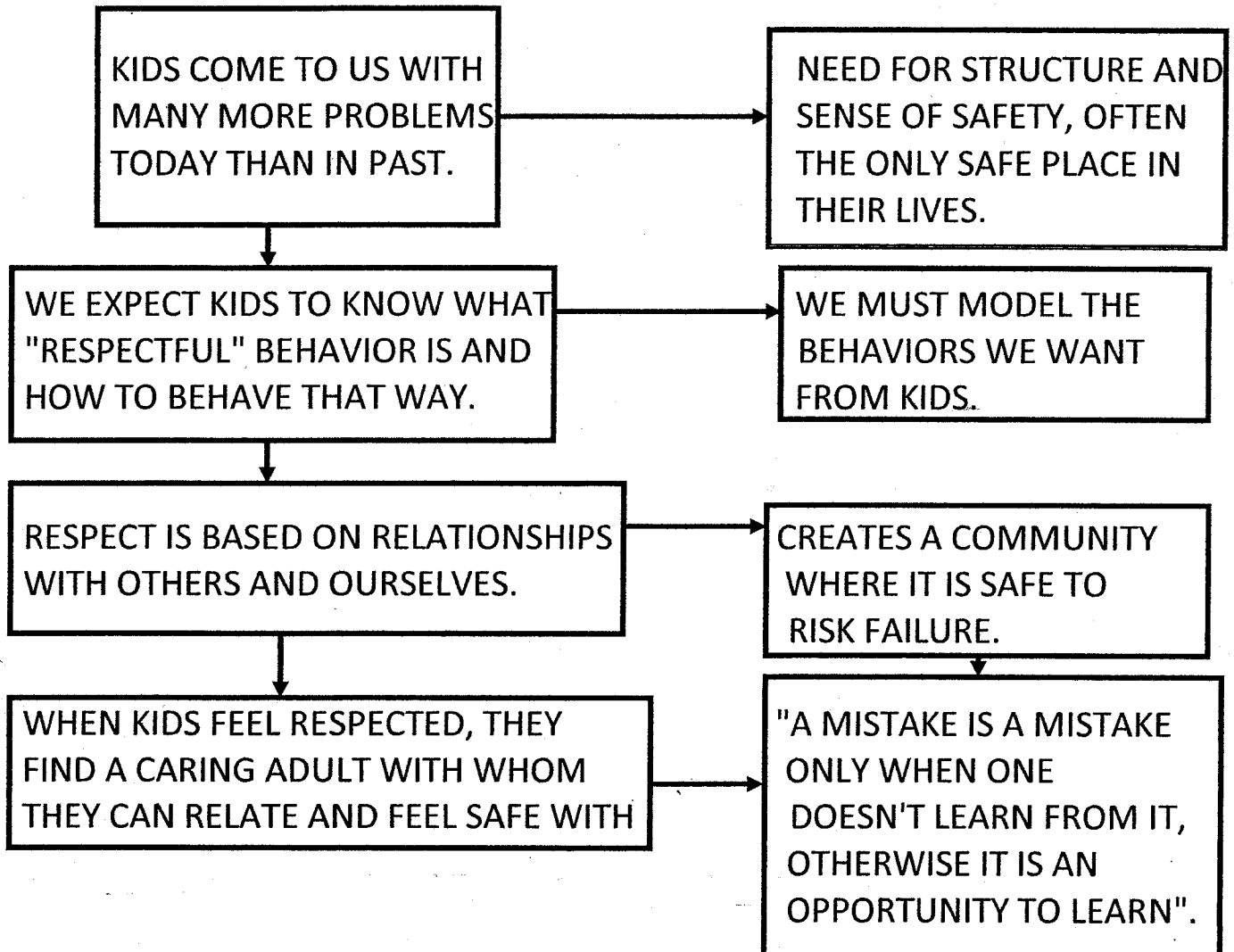


# SOAPS, CLASSROOM MANAGEMENT BASED ON RESPECT

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## 5 TYPES OF RESPECT

**RESPECT = TO HOLD IN POSITIVE REGARD**

**SELF-RESPECT**

**OTHER'S AND THEIR IDEAS**

**ALL PEOPLE**

**OTHER'S PROPERTY**

**OTHER'S SPACE**

## **Day 1- Setting the Tone (Block Schedule)**

1. Who are you and who are the kids, some way to remember them.  
\*You share with them what you feel is important and are comfortable sharing. Begins to establish appropriate boundaries as you are not to be their friend, a mentor, appropriate adult relationship.  
\*Kids introduce selves and provide you with something memorable to get to know them.
2. School and teacher non-negotiables  
\*Discuss and model time. Explain why rules exist. "Because we said so" is based on power, not understanding. Help kids understand.
3. Discovery 6 P's and Attending Skills intro/review.

## **Day 2- Introduce SOAPS - SEATING CHART ESSENTIAL TO LEARN WHO KIDS ARE!**

1. Have student read definition of "respect" from dictionary.
2. Draw attached diagram on the board with just first letters.
3. Identify Other's and Ideas, All people, Other's property and Space on inner part of diagram with examples relevant to the kids.
4. Place self-respect on outside and discuss role of self-respect in being able to accomplish others.
5. Divide kids into teams of 2-4, give chart to each team. You decide or kids choose, depends on chemistry of the class.
6. Divide the chart paper into 4 quarters. One quarter = Self-respect, one quarter = other's and ideas, one = all people, last = other's property and space since many are duplicated here.
7. Instructions:
  1. Focus on observable behaviors, use verbs, phrase in the +, keep examples within the school day/building.
  2. Give 5 examples of each of the 4 labeled types of respect.
  3. Names of all in the group on the chart paper.

### Day 3- Consensus, kids establish norms of behavior within the class.

1. Describe/define consensus for the students.  
consensus = able to live with, silence is consensus, encourage risking not agreeing.
2. Student groups share out the results of their small group discussion.
3. After first group, have kids read only new ones, no duplicates.
4. Write on the board, overhead, smart board, what kids are saying about each type of behavior in the categories.
5. Moderate, kids will be harder on themselves than you will be, if you can't live with it, intervene.
6. Student records what you write on the board/overhead/smart board.
7. Once done, narrow choices into smaller sentences/groups to limit the number of choices in each group. Don't want too many, becomes overwhelming.

### Day 4- Making Agreement

8. Type up by category. Type up agreement. Give both to kids, have kids sign the agreement. Collect the agreement after final discussion.

**Investment/Front-loading saves time/energy/relationships in the long run. Fewer discipline issues throughout the year. Can't come from a place of "power", must be authentic - don't buy this - don't fake it, it won't work. FOCUS ON BEHAVIOR, ADDRESS ONLY BEHAVIOR OF THE STUDENTS, NO NAME CALLING, GIVE OPTIONS, 3-REDIRECTS, KIDS WILL PERCEIVE DIFFERENT MESSAGES, CHECK TO BE SURE RELATIONSHIP IS STILL IN TACT.**

# Three Redirects

1. Ask the student about his or her behavior in a friendly, respectful tone.
2. Make a direct statement—an observation of the student's behavior—to the student. Tell the student about the desired behavior and ask if he or she understands and can comply.
3. Ask the student to step outside the classroom. Firmly, tell the student that this is the third redirect. Clearly and objectively, tell the student what the desired behavior is and what the consequence is for not demonstrating that behavior. Create a plan with the student for the remainder of the day. Leave the student with hope. Tell the student that he or she can be successful. (Note: Leaving the student with hope is critical and is often difficult for teachers. Practice saying "thanks" and leaving the student with hope.)

An administrative intervention is required after the third redirect. It is important that the entire administrative team agrees on what interventions will take place. One recommendation is to have the student talk with the administrator, discuss the problem, go home for the day with a problem-solving outline, and then go over the model the following day with the administrator and the classroom teacher.

## Note

For many teachers, this technique can be difficult for two reasons. First, it can be uncomfortable to confront students about their behavior in a respectful manner, knowing that you may not receive the same respect. Second, it can be unsettling to leave your classroom unattended while talking with a disruptive student in the hall. To reduce any anxiety associated with this strategy, set up the process of three redirects with your students from the first day. Prepare your students to be responsible for their behaviors and let them know that you will hold them accountable for any inappropriate choices. Students also need to be able to work independently if you have to leave the classroom for any reason. Make this point on the first day.