designed to motivate students to keep trying until they reach the coveted 90% Club.

The lists are flexible. They reflect the students’ performance on their most recent independent work assignments. If a student who has historically scored unsatisfactorily on his/her independent work scores 90% or above on the three most recent independent worksheets, his/her name would go on the 90% Club list. Conversely, a student’s name would come off the 90% Club list if his/her daily work falls below 90% for three consecutive days. (An exception is when the performance of students with excused absences falls below 90% for three consecutive days.)

Because the lists must be flexible, they should involve materials that readily allow mobility in the list membership. One option is to draw categories on part of a white board and use erasable markers to generate the lists. Another option is to divide a felt board into categories with attachable name tags that can be moved from one category to another as needed. (See attached graphic as an example.)

The 90% Club will work well only if teachers and administrators reinforce students who are part of the club. Adults should give verbal praise to students who make the club, and give encouraging words to those who are “almost there.” Adults should give special recognition to students who stay in the club for a long period of time (e.g., two weeks). And the whole class can receive a short celebration when everyone in the instructional group or class is in the club. The principal should announce publicly the names of individual students and instructional groups who stay in the 90% Club for particularly long periods of time.

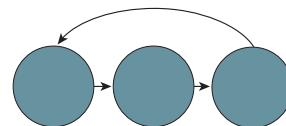


## The 90% Club

<b>John</b>	<b>Sam</b>	<b>Alexa</b>	<b>Jose</b>
<b>Carmen</b>	<b>Elise</b>	<b>Tyrone</b>	<b>Tino</b>
<b>Brandi</b>	<b>Phil</b>	<b>Hans</b>	

## Almost There!

<b>Fred</b>	<b>Frank</b>	<b>Tina</b>
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## Transitions & Routines During Instruction

One of the features of a successful implementation of Direct Instruction (DI) programs is a clear set of routines, procedures and expectations for student behaviors in classrooms as well as behaviors in common areas (school bus, cafeteria, playground, hallways, bathroom, etc.). This document lists the transitions that students make from one set of materials to another within a DI lesson. The lists are organized by program and level. The smoother and quicker the transition, the more time will be available for instruction, which can help improve overall student performance.

### Reading

#### Reading Mastery Signature Edition (RMSE) / Reading Mastery Transformations (RMT)

##### Grades K & 1

*Transitions between instructional materials:*

- From teacher presentation book/textbook to workbook
- From teacher presentation book/textbook to storybook
- From storybook to workbook/independent work

*Other common materials/routines:*

- ❖ Plan for use of clipboards, pencils, and crayons.
- ❖ Plan for thermometer chart signing and teacher/student game wrap up.

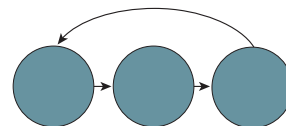
##### Grades 2-5

*Transitions between instructional materials:*

- From word attack/story reading to paired reading
- From paired reading to workbook
- From workbook to independent work
- From independent work to workcheck procedures
- From Fact Games to mastery test (note: no fact games for Grade 5)

*Other common materials/routines:*

- ❖ Plan for use of pencils, correcting pens & dice for fact games.
- ❖ Plan for thermometer chart signing and teacher/student game wrap up.



## Corrective Reading: Decoding

*Transitions between instructional materials:*

- From teacher presentation book to workbook
- From independent work to workcheck procedures

*Other common materials/routines:*

- ❖ Plan for use of pencils and correcting pens.
- ❖ Plan for therm. chart signing and teacher/student game wrap up.

## Language

### RMSE / RMT Language Grades K &1

*Transitions between instructional materials:*

- From teacher presentation book/displays to workbook/independent work activities

*Other common materials/routines:*

- ❖ Plan for use of pencils and crayons.
- ❖ Plan for thermometer chart signing and teacher/student game wrap up.

### Grades 2-5

*Transitions between instructional materials:*

- From teacher presentation book/displays to workbook activities
- From workbook activities to textbook activities/independent work
- From textbook activities/independent to workcheck

*Other common materials/routines:*

- ❖ Plan for use of pencils and correcting pens.
- ❖ Plan for therm. chart signing and teacher/student game wrap up.

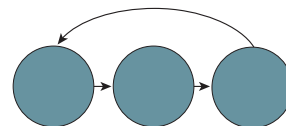
## Corrective Reading: Comprehension

*Transitions between instructional materials:*

- From teacher presentation book to workbook
- From workbook to workcheck procedures

*Other common materials/routines:*

- ❖ Plan for use of pencils, correcting pens & dice for fact games.
- ❖ Plan for therm. chart signing and teacher/student game wrap up.



## Mathematics

### Connecting Math Concepts Comprehensive Edition (CMC CE)

#### Levels A & B

*Transitions between instructional materials:*

- From teacher presentation book/displays to workbook/independent work.
- From workbook to workcheck procedures

*Other common materials/routines:*

- ❖ Plan for use of pencils and correcting pens.
- ❖ Plan for thermometer chart signing and teacher/student game wrap up.

#### Levels C-F

*Transitions between instructional materials:*

- From teacher presentation book/displays to workbook
- From workbook to textbook/independent work activities.
- From workbook to workcheck procedures

*Other common materials/routines:*

- ❖ Plan for use of pencils and correcting pens.
- ❖ Plan for thermometer chart signing and teacher/student game wrap up.

#### DISTAR Arithmetic I

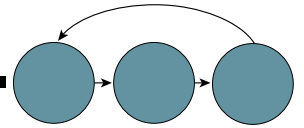
*Transitions between instructional materials:*

- From teacher presentation book to workbook/independent work activities

*Other common materials/routines:*

- ❖ Plan for use of clipboards & pencils.
- ❖ Plan for thermometer chart signing and teacher/student game wrap up.





## Management System — Good Work Tickets

A school new to Direct Instruction implementation may not yet have an effective system for managing student behavior in less structured settings such as the hallways, playground, or cafeteria. Here is a system that can play a powerful role in creating an immediate environmental change and signaling to students that things are going to operate differently from this point.

**Phase One:** Beginning as early as possible in the year, teachers, aides, assistants, and other school personnel pass out tickets to students who exhibit appropriate behaviors. Students who receive tickets turn them in to their classroom teachers to receive good work credit and eventually, rewards and recognition.

**Phase Two:** Once students have exhibited appropriate behavior for several months, the program changes to maintenance. Students continue to be reinforced for appropriate behavior, but the manner and schedule of reinforcement by adults is faded since virtually all the students now perform appropriately.

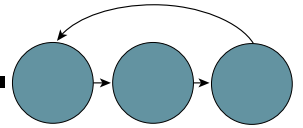
### Procedures

#### 1. Define behaviors.

As a group, clarify what specific behaviors are acceptable and unacceptable. (Examples of appropriate behaviors: following the rules in various settings, helping another student, sharing, standing quietly in line with hands to self, using equipment or facilities with care.) Do not assume that there is universal understanding among staff members about what is considered acceptable and unacceptable.

#### 2. Teach the method.

- a) Observe students behaving appropriately.
- b) Hand tickets to the students. If a small group of students are doing well, the adult should select two — not all — of the students to receive tickets.
- c) Tell the students why they are receiving tickets. What specific behavior resulted in this?
- d) (Early in Phase One...) Tell students what to do with the tickets. Direct the students to write their names on the backs before submitting them to their teachers.
- e) Quickly praise or encourage. (“Keep it up.” “Good start.” “Nice remembering the rules.”)
- f) Move on to observe other students. If students are not watching, issue another ticket after about fifteen seconds. If other students are watching, wait until they stop watching or until about a minute of appropriate behavior occurs.



### 3. Rehearse.

Rehearse with teachers and aides exactly what to do and say before permitting them to pass out tickets. Do not permit them to pass out tickets until they demonstrate understanding.

#### Example 1:

Students are waiting in line. Several are standing quietly but most are talking and playing. The monitor approaches a student behaving appropriately. Monitor: "Here's a ticket for standing in line so quietly. Good for you. Save this ticket and write your name on the back. Then give it to your teacher. Tell her why you got it."

Student: "What?... I..."

Monitor: "Just give it to your teacher. Tell her you did a great job of waiting in line quietly." The monitor ignores the students immediately in front of and behind this student, moves to another part of the line, and watches for another fifteen seconds before identifying another student behaving appropriately. Monitor follows same procedure.

#### Example 2:

Students are playing Four Square. One student loses, shrugs (without arguing), and walks to the end of the line. The monitor approaches the student, hands him a ticket and says, "I like the way you play. You really follow the rules. Good for you. This ticket is for following the playground rules. Write your name on the back and give it to your teacher. Don't lose it because it's a valuable ticket." The monitor moves on to observe other students.

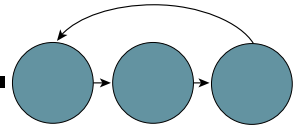
#### NON Example 1:

The monitor gives a ticket to a student behaving appropriately and says, "Take this to your teacher. She'll tell you about it." The monitor doesn't tell the student what she did to earn the ticket.

Wrong. The monitor should tell the student what specific behaviors are being rewarded.

#### NON Example 2:

The monitor hands a ticket to a student on the playground. Three children approach the monitor and say things like, "What are those?" "Why did you give one of those to Henry?" "Can we have some?" "What are those pieces of paper for?" The monitor answers all these questions. In the meantime, several other children approach the group and ask some of the same questions. The monitor answers them all.



Wrong. The monitor should keep walking and answer the questions in as brief a manner as possible and then ignore these children.

Students: "What are those?"

Monitor: "Tickets for good work."

Students: "Why did you give one of those to Henry?"

Monitor: "He helped that little girl tie her shoe."

Students: "Can we have some of those?"

Monitor: "If you follow the rules, you'll earn some."

That is enough discussion to give the students information about what they have to do in the future. If the students continue to follow her while she is walking away, and the monitor observes a student behaving well, she should hand a ticket to him and explain why. The onlookers will begin to catch on to the game if the monitor executes her role effectively.

#### NON Example 3:

Students who are supposed to be waiting quietly in a line are laughing and pushing each other. They see the monitor coming and immediately straighten up and correct their behavior. The monitor gives one of them a ticket.

Wrong. The monitor plays a role in training students only to exhibit appropriate behavior when they are being watched. If an adult is not around, they practice incorrect conduct.

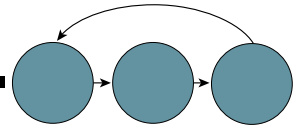
The monitor should instead watch the students for about half a minute, gone to another part of the line, and intermittently glanced back at them for the next minute or so. The monitor could then reward a student who continued to behave appropriately for the duration of the time.

#### 4. Reinforce frequently at first.

Early in Phase One, tickets should be passed out often — before students enter school, at the beginning of the day, during recess, during lunch, on bathroom breaks, and during any time that students line up. Assuming that many students frequently exhibit appropriate behavior, adults should be able to pass out tickets at a rate of about one per minute. An ideal goal is to have every student who follows the rules during these times earn one or more tickets per day.

#### 5. Treat the tickets as valuable.

Imagine that each ticket is a ten dollar bill and treat it accordingly. The more value you place on them, the more the students will see them as valuable.



#### Example 1:

The monitor hands out four tickets on the playground. As she is walking back toward the school, she notices one of the tickets on the ground. She rushes over and picks it up. Several children are watching. She says to them, "Somebody must have lost their ticket. These things are valuable. I have it now." She smiles triumphantly and walks away.

#### Example 2:

The monitor passes out a ticket to a student who frowns and says, "I don't want this."

Monitor: "I'll take it if you don't want it."

Student: "No, that's okay."

Monitor: "Are you sure? If you don't want it, I'll take it."

#### NON Example 1:

The monitor hands a ticket to a student waiting appropriately in line. Nearby students hold out their hands and say things like, "What about me?" "Do I get one too?" "I was standing right." "Please?" The monitor then passes out tickets to these students as well.

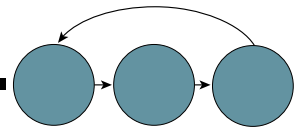
Wrong. The monitor demonstrates that the tickets are worthless. The students learn the incorrect lesson that tickets may be earned simply by begging. Instead, they should know that the only way to earn tickets is to consistently behave appropriately. They must believe that, in time, if they keep acting appropriately, the system will reward them, too.

The monitor should hand out one ticket and ignore the other children or say something like, "If you keep doing well, you'll get a ticket" and move to another part of the line.

#### NON Example 2:

The monitor passes out a ticket and tells the student what it is for. As the monitor leaves, the student discards the ticket. The monitor sees this but does not respond.

Wrong. Instead, the monitor should rush over, pick up the ticket and say something to indicate that it is of great value such as, "If you don't want it, I do." She could then smile knowingly at the student and walk away.



#### 6. Tally tickets and provide rewards.

Depending on the ages and grades of students, teachers may choose to collect tickets daily, weekly, or not at all (and instead have students hold onto them in a designated location). Regardless of the system a teacher devises, here are some suggestions for making the program important to the students.

- a) Post a list of student names, or alternatively, post a calendar to keep a whole-class count.
- b) Say to students at the end of the designated period (day, week, etc.) “Raise your hand if you earned any tickets for following the rules and behaving the right way.”
- c) Remind students to write their names on the backs of each ticket.
- d) If tickets are to be collected, have a student pass a container where students drop them in.
- e) Ask students for their totals. Make a tally mark for each ticket on the class chart.
- f) Congratulate the students for their accomplishment. “Good for you. Keep behaving well and you’ll continue to get tickets.” Also tell the students who did not earn tickets this period, “I know that some of you also behaved well but didn’t get a ticket this time. Just keep doing things the right way and you’ll earn some. Remember to help out other students, get along, and follow the rules. You’ll get good work tickets, too.”
- g) After students earn a designated number of tickets (such as five), they are eligible to select treats. Rewards are ideally items that students like but are inexpensive for the teacher. Some ideas: stickers, stamps, markers, fancy pencils, trinkets, erasers, interesting pebbles or shells, school supplies, or novelty items (such as balloons filled with sand).
- h) The awarding of prizes should not take a lot of time, but the teacher should make this point. “You earned your prizes by working hard. You also made your school a better place. Good for you. Keep it up and before long, we’ll have the best school ever.”