

# Session Guides

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# Appointy Usage

## What is Appointy?

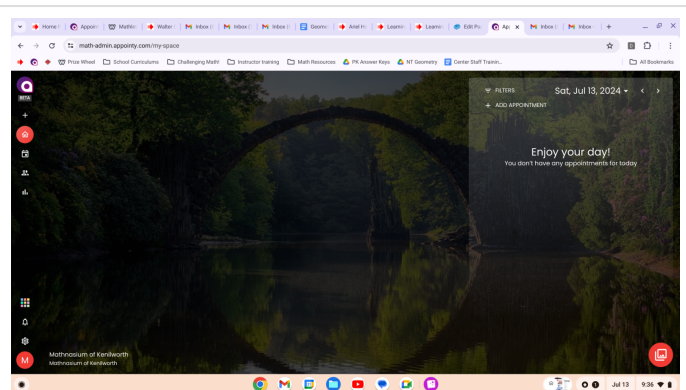
**Appointy** is our student scheduling software that we use to track and forecast student attendance.

## When to Use Appointy?

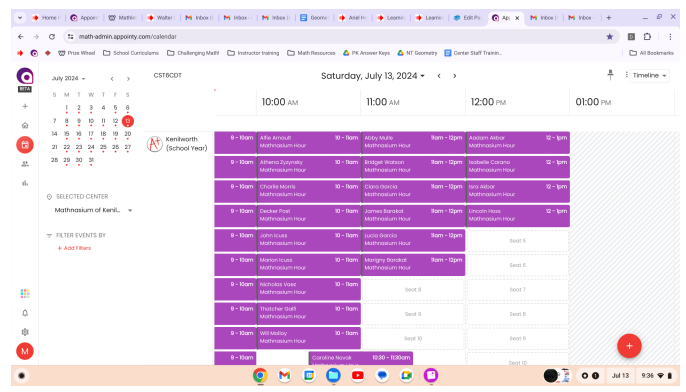
- If you forget to sign your student into Radius, you may check Appointy as a general estimate of when the student is leaving. (Note: Parents will often bring their child in a few minutes earlier or later than their scheduled time. Parents may also call/text to schedule appointments the day of their session, to which their session will usually not appear in Appointy.
- If you would like to forecast the instruction load in future hours of your shift, you may use Appointy as a guide to balance instruction vs. side tasks.

## How to Use Appointy

1. First, navigate to the Mathnasium Appointy [homepage](#).



2. Next, select the "Calendar" tab from the left menu



# Rewards System

## Punch Cards

There are 5 different level cards: level 1 White (1-20), level 2 is red (21-40), level 3 is black (41-70), level 4 is gold (71-100), level 5 is platinum (100- ). Each advancement means less stars to be punched to complete a card. If a student moves onto the next level, make a note of this on the Follow-Up Notes log.

RC does not count towards card number but does count towards redeemable prizes.

Students may redeem the cards as they complete them, or save them in the clip in the binder for future redemption.

Make to initial each card a student fills out. If a student spins an RC, write it on their most recent card and initial it.

One punch:

- Each page of a the Workout Book or Prescriptive, including Mastery Check
- Challenge question on Mastery Check
- Completing workout book chapter
- A correct answer for the POW (age-appropriate)
- Wearing a Mathnasium shirt or a Mathnasium wrist band

Occasionally, we will offer double punch day or double punch hour when a student celebrating a birthday is in the Center.

# Student Notes

**Notes From CD:** Rules of engagement for the student hour

- Specific Binder instructions, Material to use during the hour

**Student Notes:** Information that everyone should know about the student

- Preferred pronouns or other important notes [ ]Important Identifying info[ ]
- Seating instructions [ ]who they should sit with and where[ ]
  - Specific instructor, or room
  - Great Foundations, normal, or higher level math
- Class they are in [ ]school and class they are taking[ ]
- General behavioral patterns and best practices [ ]How to work with the students to ensure success [ ]

# Managing Student Behavior

# 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.

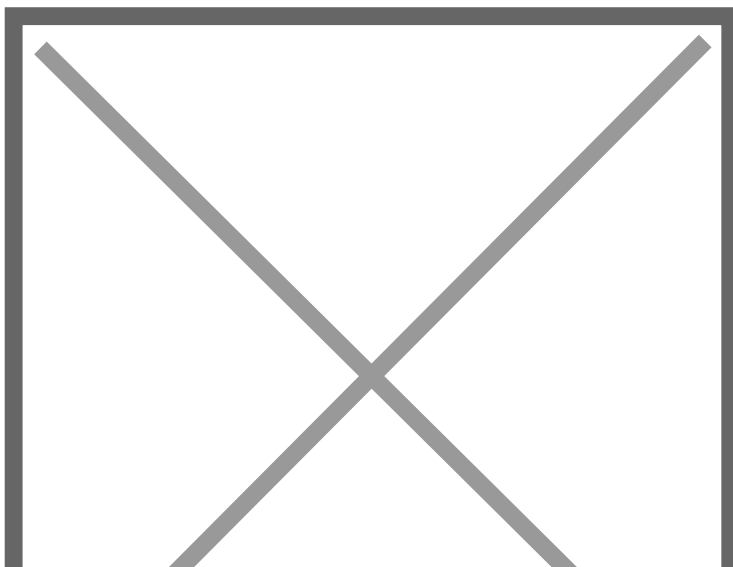
Ex.: [Mathlete Scores](#)

*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

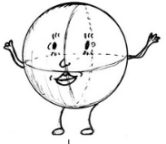
*\*Determine if this action plan should be put in place for students with consistently poor behavior\**

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

**A** Always give my best effort

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

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

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

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

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

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

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

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

