

Points (cont.)

During a special area class, that teacher makes point decisions.

Point Procedure: 1st Round: Go down the list of names. Child will give points earned. If not maximum, will give reason (may also state affirmation). Record amount. 2nd Round: Go down list of names again. Only **You** may not agree with a child's assessment points. This is a change from the regular routine and will only be used when a substitute is here.

Remember, you may and should voice a Concern with any student's points if they did not take into account inappropriate behavior. The behaviors might include not being on task, not following directions, being disrespectful, late for class, etc.

Also remember, that you want to be fair with points. A child can not earn ___ points during the total day to NOT MAKE HIS/HER DAY. Be reasonable with your Concerns.

Students in my class who can help you with this procedure are:

Steps

"Steps" is a procedure that allows the student to move away and reflect on a behavior that is interfering with others. Here's how it works.

Step 1: Walk over to the child who is interfering with the ___ of others. Whisper, "Step 1 for ___" (state behavior). Child will stand up and move to a place that faces away from the learning environment. In less than 5 minutes go over to the child and say, "How did you get to Step 1?" Student states the reason why he/she is on Step 1, the teacher asks, "Do you need more time?" If the answer is "No," the student returns to the setting. If he/she cannot say why, repeat the reason and start the procedure again.

Step 2: If a student does not sit quietly on Step 1, tell him/her that they are on Step 2 which means that they will not stand. You say, "You're on Step 2 for ___ (talking, kicking wall, turning around, etc.). Again, return in less than 5 minutes and ask, "Why are you on Step 2?" A correct response means that a student moves back to Step 1 and back to his/her seat in successive segments.