

CHART FOR RECORDING TEAM BONUS POINTS

(KEPT BY TEACHER ON CLIPBOARD)

	1	2	3	4	5	6	7	8
Period	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____	_____	_____	_____
Week #1								
M T W H F								
Week #2								
M T W H F								
Week #3								
M T W H F								
Week #4								
M T W H F								
Week #5								
M T W H F								

Social Skills to look for:

At first:

Task Skills: Check for understanding, Share information

Maintenance Skills: Encourage, Check for agreement

Continue with:

Task Skills: Stay on Task, Get group back to work, Paraphrase, Seek information & opinions, Follow directions

Maintenance Skills: Use names, encourage others to talk, acknowledge contributions, Use eye contact, Express appreciation, Share feelings, disagree in an agreeable way, and reduce tension

Social Skills

Share with the class appropriate behaviors that you have observed.

“I heard people saying ‘Please’ and ‘Thank you’ in your group today. I saw materials being shared by everyone. These helped your group work well together.”

When you give descriptive praise to students in the privacy of their small groups, look at the individual, use his or her name, and tell how this individual’s behavior in the group contributed to the outcomes for the group.

“Jim, your encouraging Pete seemed to help him keep working. When you said, “You can do it!” he smiled, sat up straight, took a breath, and continued with his math work.”

If you praise the class, do it descriptively rather than evaluatively.

“I noticed that your groups worked effectively today. People expressed their ideas and when someone didn’t, he or she was asked for his or her opinion. That helped everyone stay involved.”

“I saw smiling and eye contact. Everyone cheered when the work was finished. Your group acted like a team.”

“You shared materials in your group. People took turns. I heard soft voices. Your group helped our classroom stay relaxed and calm.”

“Group members disagreed with one another in friendly ways. People used paraphrasing, nodding, and parroting to show group members they were heard. I understand how your group gets along so well.”

Describe to students the unhelpful behaviors you noticed during work time.

“When you wouldn’t take your turn to read, Madeline, you did not contribute your share to the group. That was not helpful behavior.”

- ***Focus on the behavior rather than on the person.***
- ***Involve sharing information rather than giving advice or threatening.***
- ***Involve only one or two behaviors.***
- ***Give feedback the next day if emotions are running high.***

“I noticed people grabbing materials from one another. I saw frowns and heard angry words. That’s not using social skills.”

“People who hit others will have to work alone.”

“I saw people writing on other’s papers without permission. That’s why some group members were angry.”

If you give criticism to the class, mention behaviors only, not names. When you are sharing criticism in a small group, look at the person, say the person’s name, and address the criticism to that individual. Resist labeling the group. (You were all really mean to each other.) If you feel that criticism is in order, do it descriptively and without mentioning names. (“People are not for hitting. Name calling and angry words do not settle arguments.”)

To promote behaviors you didn’t see or want to see more of, praise them for having them with out mentioning the team. The next day, many teams will have those behaviors!