

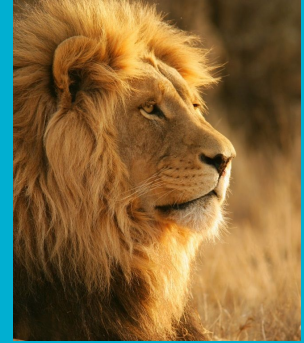
Positive Behavior Intervention Supports

Parent Workshop

RESPECT

Cal Aero Preserve Academy
October 18, 2022
Presented By: Mr. & Mrs. Fellows

A PEEK INTO YOUR PERSONALITY



Please consider the animal with which you most closely identify

Consider the following questions:

Would your family agree with your choice?

How do you think your personality affects communication with your child/children?

(type your animal in the chat)

Tonight's Agenda:

- PBIS: An overview
- Respect
 - ○ At school
 - At home
 - Self-respect
 - Online (Digital Citizenship)
- Survey
- Q & A

Three Major Components of PBIS

- Teaching appropriate behavior in all settings.
- Interventions when behavior expectations are not met.
- Recognition when behavior expectations are met.

What **PBIS** is: A Preventative Measure

- Teaching and reinforcing a set of common expectations, including:
 - acknowledging those who meet or exceed the social/behavioral standard
 - Intervening when those standards are not met
- Data driven

What PBIS is NOT

- Not disciplining students for inappropriate behaviors
- Giving unearned rewards for meeting basic expectations
- 5:1 ratio of saying “nice” things

Why do it?

- Teaching behavioral skills like any other skill; reading, math, etc.
- Research-based effectiveness vs. punitive system
- Close the normative gap between what is an official expectation vs. what is a practiced expectation
- Provide specific feedback
- Reach the students in the middle, those who could go “either way” depending on their environment

Implementation at School

- Schoolwide Aviator Expectations: **Responsible, Respectful, Safe**
 - Explicitly taught from day one
- Aim High Rewards: Raffle prize drawings for K-8
- Aim High “Store”
- Classroom implementation: Class Dojo, Clip Charts, et. al.
- Multi-tiered system: Tier 1 in-class, Tier 2 support staff/admin
 -
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Aim High Tickets

AIM HIGH!



Circle one:

RESPECT RESPONSIBILITY SAFETY

2

Aim High Given to:

☐ _____ entire class
Teacher's Name


OR

☐ _____
Student's Name
Given by: _____
Initials

2

SCHOOL MATRIX

Posted in each classroom and throughout campus

Cal Aero Aviators School Wide Expectations 			
	Be Responsible	Be Respectful	Be Safe
Common Areas <i>Flight Deck and Hallways</i>	<ul style="list-style-type: none">○ Line up in designated areas○ Walk in a straight line○ Go directly to destination	<ul style="list-style-type: none">○ Use appropriate voice levels	<ul style="list-style-type: none">○ Walk at all times○ Keep hands and feet to yourself
Playground	<ul style="list-style-type: none">○ Follow school rules○ Freeze when bell rings○ Line up after whistle	<ul style="list-style-type: none">○ Play by the rules○ Follow adult directions○ Use appropriate language	<ul style="list-style-type: none">○ Use equipment correctly○ Walk on the blacktop○ Keep hands and feet to yourself
Lunch Area	<ul style="list-style-type: none">○ Clean up your area○ Eat <u>your</u> own food○ Use time wisely	<ul style="list-style-type: none">○ Raise hand to be dismissed○ Use appropriate language	<ul style="list-style-type: none">○ Walk at all times○ Keep hands and feet to yourself
Bathroom	<ul style="list-style-type: none">○ Go, flush, wash, and exit○ Report messes to an adult	<ul style="list-style-type: none">○ Throw away trash○ Keep area clean○ Respect privacy	<ul style="list-style-type: none">○ Use space appropriately○ Wash hands with soap○ Walk at all times
Work and Assembly Areas <i>computer labs, assembly areas, library, and classrooms</i>	<ul style="list-style-type: none">○ Focus on learning○ Follow Directions	<ul style="list-style-type: none">○ Use facilities and materials properly○ Listen to and look at the speaker	<ul style="list-style-type: none">○ Walk at all times○ Stay in designated areas○ Keep hands and feet to yourself
Dismissal/Bus Area	<ul style="list-style-type: none">○ Be on time!○ Use cell phones outside the gates	<ul style="list-style-type: none">○ Use appropriate language○ Use appropriate voice levels	<ul style="list-style-type: none">○ Stay in designated areas○ Walk to destination○ Keep hands and feet to yourself

CLASS MATRIX

Fourth Grade Classroom Expectations



Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> • Listen attentively to your classmates' ideas and opinions 	<ul style="list-style-type: none"> • Complete all assignments neatly and on time 	<ul style="list-style-type: none"> • Keep your hands, feet and objects to yourself at all times
<ul style="list-style-type: none"> • Raise your hand for permission to speak 	<ul style="list-style-type: none"> • Always do your best 	<ul style="list-style-type: none"> • Use all materials for their intended use
<ul style="list-style-type: none"> • Listen and follow all directions 	<ul style="list-style-type: none"> • Follow directions the first time 	<ul style="list-style-type: none"> • 2 feet and 4 chair legs are always on the floor
<ul style="list-style-type: none"> • Use kind words and encourage each other 	<ul style="list-style-type: none"> • Ask for help when needed and at appropriate times 	<ul style="list-style-type: none"> • Walk at all times

Classroom Expectations for Social Studies



Be Responsible	Be Respectful	Be Safe
<ul style="list-style-type: none"> • Come prepared with materials 	<ul style="list-style-type: none"> • Use appropriate language and volume 	<ul style="list-style-type: none"> • Use classroom materials appropriately
<ul style="list-style-type: none"> • Follow directions 	<ul style="list-style-type: none"> • Actively listen when others are talking 	<ul style="list-style-type: none"> • Keep your hands and feet to yourself
<ul style="list-style-type: none"> • Clean up after yourself and throw away trash 	<ul style="list-style-type: none"> • Treat books and equipment with care 	<ul style="list-style-type: none"> • Respect others' space and property

RESPECT

Parent - Child

Parents are the First and MOST IMPORTANT teachers of Respect

What is Respect?

“Respect is a way of treating or thinking about someone or something.”

THE MOST EFFECTIVE WAYS TO TEACH RESPECT:

1. MODEL, MODEL, MODEL
2. EXPLICITLY TEACH

Students & Staff

- Significant correlation between mutual respect and performance according to a 2015 study
- We expect students to respect us, so we need to respect them
- ALL staff need to be respected (teachers, office ladies, aides, noon ground, lunch ladies, bus drivers, custodians, guest speakers, substitute teachers)

Support at School

- Clear, consistent, rules
- Top-down approach
- Second Step curriculum
- Model respectful behavior
- Role play situations
- Enforce rules consistently

Conversation starters (to ask your Aviator)

1. Agree/Disagree: It's okay to insult others, as long as they don't hear
2. What are some common signs of disrespect you see at school?
3. Do you have to like a person in order to be respectful to them?
4. Is it harder to respect someone you don't understand much about?
5. What are the benefits of treating others with respect?
6. Do you agree that everyone is entitled to be treated with respect?

Mini Activity:

Add a question you think would be a good conversation starter in the chat OR type the number of the question above you would like to try.

Peer2Peer

Respect is not something you “have” or “don’t have,” it’s an act that we practice with every choice we make in specific situations. It takes practice!

Like learning, it requires consistency and persistence, especially those times you aren’t feeling at your best.

Look for those opportunities to either acknowledge when respect is being shown, or re-teach another way to properly show respect in the moment

Respect for the person you spend the most time with...

Globally, studies have found that increased self-respect is often a predictor of avoidance of drugs/narcotics, alcohol consumption, and theft.

Self-respect is inversely correlated to these behaviors.

Harvard medical school performed a study which correlated self-respect with collegiate academic success.

One trait often associated with low self-respect is often messiness

What form does student self-respect take?

- High vs Low Expectations
- Social interactions
- Higher Grades and Test Scores
- Response to Setbacks

“With self-respect, we like ourselves because of who we are and not because of what we can or cannot do. This self-respect is not contingent on success because there are always failures to contend with.” -Harvard Medical Journal

WHAT IS *Digital Citizenship?*

Recognizing the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and act and model in ways that are safe, legal and ethical.

-International Society for Technology in Education (2022)



Digital Citizenship (Respect Online)

- Everything we do online creates a permanent record
- Online behavior has shown to carry over to problems at school
- As we become increasingly more digital, respecting and feeling respected online become more impactful on learning than ever

Parenting, Media, and Everything in Between

It's not lots of limits, but it's
not being hands-off, either.

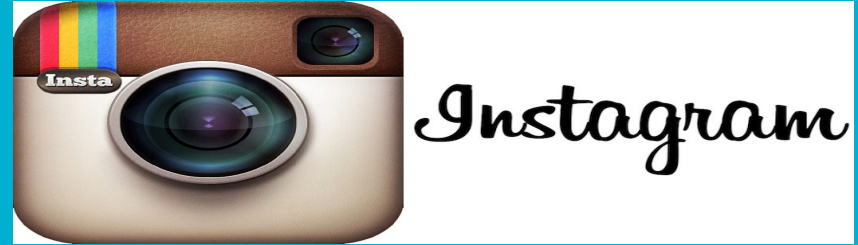
-Sierra Filucci

(University of California at Berkeley, Journalist)



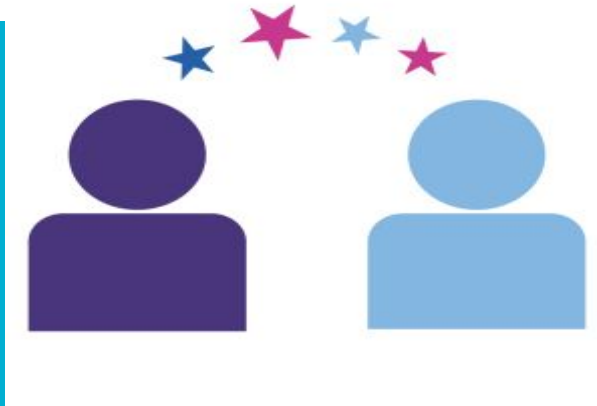
Common Frustrations...

- Challenges of setting screen limits
- Picking appropriate media
- Figuring out social media apps



It turns out...

The most effective way to help your kid have a healthy relationship to media is by being their “**media mentor.**”



“The middle of the road is Just Right”



Research explains...

"Limiters"

Parents who put very strict limits on what their kids can watch or play, especially when children are young. They take every opportunity to switch off screens.



"Enablers"

Parent who let their kids control screen time and access to devices. They've given in to their kids' expertise and allow them to set the family's tech agenda.



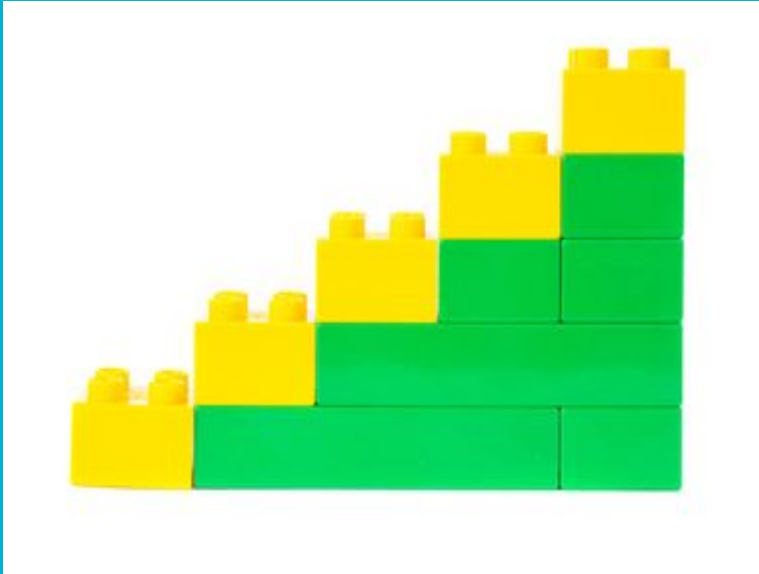
“Media Mentors”...

Parents who consistently *engage* in media with their kids, despite their ages, and take an *active role* in *guiding* their kids onto the Internet.



So what does it take to be a "media mentor"?

Here are the Steps:



- Talk about media and tech
- Play, watch, learn together
- Teach new skills
- Follow their interests
- Do your research

Digital Citizenship resources

1st Grade lesson teaching students to pause, think, use their gut, and their heart when they are online. Then discussion questions to talk about it as a family.

GRADE 1: DIGITAL CITIZENSHIP FAMILY ACTIVITY

Pause & Think Online


There are lots of things to think about when it comes to being a responsible digital citizen. At school your kid is learning all about it, and now they can show you what they know! They're learning to ...

- Pause and think before searching, clicking, or sharing.
- Be kind online.
- Find balance using media and tech.
- Pay attention to their feelings to make sure they feel safe and know when to stop.
- Stand up to online bullies.
- Carefully choose the digital footprints — like posts, pictures, and comments — they leave behind.

Check out the music video featuring our favorite digital citizenship friends! Watch it together (turn on captions so you can see the lyrics), and sing along!
<https://www.common sense.org/education/videos/pause-think-online>

Now talk about this together:

1. What was your favorite part of the song? Why?
2. What's your favorite character? Why?
3. What are some ways you can do what your favorite character does?
4. What could be hard about it, and how would you keep going anyway?



Text the word **kids** to the phone number 21555 to get free weekly tips on healthy media habits.
Message and data rates may apply. STOP to unsubscribe.

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4th Grade lesson that has families talk about the important of only sharing personal information with those they actually know and trust.

GRADE 4: DIGITAL CITIZENSHIP FAMILY ACTIVITY

Privacy & Security

Privacy & Security
We care about everyone's privacy.


Digital citizenship: Thinking critically and using technology responsibly to learn, create, and participate

Instructions
It's important to know what information is OK to share online. What should we keep private and what is OK to share? Get one or more family members together to help. Read the setup before doing the activity together!

Setup
Read aloud: It's in our nature to share and connect with others. But sharing online comes with some risks. It is OK to share personal information. Personal information includes things like what you like to do, your favorite movie, ideas that you have, or even pictures of your pet. It is risky to share private information with someone you don't know or with everyone online. Private information includes things that identify you, such as your full name, home address, phone number, school, or date of birth.

Activity
Read aloud: Let's read the chat between Alex and a person they met online, and then talk about who is sharing private information and who is sharing personal information.

Discussion questions: What personal information is shared? What information should be kept private? Does it seem like Alex knows this person? Does that change how we respond to people online? Why is it OK to share personal information but not private information online? What can you say or do when someone asks for private information online?



Unknown: hey

hey

who is this

Unknown: Matt

Unknown: i know your brother

Unknown: what ru doin

headin to soccer

Unknown: cool where is that

over at 5th Street Park

Unknown: do you like it?

yea

Learn more about how to protect your privacy online at commonsense.org/family-tips-on-privacy/

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<https://www.common sense.org/education/videos/pause-think-online>

**Respect other
people's feelings.
It might mean
nothing to you,
but it could mean
everything to
them.**

Respect yourself
and others
will respect you.
Confucius



Knowledge
will give you
power, but
character
respect.

Bruce Lee

www.quote-coyote.com



References:

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