

Time-out Tidbits



What the child needs:

1. A sense of belonging—to have their basic needs met
2. Academic monitoring—if they're on task, they're not off task
3. Freedom to make a mistake (have a bad day)
4. Freedom to start over
5. Freedom to celebrate successes
6. Freedom to learn from mistakes (to be taught affective, as well as, academic subjects)

What the adults need to survive:

1. The freedom to teach
2. Respect
3. The freedom to step back from the stress (relax and regroup)
4. The freedom to ask for help
5. The freedom to change the plan
6. The freedom to celebrate success

Brought to you by:
Behavior
Support
Team (BST)

Members:
Sharron Baldwin
(GMS)
Mandy Gillie
(CBCS)
Amy Sue
Javernick (GHS)
Patrick Robinson -
Psychologist
Leslie Scranton
(GMS)
Linda Williams
(GES)

Nov., 2002

Time-out Tidbits



Please be aware of the ...

COMMON STRESS PRODUCING SITUATIONS IN A CLASSROOM

- Not understanding the teacher's directions.
- Not understanding the content of the assignment.
- Boredom.
- Failing an exam.
- Not having the appropriate textbook, notebook, pencil, etc.
- Expectations beyond ability.
- Personal put-down by peers (teasing).
- Personal rejection or scapegoating by peers.
- Personal attack.
- Being blamed for something you didn't do.
- Not being called on, chosen for a game, etc.
- Not having enough time to finish the assignment.
- Too tired physically to concentrate on an assignment.
- Too emotionally conflicted by "home problems" to concentrate.
- Group pressure to conform.
- Sexual attraction.
- Unrealistic standards by student.

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Stacie
Schoellman
(GMS)
Linda Williams
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The Importance of "I" messages vs. "You" messages:

"You" messages escalate conflict—(Please read with
EXPRESSION)

- Can't you do anything right?
- With you attitude you'll never amount to anything!
- You better start acting you age!
- You don't listen to anyone, do you?
- You have no respect for anyone or anything!

"I" messages are...

- Less likely to provoke more aggression
- Less threatening to others
- A model of honest exchange between people
- Likely to open up communication
- Helpful in interrupting a power struggle
- Helpful in releasing adult stress in a healthy way

"I" messages deescalate conflict -

- I would appreciate if...
- I need...
- I really like it when...
- I am disappointed that...

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Linda Williams
(GES)

Jan., 2003

Time-out Tidbits



POINTS ABOUT CONFLICT

1. Conflict is to be viewed as a natural and inevitable part of the student's life.
2. Conflict is neither good nor bad for a student but a function of the student's perceptions and thoughts.
3. During conflict, the student's irrational beliefs trigger his/her feelings (emotions), which lead to behaviors frequently causing problems with staff, peers, rules, and learning.
4. During conflict, students may defend, deny, blame, rationalize, and regress from taking responsibility for their behavior.
5. Students in conflict frequently create in others their own feelings, and staff may take on the student's feelings and mirror the student's inappropriate behaviors.
6. If the conflict follows its normal pattern, the initial stressful incident becomes escalated into a new power struggle in which there are no winners.

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FROM CONFLICT TO COPING

1. Adults can choose not to engage in a power struggle with a student.
2. Avoid "you" messages, as they typically escalate conflict.
3. Use "I" statements as a way of expressing feelings appropriately and controlling counter-aggressive feelings.
4. Don't allow fear of loss of control to override the students' best interests.
5. Since all behavior is purposeful, try to decode what needs the student is trying to meet with his/her inappropriate behaviors.
6. Remember that it is ineffective to instruct a student on appropriate behaviors during a conflict.

Feb., 2003

Time-out Tidbits



CHARACTERISTICS OF CHILDREN WITH LOW SELF-ESTEEM

- A reluctance or inability to start new tasks independently.
- Resisting more challenging work and/or setting low achievement goals.
- Frequent negative self-statements (“I can’t”; “I’m not good at anything”).
- Excessive criticism of others and/or possibly downplaying the achievements of classmates.
- Dependence on external cues.
- Overreaction to anxiety-provoking situations (such as time constraints).
- Easily influenced by peers.
- Reactive to the ups and downs of daily life; even minor failure can be devastating.

SUGGESTIONS FOR TEACHERS

- Self-esteem is most likely to improve or diminish during times in which feelings of competence are tested; ie: success builds competence which in turn builds self-esteem.
- Children with moderate levels of self-esteem are more likely to change than those with very low levels.
- Include classroom activities that focus on a child’s importance and belongingness to the community of the classroom.
- Help students monitor their own progress and successes.
- Avoid public comparisons between children.
- Ask children their views and preferences.
- Ensure that lessons are at each child’s zone of proximal development, that is, slightly above their current skill level so they can feel both challenged and successful.
- Help students explain their failures, not as a result from lack of ability, but from possibly inadequate effort, task difficulty, unrealistic aspirations, improper planning, etc.

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(GES)

Mar., 2003

Time-out Tidbits



Helping Students Cope in Unsettling Times

As quoted from the National Association of School Psychologists

ADULTS NEED TO HELP STUDENTS FEEL SAFE!!!

Strategies for Supporting Students:

- Remain calm and reassuring
- Take care of your own needs, I.E. if you are anxious or upset, your students are more likely to be so as well.
- Maintain a normal routine
- Suggest to parents they turn off or monitor the television!
- Differentiate between war and terrorism
- Make time for class discussion
- Stick to the facts
- Do something positive with students to help others in need
- Be optimistic and calm, despite how you are feeling about the situation

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Vulnerable Populations:

The degree to which students are affected will vary depending on personal circumstances.

Most vulnerable are:

- Students with parents involved in emergency response or public safety
- Students who suffer from Post Traumatic Stress Disorder, depression, or other mental illness
- Students with parents who fought in past conflicts like the Gulf War
- Students with parents, both currently or previously, in the military or in active duty in the reserve forces

April, 2003

Time-out Tidbits



**With the year's end upon us,
we encourage both staff and
student motivation!**

Tips for the year's end:

- Provide positive expectations
- Reflect on this year's accomplishments
- Reinforce the positive before attending to the negative
- Smile and celebrate
- Recognize your own achievements
- If all fails, go on auto-pilot and count down the days!

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May, 2003