PLANNING & MANAGEMENT
ACADEMICS & ENRICHMENT
STAFFING & PROFESSIONAL DEVELOPMENT
SITE CLIMATE
STUDENT RECRUITMENT & ATTENDANCE

summerlearningtoolkit.org

**Evidence-based tools and guidance
for delivering effective programs**

SAMPLE

ROCHESTER SUMMER STAFF HANDBOOK

For more information on the importance of staff handbooks and tips for developing effective handbooks, review **Rochester Summer Staff Handbook Guidance**.

Developed by the Rochester City School District, the Rochester Summer Staff Handbook provides staff an overview of several of the program's operating policies and procedures. The handbook includes a defined behavior management plan with expectations for students and staff aligned with School Wide Positive Behavior Supports (SWPBS).

Rochester Summer Scholars
Rochester City School District

Rochester Summer Scholars
Summer 2016

2016 Staff Handbook

Absences
- Contact us before 9pm the day before or by 6am the day of
- Red & Blue Houses – Contact XXX-XXXX
- Purple House – Contact XXX-XXXX
- Other staff – Contact XXX-XXXX
- Admin to send email to program leaders
- Inform us as soon as you can
- Create subplans

Assessments
- Pre and post ELA and Math assessments to be stapled together for each student
- Make sure student names (first and last) are clearly written
- Organize stapled packets in alphabetical order
- Put in black folder and hand in on last day

Attendance
- Morning staff will take attendance daily by 9am in PowerSchool
- Afternoon staff will take attendance daily by 12:30pm on paper. Site Coordinators will collect these attendance sheets daily from staff. Check mailboxes daily for that day's attendance sheets.
- Site Coordinators will keep attendance sheets and turn in all on Aug 5th.
- Students who have not attended any program days by July 27th will be removed from PowerSchool and PowerTeacher.
- Weekly perfect attendance certificates will be handed out. An AmeriCorps Star will contact morning staff for numbers every Friday.
- Perfect attendance pencils will be distributed on Aug 5th. An AmeriCorps Star will contact morning staff for numbers on Aug 4th.

Bathroom (student use)
- Send one female and one male at a time
- Make sure that students have a pass
- If you would like to go as a class, be mindful that transitions are 5min long.
- If more tissue or soap is needed, please call the RSS Office

Behavior Plan
- Includes student expectations, acknowledgements, behavior support, and more.
- See page 9 for more info.

Cafeteria
- Three sections with some overlap (there will be assigned tables)
- Enter by the main entrance and go through line
- Exit opposite the lines

- Snacks
    - Enrichment staff to pick up snack for second class
    - Pick up will be by the main door (will be labeled with Enrichment staff's name)

Closeout Procedures
- You will receive a closeout sheet on August 1st
- Will begin on August 4th
- Follow dates and times to allow for a smooth closeout
- Be sure to check out with the correct administrator
- More info to come

Community Place
- Sharing the building with us
- Program details
    - June 27th – August 5th
    - 8:30am-4:30pm (8:30am-9:15am breakfast, 11:30am-1:30pm lunch)
    - 140 students, Pre K – 8th grade
    - Will use 1st floor, travel off site a lot
- Shared spaces – cafeteria, gym, field, lobby
- Students all wear T-shirts and check in at the security desk daily

Contact Info sheet
- Complete by June 28th
- Return to house administrator

Curriculum Materials and Supplies
- Sign out and sign in sheets – you will receive copies of them
- Curriculum Materials
    - ELA & Math – pick up in room A07 on June 29th and July 5th
    - PBL Bin – each morning classroom will get a bin of supplies
    - Stored in room A07
- Supplies
    - Each classroom will get a bin and some other supplies – pick up in room A09 on June 28th
    - Staff who work in offices can come and get what they need
    - Enrichment staff – Mario will be organizing and distributing supplies starting on June 29th
    - Stored in room A09
    - If more supplies are needed, contact XXX-XXXX

Dismissal
- All buses will fit into the bus loop
    - Walk students to every single bus to ensure they get on it
    - Walk around buses and not in between them
    - Start at the main door and walk down the row of buses closest to the building and loop around
- Parent pickup will be located by the main door
    - Students who need to be picked up will go there at the end of every day
    - Parents can drive up and sign students out
    - Administrators (XXX) will be supervising this process
- Early Pickup – Parents will come to the RSS Office and students will be called down at that time

Family Communication/Events
- Postcards – Homeroom teachers should complete postcards for every student and give to Jake by June 27th
- Student info sheets to go home on first day
    - Homeroom teachers should put their names and room numbers on the bottom of each sheet
    - Give completed ones to administrators as soon as possible
    - Copies will be made and the originals will be returned to homeroom teachers
- Open House – July 12th 4:30-6pm
- Movie for Perfect Attendance (July 11-22) – more info to come
- Final Week
    - All staff to report on the morning of August 5th
    - More info to come
- Please make positive phone calls home a few times a week (record on parent contact log and turn in on last day)

Freddie Thomas Misc.
- Open on Wednesday June 29th 8am-12pm
- Copiers – rooms 212 & 332
- Bathrooms – will be unlocked
- Elevator keys – Leadership Team has them
- Fridge & Microwave – staff lounge is room 101c in the cafeteria
- Office – room 217
- Health Office – room 101 (down by the gym)

ICE (In Case of Emergency)
- Fire Drills
    - There will be 2.
    - Make sure that your classroom has a poster identifying your exit route
    - More info to come
- Accidents (students and staff) – Contact an administrator as soon as possible. Complete paperwork by the end of the day.

Parking
- Across the street on Scio
- The parking in front of the school in the loop will be used for arrival and dismissal. Please do not park there.

Payroll
- You are to enter your time daily into Peoplesoft
    - Academic Teachers & Coaches – 4 hours
    - Enrichment Staff – 3 hours
    - Site Coordinators – 4 hours
    - SOTA Theater Staff – 6 hours
    - Special Education Teachers – 6 hours
    - Paraprofessionals – 6 hours
    - Behavior Consultants & Social Worker – 6 hours
    - Coordinating Director and Assistant Coordinating Directors – 6 hours
    - Clerical Staff – 6 hours

- o Staff who work in two positions – 6 hours
- If you enter 6 hours per day, you will also get a 30min unpaid lunch which makes your daily schedule 6.5 hours long.
- If you are not a RCSD employee, complete paperwork weekly and send to Edie and Sue
- Your PD time will be entered for you
- Paychecks come on 7/22, 8/5, 8/19

Professional Development
- Make sure to sign in
- PD hours will be entered into Peoplesoft for you
- You will have the opportunity to earn the number of PD hours listed below
  - o Academic Teachers & Coaches – 16 hours
  - o Enrichment Staff – 13 hours
  - o Site Coordinators – 15 hours
  - o SOTA Theater Staff – 11 hours
  - o Special Education Teachers – 16 hours
  - o Paraprofessionals – 2 hours
  - o Behavior Consultants & Social Worker – 10 hours
  - o Staff who work in two positions – 11 hours

Date	Time	Location	Topic	Who
June 14th	4:15-6:15pm	SOTA – Ensemble Theater	Kickoff	All staff (no paras)
June 16th	4:15-5:15pm	Freddie Thomas – room 111	Enrichment writing	PM staff
	4:15-6:15pm	Freddie Thomas – room 212	Sp Ed meeting	Sp Ed, CASE, EC, CD, ACDs
June 27th	8am-12pm	Freddie Thomas – room 111	Logistics, Behavior Plan, Curriculum	All staff (paras 8-10am)
June 28th	8am-12pm	Freddie Thomas – room 111	Curriculum, House meetings	All staff (no paras or AmeriCorps Stars)
July 7th	3-4pm	Freddie Thomas – room TBD	Enrichment Leadership	SCs, CD, ACDs, EC
July 11th	10:30-11:30am or 12:30-1:30pm	Freddie Thomas – rooms TBD	House meetings	PM staff AM staff
July 21st	3-4pm	Freddie Thomas – room TBD	Enrichment Leadership	SC, CD, ACDs, EC
July 25th	10:30-11:30am 12:30-1:30pm	Freddie Thomas – rooms TBD	House meetings	PM staff AM staff
Aug 1st	12:30-1:30pm	Freddie Thomas – rooms TBD	Report cards	AM staff
Aug 5th	12:30-1:30pm	Freddie Thomas	Closeout	All staff (no paras)

Professional Expectations
All Rochester Summer Scholars staff is expected to be professional by:
- Communicating with staff and families prior to and during the program
- Preparing the day's activities and engaging in all activities with students
- Participating in all program activities such as Open House
- Supporting in all program initiatives such as the academic theme, attendance incentive, School Wide Positive Behavioral Supports (SWPBS), Restorative Practices, Final Week events

- Checking email and mailbox daily for program updates
- Attending and actively participating in all PD, staff meetings, and house meetings
- Entering work time into Peoplesoft correctly and by 12pm Friday at the end of a pay period
- Maintaining accurate records
- Ensuring students are safe during arrival, dismissal, and transitions
- Leaving for the day once all students have left campus on buses or have been picked up by guardians
- Taking accurate attendance daily and notifying administration about inaccuracies as soon as they occur

Progress reports

Funding for summer programs is dependent on student attendance and pre-post curriculum assessment data. Data reports are submitted annually that indicate the percentage of students who increased, maintained, or decreased in scores for those students attending >80% of the time.

It is imperative that all attempts are made to administer, score and enter in the pre-post assessment scores in the electronic grade book. Both scores are needed in order to run complete data reports.

- Enter all pre-assessment scores by the end of week #3.
- For students who do not finish the program, enter N/A into each post-assessment slot and list the date of the last day attended in each comment box.
- Although data reporting is based on 20 or more days attended (>80%), please place all assessment data you have for that student on the progress report. If the student attended five days or less, write "Student attended _____ days" in each comment box.
- ELA and Math comment boxes need to be filled in by the corresponding teacher.
- Comments should reflect specific strengths and weaknesses of the content taught. Comments should be specific for each student. Use quantitative data to report growth to parents whenever possible. Please make references to the Common Core Standards taught.
- Enter an effort grade for PBL and use the two PBL rubrics to identify strengths throughout the project.
- Check off the appropriate enrichment participation boxes
- All progress reports should be completed by midnight on Tuesday August 2nd.

All progress reports will be reviewed by the Coordinating Teacher or one of the Assistant Coordinating Teachers. Feedback will be given and progress reports may need to be revised.

Progress report completion is a professional responsibility for every academic teacher and is a key component in Close Out. Special Education teachers should collaborate with ELA and Math teachers in regards to their students' comments.

Snacks
- Snack coolers will be labeled with each afternoon staff teachers' names.
- Pick up coolers by the cafeteria.
- Drop off coolers at the same spot you picked them up from
- There will be no water bottles
- Hand out to students during the second activity before dismissal time
- Make sure that snack debris is cleaned up daily before students leave

Spirit Week
- Week of July 25th

- More info will be available soon

Staff Arrival
- Use ID badge at main door
- Go to RSS Office (217) to check mailbox
- Go to classroom (doors should be open daily by custodial staff)

Student Arrival
- Buses will continuously drop off students in front of school starting at 8:00am
- All students will enter through the main entrance by the cafeteria.
- Red House students will report to the cafeteria
- Blue House students will report to classrooms using the staircase at main entrance
- Purple House students will report to classrooms using the staircase in the middle of the 1st floor.
- If a student comes in late, he/she will sign in at RSS Office (room 217), receive pass, and will go to classroom.

Student needs
- Medical
  - Nurse will review medical records
  - Review medical needs of students
  - Site Coordinators and Assistant Coordinating Directors will pick up meds for students going off site
- IEPs
  - Special Education teachers will review IEPs and complete an information sheet and distribute to all relevant personnel and program leader
  - Contact XXX-XXXX with any questions
  - Special Education Teacher meetings
    - Conducted by house during program hours
    - Dates and locations TBD

Student Schedules
- Mornings 8:00am-11:55am (ELA, Math, Olympic Training time, Breakfast, Lunch)
  - ELA & Math explicitly taught M-F
  - Olympic Training time
    - Differentiated support and Peace Circles (M & F)
    - Project Based Learning (Tu, W, Th)
- Afternoons 11:55am-2:05pm (2 Enrichment activities, Snack), 1-3 day rotations

Technology
- Chrome cart training – see XXX
- SmartBoards
  - In every classroom at Freddie Thomas
  - Pens and eraser – see XXX
  - If a bulb is needed, contact HelpDesk at XXX-XXXX
- Computer Lab
  - Library (16), room 304 (25), room 326 (26), room 226 (?), room 204 (26)
  - Email Mario if you would like your class to use one
- Chrome carts

- If you are having students login to Chrome books or desktops, you will need to explicitly teach that skill
- There are 3 total
- Point person is XXX
- You can share documents with students as view only
- If you would like students to manipulate a shared document, have them make a copy and then it will be on their drive
- Students should practice logging in and off
    - Login name is ID number
    - Password is date of birth with 2 digit month, 2 digit day, and 4 digit year such as 06181978 (students might have changed their password and will know it)
    - Email is ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

- Re-setting a Student Password
    - Go to: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ (link is saved in RCSD Teacher Tools Folder) or click on rcsd121.org bookmarks and clock on Student Account Access
    - Login just as you would on any RCSD computer
    - Click Logon
    - Enter the student's ID # OR his/her first or last name
    - Click Search
    - Click on student ID #
    - Enter ▮▮▮▮ (this is what we use) in the reset box and click re-set
    - You will get a message "Password has been successfully re-set"
    - Tell the student to logon with their user name (ID#) and their password (▮▮▮▮)
    - They will be required to change their password immediately

Transitions
- Start and end times need to be adhered to in order to ensure that as much time as possible is spent in instruction.
- Should be calm and controlled.
- Supplies and materials should stay in rooms and only students should be moving.

Walkthroughs
- Purpose is to collect data for future programming
- Conducted by ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮
- Guests and consultants from Wallace at various times
- A debrief will occur afterwards

Rochester Summer Scholars
Rochester City School District

BEHAVIOR PLAN

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<u>*Behavioral Expectations*</u>

One of the universal components of School Wide Positive Behavioral Supports (SWPBS) is creating and defining behavioral expectations.

- A matrix has been created to provide behavioral definitions of the expectations for staff, students, and parents.

- Please take time to explicitly teach these with students during the first week of the program.

- Refer to this matrix and review expectations as students practice the behaviors throughout the program

Rochester Summer Scholars
Rochester City School District

Rochester Summer Scholars shine by being…

	Classroom	Hallway	Cafeteria	Bus	Bathroom
Respectful	*Use appropriate language *Share with peers *Wait your turn *Listen to others	*Use appropriate language *Use a quiet voice *Use personal space *Hold door for person behind you	*Use appropriate language *Use a quiet voice *Wait your turn	*Use appropriate language *Use a quiet voice	*Use appropriate language *Use a quiet voice *Use personal space *Wait your turn
Responsible	*Follow directions *Complete work *Ask for help *Use evidence to support answers	*Follow directions *Go directly to destination *Use a pass *Walk on right hand side	*Follow directions *Throw garbage away *Make healthy choices	*Follow directions *Tell driver about any problems *Keep belongings in own personal space *Put trash in garbage can	*Flush toilet when done *Clean hands with one pump of soap or hand sanitizer *Turn off faucet when done *Dry hands
Safe	*Walk *Keep hands, feet, and objects to self *Keep chair and desk legs on floor	*Walk *Keep hands, feet, and objects to self *Take one step at a time *Stay in line and face forward	*Walk *Keep hands, feet, and objects to self *Sit in seat with legs under table *Stay in line and face forward	*Walk *Keep hands, feet, and objects to self *Sit in seat *Wear seatbelt *Keep arms and head inside the bus *Wait for driver to give safe crossing signal	*Walk *Keep hands, feet, and objects to self

Rochester Summer Scholars shine by being…

	Pool	Physical Education (PE) & Dance	Enrichment	Culinary Arts	Computer Lab
Respectful	*Use appropriate language *Use a quiet voice *Wait your turn	*Use appropriate language *Share with peers *Wait your turn	*Use appropriate language *Share with peers *Wait your turn	*Use appropriate language *Share with peers *Wait your turn	*Use appropriate language *Use a quiet voice *Wait your turn
Responsible	*Follow directions *Ask for help *Use equipment correctly *Shower before going into pool	*Follow directions *Ask for help *Use equipment correctly *Electronic devices stay in bookbags *Participate	*Follow directions *Ask for help *Use materials and equipment correctly	*Follow directions *Ask for help *Use equipment correctly *Wash hands before touching food *Clean up when done *Use equipment after you get permission	*Follow directions *Ask for help *Use equipment correctly *Turn off monitor when done *Use programs and websites after you get permission
Safe	*Walk *Keep hands, feet, and objects to self *Remove all jewelry *Wear proper attire	*Walk *Keep hands, feet, and objects to self *Remove all jewelry *Wear closed toe shoes (sneakers) for PE *Remove shoes and socks for Dance	*Walk *Keep hands, feet, and objects to self *Follow special safety instructions	*Walk *Keep hands, feet, and objects to self *Wear closed toe shoes (sneakers)	*Walk *Keep hands, feet, and objects to self

Classroom Behavior Rubric

- This rubric was created for enrichment teachers to use as a tool to assess students in the areas of perseverance, cooperation, and participation

- This could be used as a way to close lessons and encourage students to reflect on their behavior and motivation during enrichment.

Classroom Behavior Rubric

	Out of this World 4	Soaring 3	Taking Off 2	Getting Ready 1
Perseverance	Student stays on task the entire work period no matter how difficult the task is and refuses all distractions.	Student stays on task throughout most of the work period and works through difficulties with some assistance.	Student tries to complete tasks but gives up when facing difficulty or distraction.	Student gives up easily when faced with difficult tasks.
Cooperation	Student demonstrates all three cooperative behaviors by being helpful, sharing, and taking turns.	Student demonstrates two of the three cooperative behaviors by being helpful, sharing, or taking turns.	Student demonstrates one of the three cooperative behaviors by being helpful, sharing, or taking turns.	Student is unable to demonstrate any of the three cooperative behaviors.
Participation	Student enthusiastically tries all activities, is prepared for learning, and asks questions or offers ideas during discussions.	Student tries all activities, is prepared for learning, and responds to questions during discussion.	Student tries most activities, is not completely prepared for learning, or is unable to respond to questions during discussions.	Student does not try classroom activities, is unprepared for learning, or does not respond to questions during discussions.

Class Dojo

Class Dojo is an individual student acknowledgement system.

- AM teachers will use Class Dojo as a management tool in the classroom.

- Only positive points will be used.

- Please refer to www.classdojo.com for set up and resources

CLASS DOJO

What is ClassDojo?

ClassDojo is a classroom tool that helps teachers save time, boost classroom engagement, and improve student behavior quickly and easily, with no painful data entry. ClassDojo also lets you communicate student progress with parents and students. Best of all, it's completely free!

Behavior management finally made positive

- Award feedback points for specific behaviors, learning habits, and accomplishments in class

- Everything is logged in realtime and organized for you

See full classroom engagement in minutes

- All of the avatars, behaviors, and other visuals are pre-loaded for you so you can hit the ground running

- Customization takes seconds. ClassDojo works with every teaching style
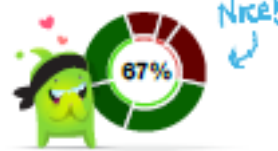
Get beautiful, hassle-free behavior reports

Nice!

67%

- Track behavior and class trends - with just one click! No more having to interrupt the flow of class

- Gain valuable insights with ClassDojo TrendSpotter

Let students track their own progress

- Let students reflect on their in-class performance with their student accounts

- Build positive learning habits that last a lifetime

Send reports to parents with one click

- Break down the barriers between the classroom and home

- Get parents informed and on your side quickly and easily

Track points with any Android or iOS device

- Award points on the go, wherever you are: in class, in the hallway, on a field trip, or anywhere else!

- No more lugging clipboards around or taking time out of class

Sign up for free, and see what other teachers are saying, at

www.classdojo.com

GOTCHA Tickets

GOTCHA Tickets are an individual student acknowledgement system.

- Tickets will be utilized by enrichment staff and during PBL.

- Students who are demonstrating behaviors that are outlined in the behavioral expectation matrix should be acknowledged with GOTCHA tickets

- Please be explicit to a student by stating the behavior he/she demonstrated.
  Ex. "Thank you for being responsible in the hallway by going directly to your destination."

- Tickets will be collected in containers labeled for each house in a central location.

- Every Friday during lunch, tickets will be drawn for students to come and choose from the prize box.

Shout Outs!

Shout Outs are an individual student acknowledgement system.

- Shout outs are used to inform students of positive accomplishments.

- They are given to individual students.

- Shout out forms are located in the RSS Office.

- Shout outs will be read during the daily announcements, posted in the cafeteria, and sent home with students.

Shout Out!

_____
Name

_____
Reason

You are a Summer Scholars Superstar!

Thank you for being Safe, Responsible, and Respectful.

_____   _____
Teacher   Date

GOLD

Classroom vs. Office Managed Behaviors List

Students are going to display problem behaviors. Here is a list distinguishing the difference between behaviors to be addressed in the classroom and behaviors to be addressed in the office by administration.

Classroom vs. Office Managed Behaviors

	Classroom Managed		Office Managed
1	Inappropriate use of technology (includes all technology)	1	Skip class – out of room without permission and refuses to come in
2	Refusal to follow directions – non-compliance, defiance	2	Failure to serve consequences – skip detention, refuse timeout or community service
3	Disrupting class – hiding in closet, laughing, non-aggressive, stomping, singing, whistling, getting out of seat	3	Physical Aggression – constant play fighting, reckless, child-based, physical with staff, intent to harm
4	Lack of homework/classwork	4	CHRONIC violations of classroom managed behavior
5	Throw objects – smaller than fist (pencils, erasers, spitballs) no intent to injure or no injury	5	Possession of drugs
6	Inappropriate hall behavior – running, touching, talking	6	Leave the class - inappropriate location/out of bounds area, left supervision
7	Disrespect – cursing, eye rolling, back talking, negative attitude	7	Forgery
8	Inappropriate language – name calling, cursing, non-threatening, non-chronic	8	Fight – immediate consequence (age appropriate)
9	Electronic devices – iPod, DS, cell phone (except arrival and cafeteria)	9	Theft – staff's personal items, more than $1, large amount of supplies such as a ream of paper, electronics, purse, wallet, technology
10	Theft – pilfer, candy, supplies, less than $1	10	Verbal abuse/threat – says kill, chronic threats, threat to an adult
11	Verbal abuse/threat – shut up, threat of hitting with no intent	11	Chronic refusal to follow directions
12	Eat/drink in class	12	Chronic inappropriate language
13	Sleep in class	13	Weapon – have one or suspicion of one
14	Bully – 1st instance	14	Bully – more than once

Behavior Support Request

If a student's behavior is concerning, email your house Behavioral Consultant and Assistant Coordinating Director. That email should contain the student's name, challenging behavior, and intervention strategies used.

Check In Check Out (CICO)

Some students need more adult support to get through the day. There is CICO for those students.

- Each house will have students that will be on a CICO program with the Behavior Consultant.

- Students and parents will have signed a CICO contract with the Behavior Consultant.

- Students are responsible for presenting the teacher with the CICO sheet at an appropriate time (usually decided upon by student and teacher).

- The teacher will circle the points earned by the student in each area and initial. There is also an area for additional comments.

- CICO sheets go home daily and are signed by parents and reviewed during a quick meeting with the Behavior Consultant each day

Rochester Summer Scholars
Red House Check-In Check-Out

Monday   Tuesday   Wednesday   Thursday   Friday

Name:_____   **Date:**_____

Teacher: _____   **Room #:**_____

Behavior Consultant: _____

Teachers: Please indicate 2 (Consistently displayed positive behavior), 1 (Somewhat displayed positive behavior), 0 (Did not display positive behavior) regarding the student's achievement for the following goals:

Daily Goal _____/36

	Respectful	Responsible	Safe	Teacher Initial	Comments
Arrival	2　1　0	2　1　0	2　1　0		
8-9:30 Breakfast Math/ELA	2　1　0	2　1　0	2　1　0		
9:40-10:20 Sleuth	2　1　0	2　1　0	2　1　0		
10:25-12 Lunch Math/ELA	2　1　0	2　1　0	2　1　0		
12-1 Enrichment Session 1	2　1　0	2　1　0	2　1　0		
1-2 Enrichment Session 2	2　1　0	2　1　0	2　1　0		

Total: _____/36

Parent/Guardian Signature: _____

Parent/Guardian Comments: _____

Girls and Boys Groups

Students with behavior difficulty or those struggling with peer relationships may be asked to participate in a group that meets during breakfast or lunch with the Behavioral Consultant or Social Worker

- These meetings will be used to facilitate relationship building and communication among students.

- If you think there is a student in your class that would benefit from this activity, please inform your Behavior Consultant or Social Worker.

Resources

The following pages contain information that can be utilized when working with students. Use them as you see fit.

Developmentally Appropriate Characteristics

PHYSICAL DEVELOPMENT: Nine to Ten Years	
Normal Characteristics	**Suggested Behaviors for Effective Parenting**
Engages in active, rough-and-tumble play (especially boys); has great interest in team games.	Provide many opportunities to sustain interest. Include team games.
Has good body control; is interested in developing strength, skill, and speed; likes more complicated crafts and work-related tasks.	Provide opportunities for developing skills through the use of handicrafts and active games.
Girls are beginning to develop faster than boys.	Do not compare boys and girls or force them to interact. Start teaching about bodily changes. Explain menstruation to both sexes.

INTELLECTUAL DEVELOPMENT: Nine to Ten Years	
Normal Characteristics	**Suggested Behaviors for Effective Parenting**
Has definite interests and lively curiosity; seeks facts; capable of prolonged interest; can do more abstract thinking and reasoning.	Give specific information and facts. Adjust learning opportunities to child's interests and increased attention span. Do not give all the answers; allow time to think, meditate, and discuss.
Individual differences become more marked.	Respect and be aware of individual differences when making assignments and giving responsibilities.
Likes reading, writing, and using books and references.	Provide opportunities for reading, writing, and using reference materials; do not burden the child, however.
Likes to collect things.	Help with hobbies.

SOCIAL DEVELOPMENT: Nine to Ten Years	
Normal Characteristics	**Suggested Behaviors for Effective Parenting**
Boys and girls differ in personalities, characteristics, and interests; are very group and club oriented but always with same sex; sometimes silly within group.	Accept natural separation of boys and girls. Recognize and support the need for acceptance from peer group.
Boys, especially, begin to test and exercise a great deal of independence.	Be warm but firm. Establish and enforce reasonable limits.
Is most interested in friends and social activities; likes group adventures and cooperative play.	Encourage friendships and help child who may have few or no friends.

EMOTIONAL DEVELOPMENT: Nine to Ten Years	
Normal Characteristics	**Suggested Behaviors for Effective Parenting**
May have some behavior problems, especially if not accepted by others.	Let the child know you accept him/her, even though you do not approve of specific behaviors.
Is becoming very independent, dependable, and trustworthy.	Provide many opportunities for exercising independence and dependability. Praise these positive characteristics.

MORAL DEVELOPMENT: Nine to Ten Years	
Normal Characteristics	**Suggested Behaviors for Effective Parenting**
Is very conscious of fairness; is highly competitive; argues over fairness; has difficulty admitting mistakes but is becoming more capable of accepting failures and mistakes and taking responsibility for them.	Be fair in dealings and relationships with child. Provide opportunities for competing, but help child see that losing is a part of playing. Do not ridicule, but help child learn to take responsibility for behavior.
Is clearly acquiring a conscience; is aware of right and wrong; wants to do right, but sometimes overreacts or rebels against a strict conscience.	Express your love and support for the child who falls short of meeting your personal standards of right and wrong.

Students with ADD or ADHD

Problem Behaviors	Strategies
Does not listen to or follow verbal directions	• Make certain the student is attending. Examples: making eye contact, hands free of writing materials, looking at assignment before verbal directions are given. • Give the student one task to perform at a time. Introduce the next task only when the student has successfully completed the previous task. • Stand next to the student when giving directions. • Place the student near the source of information. • Evaluate the visual and auditory stimuli in the classroom and remove or reduce the extraneous environmental stimuli. • Avoid seating the student near people with whom he/she may be tempted to converse during lectures and assemblies. • Determine if a student heard a direction by having him/her repeat it. • Ask the student for immediate repetition of directions. • Deliver information slowly to the student.

Students with ODD

Problem Behaviors	Strategies
Overtly defiant **Not following adult directions**	• Monitor classroom frequently to redirect students before minor misbehavior escalates. • Speak calmly to avoid setting off the student. Raising your voice or using sarcasm will not work with this type of student. • As you correct the negative behavior, make certain he/she understands that you will not tolerate the behavior in your classroom; however you still value and accept him/her. • Develop a classroom crisis plan in the event the student's behavior is aggressive and threatens other's safety. • Allow the student a "cool down" break. • Establish a structured classroom behavior plan with clearly defined behavioral expectations and consequences. • Do not get drawn into arguing with the student. • Move away from the student. • Repeat your request for compliance in a calm tone. • Use predetermined consequences for behavior. • Use positive praise and attention for expected behavior. Give praise as quickly as possible and make it descriptive and specific.

Interpersonal Relationships

Problem Behaviors	Strategies
Makes inappropriate comments or unnecessary noises in the classroom	• Structure the environment to limit opportunities for inappropriate behaviors (e.g., keep the student engaged in activities; have the student seated near the teacher, etc.). • Provide constant, positive reinforcement for appropriate behavior. Ignore as many inappropriate behaviors as possible.
Makes inappropriate comments to teachers	• Interact frequently with the student to monitor language used. • Deal with the student in a calm and deliberate manner rather than in a manner that would show evidence of shock and surprise.

Is easily angered, annoyed or upset	• Treat the student with respect. Talk in an objective manner at all times. • Allow the student to take a break to regroup when he/she is becoming angry, annoyed, or upset. • Maintain a positive/calm environment (e.g., positive comments, acknowledgment of successes, quiet communications, etc.). • Look for the warning signs (e.g., arguing, loud voices, etc.) that the student is getting upset or angry. Intervene to change the activity to prevent more serious problems from occurring. • Prevent frustrating or anxiety-producing situations from occurring (e.g., give the student tasks only on his/her ability level, give the student only the number of tasks that can be tolerated in one sitting, reduce social interactions which stimulate the student to become physically abusive, etc.).
Agitates and provokes peers to a level of verbal or physical assault	• Provide the student with the opportunity to work with a peer who will be an appropriate model. • Separate the student from the peer(s) who is the primary stimulus or focus of the derogatory comments or inappropriate gestures. This is used as a means of reducing distracting stimuli and not as a form of punishment.
Makes inappropriate comments to other students	• Make certain that your comments to the student take the form of constructive criticism rather than criticism that can be perceived as personal. Say, "A better way to do that might be…"