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WE ARE... MARSHALL.

Why?

- Our parents are in a position many never expected to be in.
- They are important stakeholders in what we are trying to accomplish.
- THIS. IS. HARD.

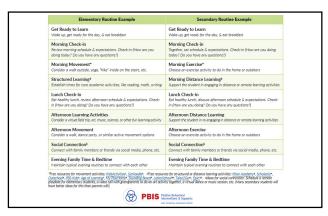
WE ARE... **MARSHALL**. SETTING ROUTINES

- Kids crave consistency, routine, and structure. (Even if they act like the don't!)
- Routines are familiar.
- "Lack of routine leads to anxiety and challenging behavior." (Center on PBIS)
- "The more consistent the routines and schedule can be, the easier it will be to support prosocial behavior and prevent challenging behaviors in the home."

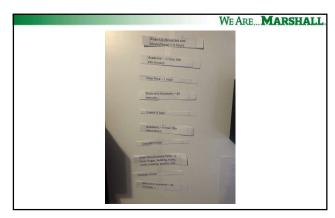


(Center on PBIS)

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SET HOME EXPECTATIONS

- Family Meeting
- Expectations involve:
 - What charateristics you want to see from your family.
 - What behaviors show their understanding of those behaviors.



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WE ARE... **MARSHALL**. THINK ABOUT HOW WE MAKE OUR MATRIX

- · We use data.
- They can evaluate when the most drama occurs.
- What are their values?
- · Keep it simple.

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	Classroom (General)	Bathroom	Cafeteria	Bus Room	Hallways	Recess/ Playground	Dismissal
Be Respectfu	Use Appropriate and positive language.	- I can listen to teachers and adults.	- We can freeze and Listen When the signal is given.	- I can find a place to sit and stay there.	- Lean stay to the right.	- I can use kind worth and actions.	-1 can use an inside voice.
	- Respect Others, All Staff, and Property	- I can flush the toilet when I'm finished.	- We can use our manners.	- I can listen to the teacher the first time they ask me to do something.	- I can have walking feet.	- I can wait my turn.	- I can keep my hands to myself.
	Listen When Others Are Speaking	-I can keep my eyes in my stall only "If my feet are on the floor, I can't see who is next door."	- We can eat our fixed or leave it on our tray.	-I can use imide voices.	- I can be quiet in halfway.	- I can go one direction on the monkey burn.	- I can stay in my space and not po others.
	- Follow all staff direction the 1st time you are asked.	- I can keep the walls clean.	- Follow all staff directions the 1st time you are asked.				
			- Use appropriate and positive language				
Be Responsi	- Be on task.	- I can stand quietly in line while I am waiting my turn.	We can pick up our trush and there it eway.	-1 can raise my hand.	- Second and Fourth grade can use the stairs by the bathroois.	- I can take care of the equipment	- I can help someone if they fall.
	- Keep track of your own stuff	-1 can use 1 pump of soup and 1 paper towel.	- We can wait our turn to get and damp our trays.	- I can keep my things in my book hug.	-Third and Fifth grade can use the stains by the gyrs.	- I can use the oquipment the right way.	- I can make sure I have everythin need before leaving the classroom
	- Do your own work.	-1 cus throw my paper towels away.	- We can follow the signals and Do Our John.	- I can go directly to breakfast when I arrive.		- I can take turns	- I can make sure I am in the right place.
						- If I take something extride, I can bring it back inside.	
						- I can listen to the adults the first time they give a direction.	
Be Safe	- Treat others, as you want to be treated.	- I can keep my hande and foot to myself.	Raise your hand if you need help.	-1 can keep my hands, feet, and objects to myself.	- I can keep my hands and feet to myself.	- I can go up the steps and down the slide.	_I can walk, not slide, down the stain.
	- Use appropriate and positive language.	- I can use walking feet and keep my feet on the floor.	- Walk forward.	-I can use walking feet.		- I can only climb in proper equipment	- I can walk against the walk down the steps.
	- Be patient when waiting you turn.	-1 can go into a stall without climbing or swinging on them.	- Freet on Floor, Bottom on Seat, Hunds on Tables.			- I can watch where I am going	- I can take one step at a time.
	- Keep hands and feet to yourself.	-I can wash my bands without getting water on the floor or on my body.				- I can play nicely with other students	
	- Use walking feet inside.	N 2				- I can play carefully	
	- Don't take what is not yours.						



					VE ARE	AVAILABLE			
	Minnesota PBIS								
	Morning Routine	Chore Time	Homework Time	Bed Time	Meal Time	Family Time			
Be Respectful	Following directions			·······································	Listening to others	· me			
Be Responsible		Finishing your jobs	Knowing what assignments you have						
Be Ready	Having your clothes and backpack out			Having your toys put away					

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TEACH, REMIND, REWARD

If you want it, you must teach it. Then when you see it, you must acknowledge it.

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	Be Respectful Example: Kind Language	Be Responsible Example: Do Your Best Work	Be Safe Example: Wash Hands	
Teach	Describe what kind language does (and does not) sound like in your home. Demonstrate kind language and ask children to practice kind language with you.	Describe what "doing your best" means in your home. Examples might include focusing on your work, reading/listening to all instructions before beginning, asking for help when needed, and sticking with it until done. Discuss what this looks like (and does not look like) across the types of learning activities.	Describe and demonstrate how to wash hands (using various posters available from CDCI. To ensure your children wash their hands for 20-30 seconds, have them pick, aportion of a favorite song to sing.	
Remind	At the start of the day and each new activity where kind language is expected, remind kids to be kind. For example, "Playing games together is fun, and let's remember to be kind with our words."	At the start of the day and at the beginning of new or difficult activities, remind children to "do their best work."	Before meal preparation, before eating, after using the bathroom, or after touching their face, remind children to wash their hands.	
Reward with Positive Feedback	When your child is kind, provide specific praise. For example, "Thank you for being kind when your sibling was having a hard time."	When you see your child doing their best, provide specific praise. "It's great to see you doing your best! I think you'll be proud of your work!"	When you see your child washing their hands, provide specific praise—for example, "Awesome handwashing! Thanks for keeping our family safe."	

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CORRECTING BEHAVIOR Suggestions from the Center on PBIS

- Kids will make mistakes.
- How they are corrected is important.
- Redirecting works best.
- Quickly correct or signal the error.
- Re-state the expected behavior.
- Provide an opportunity for positive interaction.
- Provide the child with positive feedback.



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"The goal is for a correction or redirection to be calm, brief, and provide the opportunity for the child to practice the desired behavior."

Center on PBIS

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WHAT HELPS?

- 5:1 ratio
- · Remind instead of correct
- Teach alternatives
- Visuals



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HOW TO HANDLE THEIR QUESTIONS

- Making sure our information is coming from trusted sources
- Answering their questions with age appropriate answers
- Constantly reminding them what efforts we are making to stay safe



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ORGANIZING SCHOOLING DURING A CRISIS AT HOME

- Parents are struggling.
- Providing them supports on how to:
 - Schedule
 - Plan out their students work

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I can pick when I do these	Monday	Tuesday	Wednesday	Thursday	Friday
(This is Ms. Day) Draw with Mrs. Coffman video **J*Gen Music (This is Mr. Seti) Musical Spring Nature Walk Week Two Submission **Lib Skills	ENG-LA 2 Spelling City "Teach Me" "Reading Kids A-Z (Listen, Read, 7s) "Writing Watch video Post my ideas Watch story wi-Ready Do 10 minutes	ENG-LA 2 Spelling Play Spelling City game WReading Kids A-Z (Lasten, Read, 7s) Writing Watch story Watch video Start letter wi-Ready Do IO minutes	ENG-LA 2 Spelling Play Spelling City game Reading Kids A-2 (Luten, Read, 74) Writing Work on letter Wi-Ready Do 10 minutes	ENG-LA 2 Spelling Take my test Submit my test grade WReading Kids A-Z (Litten, Read, 74) Writing Finish and submit letter ii-Ready Do 10 minutes	No School Today! Enjoy your long weekend and have a HAPPY EASTER!
(This is Mr. Seti) Activity Two Phys Ed (This is Mrs. Cain) Week of April 6	MATH 2 Khan Lesson Watch videos & do activities (Check on Schoology) i-Ready Do 10 minutes	MATH 2 Khan Lesson Quiz 1 Watch videos & do activities (Check on Schoology) in-Ready Do 10 minutes	MATH 2 Khan Lesson Watch videos & do activities (Check on Schoology) Quiz 2 wi-Ready Do 10 minutes	MATH 2 Khan Lesson Take Unit Test i-Ready Do 10 minutes	*

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SOCIALIZATION

- Socialization is still important!
 - Kids are missing each other.
 - They work through emotions differently with same aged peers.
- Be Creative!
 - Online resources
 - Virtual Field Trips
 - Library Online Resources
 - FaceTime Playdates
 - Zoom meetings
 - They might need conversation starters or easy games to play virtually.



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EMOTIONAL WELLNESS

- Kids can only be regulated Ideas for well-being: by regulated adults.
- · No one is failing right now! This is hard!
- Taking care of ourselves helps us take care of others.
- Modelling such behaviors teaches our kids how to take care of themselves.
- - Take a break from the news cycle
 - Find new enjoyable activities
 - Take care of your body
 - Deep breaths
 - Exercise



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We Are... MARSHALL. **REMEMBER:**

