

The Four R's

Say what you want to see, before, during, and after the routine.

1

Remind

BEFORE the routine

Precorrect. Tell students what to do before the routine starts.

"Remember to use a quiet voice and keep personal space during our group work"

"It's time for lunch, remember to eat quietly and throw away your trash when you're done."

"When you come to the table, remember to use polite language and focus on the lesson."



2

Recognize

behavior that **MEETS EXPECTATIONS**

Narrate what is going well with specific, actionable praise.

"Thanks for raising a quiet hand, John, what's your question?"

"Nice job staying focused on the lesson, everyone."

"Thanks for asking him to move out of your way nicely, Shawn."



3

Redirect

DURING behavior mistakes

Tell students what to do instead, then offer help.

"John, please raise a quiet hand and wait to be called on."

"Mike, let's stay focused on the lesson. Do you need help?"

"Jackson, say excuse me when you need someone to move."



4

Review

AT THE END of the routine

Connect it to points or ratings and set the next goal.

"Let's go over points. How do we earn CASE during rotations?"

"You earned 2's for considerate and safe and 1 for accountable and engaged. Let's stay focused next rotation so you can earn all 2's."

Swap It

Not specific:
"Good job."



Specific:

"Thanks for raising your hand and waiting to be called on."

In a safety moment, "Stop!" is fine. Follow it right away with what the student should do.

