

# Managing Student Behavior

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# Managing Student Behavior

**Goal:** *Discuss effective methods for managing student behavior both before it becomes problematic and after parent contact has become necessary. Bonus: Share student behavior issues we have faced and discuss how we resolved them.*

Clearly-defined Mathlete scores with rewards and consequences.

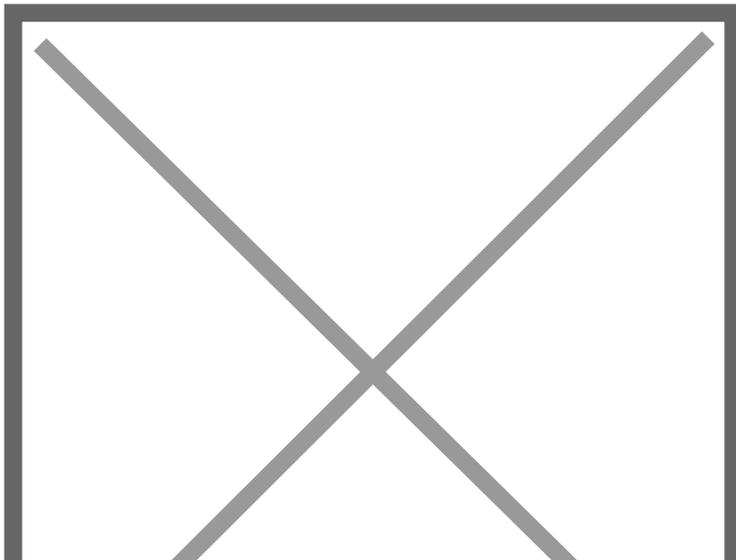
Ex.: [Mathlete Scores](#)

*How do you coach instructors who may feel uncomfortable and guilty giving lower Mathlete scores?*

## STANDARD ACTIONS TO MANAGE GENERAL CENTER BEHAVIOR

Reward good behavior! Some ideas:

- Instructors can give extra wheel spins for great sessions
- Extra stamps/punches for outstanding behavior
- Play a game if the student has done a lot of work. *When is it appropriate?*
- 5s (highest Mathlete score) can get something special for free, like funny rubber ducks (Elliott) or frogs (Nik)



Raffle tickets for gift card of student's choice

- Student gets raffle tickets based on mathlete score
  - Being respectful and focused
  - Meeting the goal of 6 to 8 pages or more

## Consequences for bad behavior:

- Moving to a new seat for being distracting or distracted
- No buying prizes for low mathlete scores
- No wheel spin for low mathlete scores
- Working privately with a lead instructor / AC / CD **DISCUSS**
- Calling parents and ending session if behavior is severe/repeated

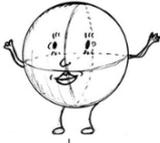
## ESCALATING STEPS FOR CONSISTENT BAD BEHAVIOR

*\*Determine if this action plan should be put in place for students with consistently poor behavior\**

1. **Verbal warning.** Point out the bad behavior you saw and encourage good behavior. Remind them what the goal is for today.
2. **Move the student and give a second warning.** Remind them what student behavior expectations are during their session. Talk to the parents to raise their awareness.
3. **End the session, move the student to the front / waiting area, and call the parents.** Schedule a conference with the student and the parent in the same room ASAP. During the conference, discuss what the center expectations are. Decide and agree if behavior can and will be corrected.
4. **Follow up phone call after X sessions to update parents on if things are better or worse.** If bad behavior is continuing, a hold or enrollment termination may be necessary. Talk to Betty if it seems like things are headed in this direction.

*\*\*Immediate feedback whether good or bad is important\*\**

# Behavior expectations



# • Mathnasium Behavior Expectations •



**M** Make sure I am checked in and I am ready for the Mathnasium Hour

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**A** Always give my best effort

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**T** Treat each person with respect and courtesy

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**H** Homework is reviewed before the session and will be worked on at the end of the Mathnasium Hour

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**N** No device for personal use during the Mathnasium Hour

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**A** Always checkout before turning in my cards for Rewards

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**S** Stay seated at my table, unless I'm going to the restroom or getting water

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**I** I will raise my hand if I need help from an instructor and patiently wait

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**U** Use my inside voice at all times

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**M** Make sure my area is tidy at the end of my session and check out

