Meadow Lakes Elementary
Behavior Management System
The MLE Behavior Management System seeks to streamline several components into one layered process geared towards effective staff management and student success.

- **Stop and Think**
  --positive behavior management

- **CHAMPS**
  --communication of expectations

- **PRIDE**
  --guidelines for success

- **RESPONSIBILITY**
  --maintains a positive school atmosphere
Stop and Think

A “Reset” for Success
Why use Stop and Think?

- Develops positive relationships--trust, respect, and empathy
- Guides students to own and solve their problems
- Delays consequences (gives us a chance to think before we react)
- Defuses power struggles
- Gives time to neutralize situations
- Clear and Consistent--gives students a safe avenue to learn (social skills acquisition)
- Recovery process (i.e. time to get back on task)
- It is research based and proven successful (when done properly and all on the same page)
Consistency at MLE

• We want the behavioral expectations for students to be the same throughout the entire school, inside and outside.

• We want a common language of expectations to be spoken with the goal of clarity and understanding for all students.

• A little extra work up front can achieve consistent success for all, and that saves lots of time.
When do we use Stop and Think?

- The learning environment has been compromised
- Safety has been compromised
- Well-being has been compromised
- Property or belongings have been damaged or destroyed
How It Works
What to do and why...

STOP and THINK

Good Choice? or Bad Choice?

What are my choices or steps?

Do It!

Say: “Good Job”
First...

Impulse Control/Self-Control/Self-Management

Redirecting student toward a positive choice.
Second...

Accountability: Remain a part of the learning community (Incentive/Intrinsic)

Reset (Reflection and Teaching Opportunity)
Third...

Empowering students to self-monitor behavior; you may have to coach the student through this.
Fourth...

Guided Behavioral Implementation

Student makes a behavioral choice
Last...

Positive Self-Reinforcement

Say: “Good Job”

Celebrate success!
1. ________, you need to Stop & Think.
2. Are you going to make a Good Choice or a Poor Choice?
   – You need to make a Good Choice.
3. What are your (Good) Choices or Steps?
   – [Tell/Guide your student here using a specific “Skill Set”]
4. All right, now let me see you Just Do It!
5. Great job! ! ! Tell yourself you did a great job!
Reset One
*The reset chair should be in plain sight

__________ you chose reset for__________.

Please go to reset.

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• A good reset looks calm, quiet, and is not a disruption.

__________ why are you in reset?

What is your plan?

Excellent, please return to your seat...

*2-3 minutes max unless escalated
A Positive Plan

Say what you will do; not what you won’t do.

• “I will stay on task.”
• “I will raise my hand with questions.”
• “I will walk in the halls.”
• “I will be silent and read during SSR.”

Avoid “I won’t __________________.”
Reset Two
and Frequent Flyers

• Buddy Room with prearranged teammate.
• Be sure to complete the Discipline Referral Form (Teachers)
• 5 minutes or less (“Why are you here and what is your plan?”) Students
• Be sure to complete the Buddy Room Sheet (Students)
• Back to class and go through reset as usual (reset 2 to reset 1, reset 1 back to class) Students
Reset Three/Office Referral

• In the red zone... escalating
• Interfering with the learning, safety, and well being of others.
• Complete noncompliance and refusal to listen.
• Extreme disrespect or vulgar language.

• Make sure you are implementing the Stop and Think program.
Keep it Positive

• Remain calm
  – Hide your goat
• Avoid escalation
• Keep emotions in check
• Simply state the consequence of his or her choice (without emotion)
• Use positive language as often as possible
Remember, it’s a RESET

- Punishment does not change behavior.
- Natural consequences change behavior with intrinsic motivation
- “Bad Choices” are not failures.
- **A Reset 1 does not impact a student’s movement on the Y**
Stop and Think

Be:
• Positive
• Prepared
• Respectful
• Attentive
• Safe
• CONSISTENT
• Successful

It’s not punitive...

• Model

• 5Positivesfor every 1 Negative

• Reinforce and celebrate the desired behaviors

• Be calm and state the choice or consequence
CHAMPS
Clear Expectations and Procedures

Conversation
Level 0 (zero noise level)
Level 1 (whisper voice)
Level 2 (quiet conversation)
Level 3 (presentation voice)

Help
Raise your hand
Ask 3 before me

Activity
Independent work
Work with a partner
Work with a group
Whole group lesson

Movement
Stay seated in one spot
Ask permission to move
Move responsibly (stacking chairs, getting supplies, bathroom)
Silent transitions

Participation
Active listening
Contribute to the learning
Stay on task
Do your best work
All of the above

Success
Success is the goal!
Meadow Lakes

CHAMPS
Conversation

- Level 0 (Zero noise level)
- Level 1 (whisper voice)
- Level 2 (quiet conversation)
- Level 3 (presentation voice)
Help

- Raise your hand
- Ask 3 before me
Activity

- Independent work
- Work with a partner
- Work with a group
- Whole group lesson
Movement

➢ Stay seated in one spot
➢ Ask permission to move
➢ Move responsibly
   (Stacking chairs, getting supplies, bathroom, etc.)
➢ Silent transitions
Participation

- Active listening
- Contribute to the learning
- Stay on task
- Do your best work
- All of the above
Success

Success is the goal!
P.R.I.D.E.
MLE’s Guidelines For Success

• **PRIDE Paws**
• Students at Meadow Lakes Elementary can be recognized for the traits of PRIDE:
• **Personal Responsibility**
• **Respect**
• **Integrity**
• **Determination**
• **Empathy**
• Anytime a staff member sees a student exhibiting PRIDE, they check the appropriate trait and write the student’s name on the back. The student puts the paw into their class bucket (located in the classroom).
RESPONSIBILITY

• Emphasizes the use of positive discipline procedures to oversee classroom and school behavior.

• A democratic model of order with individual and shared responsibility which is very effective in creating and maintaining a positive school atmosphere.

• The process uses earned privileges as a reinforcer for appropriate conduct with natural and/or logical consequences as deterrents.

• Student privileges given (when earned) at the beginning of the day and removed when behavior is inappropriate.

• The routine is consistent and can be used by everyone in the building to promote good behavior. It is easily learned by students, and they enjoy the intrinsic reward process and the positive reinforcement that is achieved with good behavior.

Remember Rules
Effort
Self-Control
Politeness
Obey
Neatness
Self-Reliant
Interest
Best Behavior
Ideas
Listen
Independent
Trustworthy
You Are Responsible!
Stop and Think and the Responsibility Chart

1. Stop and Think
   - Are you making a GOOD choice or POOR choice?
   - What are your choices right now?

2. Reset 1/Seat Away
   - Is this behavior going to help me move to the “Y”?
   - What can I do to change my behavior?

3. Reset 2/Buddy Room
   - Call Home by referring teacher
   - Complete back of Buddy Room Sheet
   - Back to Reset 1

4. Office Referral
   - Office calls home
   - Moved from “Y” down to “T”
   - No movement up for day if not on “Y”
   - Administrative Consequence
Discipline Referral Form

*The Staff member who encounters the behavior is the Referring Staff, they fill out the form and give it to the Homeroom teacher (Minor) or Principal (MAJOR).

- All minors are filed with homeroom teacher. All minors require parent contact by the referring teacher.
- All MAJORS require students be sent to office w/ form. Administrator will give consequence and contact parent.

**Student Name:** ________________  **Grade:** K 1 2 3 4 5

**Date:** ________________  **Time:** ________________

**Referring Staff:** ____________________  **Homeroom Teacher:** ____________________

**Location:**
- Arrival/Dismissal
- Bathroom
- Breakfast-Gym
- Classroom
- Library
- Music
- PE
- Playground
- Other__________

**Problem Behavior**

<table>
<thead>
<tr>
<th>Minor (Referring Teacher calls home)</th>
<th>MAJOR (Student sent to office w/ form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Abusive language</td>
</tr>
<tr>
<td>Physical contact</td>
<td>Fighting</td>
</tr>
<tr>
<td>Defiance</td>
<td>Extreme Defiance/Disruption</td>
</tr>
<tr>
<td>Disruption</td>
<td>Unauthorized departure</td>
</tr>
<tr>
<td>Property misuse</td>
<td>Theft - confirmed</td>
</tr>
<tr>
<td>Other</td>
<td>Weapon</td>
</tr>
<tr>
<td></td>
<td>Verbal/Physical Harassment</td>
</tr>
<tr>
<td></td>
<td>Reset 2- Buddy Room Refusal</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Interventions prior to referral**

- Stop & Think Redirect
- Reset 1- seat away
- Reset 2- buddy room referral
- Buddy Room Referral Form
- (backside completed in buddy room)

**Other Information**

- Loss of privilege
- Conference with student
- Recess Detention (9 of days [_________])
- Recess Detention date(s) [_________]
- Loss of bus privilege [_________]
- Dates: [_____] - [______]
- OSS (_________) Dates: [____] - [______]
- ISS (_________) Dates: [____] - [______]
- Placed on contract
- Parent Contact by Principal/TIC
- Removed from Y
- Other

**Decision**

- Call home

**Other**

Comments:

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**DEAR PARENT/GUARDIAN:** Today your child received a discipline referral form as a result of misbehavior. This copy is being sent home for your records and does not need to return. A follow-up phone call should have been received from:

**Person making phone call home**

- Referring teacher
- Administration/TIC
- Nurse

Looking for patterns....

- Discipline Referral Form
- Reset 2/Buddy Room Referral Form
  - Intermediate
  - Primary