I like to work closely with each classroom teacher to ensure classroom policies and procedures are followed, both for reward and consequences.

I like to talk to students about testing (singing or with recorders) and ask whether they want to be tested in or out of the room. If they are unable to practice at home, I have practice times available at recess so that they feel confident in their playing abilities.

I have implemented a reward system for good behavior that encourages students by providing them with 3 “notes” every day (they are quarter notes because this is music class!). I explain to them that they start each day with a clean slate, and that the points are theirs to keep. They only lose them when they are not behaving in an appropriate manner towards other students or the teacher. After they have accumulated a certain number of points, according to grade level, they can choose a prize from my prize box. On the other hand, if they lose a note during class time, they also lose the opportunity to play an instrument if we play them that day.

After a few months of school, everyone has earned a prize so we transition into my second reward program. In this program, each class starts off with 5 points every day. This shows them that I have faith in them and that no matter what they do in a previous class, we all start fresh each day. They are working towards 50 points, at which time they get a free class. The class can only lose a point if the whole class if off task or not prepared after a structured transition. Individuals are held accountable by an accumulative warning system that ties into their 3 notes from the last reward system. If they lose 1 of their notes, they lose a minute of free time, 2 notes and they lose two minutes. If they lose all 3 of their notes, they lose 5 minutes of free time. If they continue to misbehave after this, they will need to place a phone call home and tell their parent/guardian about their behavior.