Strategies for Special Area Teachers

- **Success Chain** – explained in workshop – positive group contingency in which individual student earns a paper link/letter/word towards an established goal/reward. Many variations can be used: Principal’s link, buddy link, academic link, visitor’s link, lunch-line link, etc... Once earned, links cannot be taken away. You may also have more than one chain going at once. Ex. Inside chain & outside chain for in-class versus outside activities. Once goal is reached – student(s) or class earns privilege.

- **Attitude + Effort Chart** – This is similar to the success chain as it is typically a group system. It may be easier for the teacher who sees many classes as it is just a sheet of paper with boxes. If the class achieves their daily behavior goal, they get a check/sticker/smiley in the box. When they have 10 boxes filled, they earn a pre-determined privilege. See attachment in handout.

- **Behavior Bracelets** – (Great if you are on the move.) Use 3 colored stretchy key rings – remove one bracelet each time the “behavior to work on” is exhibited (blurt out, out of seat, etc.) The # of bracelets left is the number of points earned for that period. Predetermine the goal/# of points for reward. Ex. 25 points = homework pass.

- **Correction Cards** – Have laminated post it notes with common verbal statements made by teacher. Please Stop, Thank you for Listening, Thank you for your silence, etc. Hand out discreetly to deal with behavior. If you want to give a positive note, write it on a post it and let students keep it. Laminated notes should be returned at the end of class.

- **Movement Minute** – Use a timer and let the students know how long you will be teaching/presenting and their silence will be expected. When the timer goes off, they are allowed 60 seconds of “movement.” This may be pair/share, walk and find a partner, free movement, dance, or any mind shift which is a change in what the brain is required to do.

- **Yes Card** – (use index card) 3-6 will have 9 sections. Use a 3-10 minute interval depending on how often student disrupts. Increase time interval gradually. If at the end of specified time, student has not disrupted, you initial ONE “yes.” If the student has all “yes” initialed, reward is earned.

- **Team Time** – 5 minutes every Friday. Set a timer for 5 minutes. Tell students they may only say “kind” things to each other during the 5 minutes. Put sentence starters on the board – Thank you for... I appreciate you for... I’m proud of you... I noticed that... I start it off by making a few of the statements myself. After a few weeks, you may notice them doing this unprompted!

- **Success Box/Bonus Box** – used to reinforce positive behaviors, but also to minimize # of rewards given. If student complies with/reaches goal he/she puts name in a drawing box. Names can be drawn by period, daily, weekly, etc to earn reward.

- **Code System** – Code “0” = Zero talking, Zero movement, Eyes on speaker; Code “1” – may only talk to teacher; Code “2” – may only talk with partner; Code “3” – may only talk with group.

- **My Time/Your Time** – Predetermine how many minutes you can spare at the end of the class (up to 5.) Put tally marks on the board at the beginning of class. Tell student each time they take “my” time (you have to stop to correct) they lose a minute of “your” time at the end. 5 minutes at the end of class could be talk time, homework time, choice time, etc.