

## Secret Student Behavior Management System

This Really Good Stuff® product includes:

- **Secret Student Space-Saver Pocket Chart™**
- 1 *Today's Student/This Week's Student Card*, laminated
- 9 *Task Cards*, Write Again® wipe-off laminate
- 32 *Student Name Cards*, Write Again® wipe-off laminate
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **Secret Student Behavior Management System**—a fun way to reinforce desired classroom behaviors.

### Cleaning and Storing the *Secret Student Behavior Management System*

Keep your *Pocket Chart* in good condition by wiping it occasionally with a damp sponge. Fold the *Pocket Chart* between the pockets for easy storage.

### Assembling and Displaying the *Secret Student Behavior Management System*

Before introducing the **Secret Student Behavior Management System**, make copies of this Really Good Stuff® Instructional Guide, and file the pages for future use. Or, download another copy of it from our website at [www.reallygoodstuff.com](http://www.reallygoodstuff.com). Hang the *Pocket Chart* where students can easily see it. Program the *Student Name Cards*, and place them in the left flap pocket. Select the *Task Card* for the behavior you want to reinforce and place it in the large center pocket. If there is a behavior you want to reinforce that is not on the preprinted *Task Cards*, use a dry erase marker to write the behavior on one of the blank *Task Cards*. Insert either the *Today's Student Card* or the *This Week's Student Card* in the right-hand pocket with the *Student Name Card* of your “secret student” behind it.

### Introducing the *Secret Student Behavior Management System*

Explain to your students that you will be using the **Secret Student Behavior Management System** to reinforce good classroom and school behavior. Point to the *Today's Student Card* or *This Week's Student Card* and explain that each day or each week, you will select a secret student, and that you will be “hiding” a *Card* labeled with his or her name behind it. Then, point to the *Task Card* and ask a volunteer to read it. Ask students to describe what they think you will be looking for to indicate that the class is doing a good job at the task. Explain that you expect the entire class to do a good job at the task, but that you will be observing one student in particular. Explain that since that student is to be a secret, it means everyone should be on their best behavior. Further explain that, if the secret student has met or exceeded expectations at the end of the day or the end of the week, you will reveal their *Card* and give them a reward. However, if that student does not meet expectations, you will reinforce what those expectations were, and their name will remain a secret. You will return their *Name Card* to the flap pocket for another chance, and place a new name behind the *Today's Student Card* or *This Week's Student Card*. You may also choose to change the *Task Card* at this time.

### What Does a Good Secret Student Look Like?

Help students know what you are looking for in a secret student by discussing each of the *Task Cards* and what a student who is effectively completing that task looks like. Place a *Task Card* in the center pocket of the **Secret Student Behavior Management System**. Have chart paper and a marker, a whiteboard and a dry erase marker, or a projector available to record student responses. Write the words from the *Task Card* on your recording space, then ask your students to name things that they would do if they were performing that task as they should. For example, for *Line Walker*, students might say that they should be quiet, stay directly behind the person in front of them, keep their hands at their side, and so on. Expectations for each task will vary based on your school and classroom expectations.

As a reminder, you may also wish to create signs with the task and the brainstormed expectations on them to display near the *Pocket Chart*.

For older students, you may wish to have the class make notes about expectations for a task before you start brainstorming.

### Brainstorming Rewards

Improve your class's motivation to earn rewards by having them brainstorm their own rewards. Write *Secret Student Rewards* on a dry erase board, smart board, chart paper, or projector. Ask students to think about things that would motivate them to try their hardest to complete the various secret student tasks. Remind students that the rewards do not need to be objects, but could be activities or privileges. Have students share their ideas, and record them on your reward list.

### Catch the Secret Student Being Good

Enlist your students as helpers in determining whether your secret student is meeting task expectations. Set up a basket with index cards, pencils, and an envelope, and label it *Caught You Being Good!* Each day, remind students what the secret student task is, and encourage them to look for students who are doing it correctly. Explain the appropriate time for them to come up to the basket, write a student name, the task, and how that student is performing the task successfully on the card, and then place the card in the envelope. You may wish to place a limit on how often students can submit cards. At the end of the day or the end of the week, review the cards to see how well your students understand your expectations.

### Tracking Secret Students

Make copies of the *Secret Student Tracking Sheet Reproducible* to keep in a binder, folder, or another place that students cannot access. Use it to record the secret students you select, track their performance, the tasks you have assigned, and the rewards each student has earned.

All instructional guides can be found online.

# Secret Student Tracking Sheet

Date (Day/Week)	Task	Secret Student Name	Reward Earned	Comments