

# Setting the tone with STOIC

## Part 1~ STOIC Implementation~

### 1. Welcome and Introductions (5-7 min)

**Facilitator:** "Everyone: Share your name, how long you all have been working with STEP Up ASP, why are you here, and any aspirations (what they are working on becoming). *Feel free to expand on your passion or some benefits from working with children or for the after school program.*

### 2. Review the parent hand book together (10-15min)

**Facilitator:**

- a. As a team, you will review the goals and expectations of the program, for students and parents.

### 3. School Tour (10-20 min)

**Facilitator:**

- a. Give each staff a map of your school site (*ask front office for a copy*).
- b. While touring the campus, point out the rooms they will or may use frequently (front office, planning and scheduling area, supply and material room or cabinets, shed, bathrooms (for students and for staff), teachers' lounge, library, computer lab, grass area, black top, any classrooms.
- c. Introduce staff to principals, teachers, front office, custodians
  - i. At this point, tell the staff they must sign in the front office before entering onto the school campus every day.

**NOTE: (this is in addition to their agency and STEP Up sign in process)**

### 4. Introduce STOIC and its purpose

**Facilitator says:**

"Our program must have structures and routines in place to provide student safety, student academic and social achievement, and a positive climate. **STOIC** is a proactive and positive behavior support system that will help us do just that. When we build positive relationships with our students, our student can trust us and follow the structure and routines we want them to learn".

"Let's look at what **STOIC** stands for and how it will look at our site".

**Structure:** Is having routines and systems in place for the whole program and for your individual groups to follow.

- a. Snack time, Transitions, Bathroom breaks, group work time, and regrouping (end of the day)
- b. Being prepared with lesson plans, schedules and materials daily

# Setting the tone with STOIC

- c. Creating line orders and seating charts as needed
- d. Transitions run smoothly and in timely a manner
- e. Ensuring your environment is conducive for each activity

## **Facilitator:**

- Discuss and solidify your processes ( **Snack time, Transitions, Bathroom breaks, group work time, regrouping and behavior**) and practice from start to finish with your staff (refer to what you created on the 29<sup>th</sup>)
- Practice how it's going to look (i.e., who is greeting the students, passing out snack, tallying production sheet, observing and monitors students, etc.)

## **Teaching behaviors:**

Is to show and explain the desired behavior you expect to see from your students

- a. Creating grade level and whole group expectations
- b. Teaching Attention getters
- c. Giving desired behaviors (clear and direct instruction, i.e., "Please sit down" and "Please walk")

## **Facilitator:**

- As a group, create and solidify your programs expectations
- Role play and practice how it can be taught to the whole group and in individual groups

## **Observe and monitor:**

- a. Staff move around learning area and observes what's going on at all times
- b. Staff are engaged with their group of students
- c. Staff are in proximity to students to prevent misbehavior

## **Facilitator:**

- As a group model and practice what observing and monitoring looks like (during snack time, bathroom breaks, transitions, group activities)

## **Interact positively w/ students**

- a. Build positive relationships
- b. Use positive tone of voice and body language
- c. Give students positive reinforcement (acknowledging student by giving praise, etc.)

# Setting the tone with STOIC

## Facilitator:

- As a group model some ways to get to know students and build trust with students
- As a group, model and practice how it sounds to use positive tone and have positive body language.
- Show different ways to give positive reinforcement to students

## Correct fluently as needed:

- a. Be consistent, clear, and direct when correcting misbehavior ( When student runs, immediately state “Mary, please go back and walk ” Thank you or “Thank you for walking Mary”😊

## Facilitator:

- As a group, practice how to correct a misbehavior by giving clear and direct instructions to the student(s)

## Facilitator Say~:

“STOIC is a continuous improvement process we need to follow. So if we need to work on Interacting with students more positively, or improving our Structure, we simply will make the adjustments immediately as a team”.

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## Part. 2- Schedules and Planning Review

### Facilitator:

1. Confirm staff’s grade level and group (give student roster)
2. Take time to review schedules and lesson plans (walk through day to day)
  - a. Model and practice how some of the activities should look and to ensure staff understand the activity.
    - i. **Optional-** Have each staff learn an activity from the schedule and teach it to the group
3. Help staff prepare supplies and materials for the first week of school.

School Site \_\_\_\_\_

Date \_\_\_\_\_

# Student Positive Behavior Support Plan

## STAFF

### STEP 1: Preventative techniques

- Choose grade appropriate activities that are engaging and exciting
- Be prepared with lesson plans and materials for the day
- Create seating chart and line chart (if needed)
- Create positive behavior chart with students
- Create & teach group expectations
- Observe and monitor
- Interact positively with students/building positive relationships
- Correct fluently

### STEP 2: Proactive techniques (Start of misbehavior)

- Evaluate the situation. Is student board, tired, active, does not understand work, distracted?
- Check in with student
- Give clear and direct directions
- Move and scan (Observe and monitor)
- Proximity
- Reteach
- Review expectations and practice routines
- Change line order or seating order
- Give student choice

### STEP 3: Misbehavior (adjustments/positive consequences)

- Quiet time (3-5 min) time away from group for reflection
- Correct fluently (have student practice the correct behavior)
- Move seats or line order
- One-on-one (pull child a side to give clear directions for desired behavior)
- Move and scan (observe and monitor)
- Proximity
- Correct fluently and Reteach desired behavior to whole class
- Review expectations and practice routines
- Change line order or seating order
- Give student choice

Take back to your site to discuss, solidify, practice and put in place with students

# Student Positive Behavior Support Plan

## FACILITATOR

### STEP 4: Facilitator Initial support

- Check in: one-on-one conversation
- Reflection (written or verbally)
- Redirect and correct behavior
- Student is sent back to group
- Student is sent to a different group for the remainder of activity

### STEP 5: Facilitator Support continues

- Seek support or suggestions from day time or academic hour teacher
- Facilitator and staff communication: At the end of the day, check-in with staff about students status
- During staff meetings, staff problem solves and/or collaborates the best group for student
- Intentional group change (best staff for student)
- Communicate with administrator about support given to student and for any suggestions

### STEP 6: Student Support Plan/Intervention (severe and continual behavior)

- Discuss and create a positive student support with all parties involved to develop a strategic plan for student success.
  - (Student, parent, teacher, staff, facilitator). The principal is kept in the loop via email
- If behavior continues, Administration has the final decision of student's participation in the program.
- If support plan works- follow through with the positive reinforcement for that student?

Take back to your site to discuss, solidify, practice and put in place with students

# Student Positive Behavior Support Plan

School Site _____
Date _____

## **STEP 1: Preventative techniques**

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## **STEP 2: Proactive techniques (Start of misbehavior)**

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## **STEP 3: Misbehavior (adjustments/positive consequences)**

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Take back to your site to discuss, solidify, practice and put in place with students

# Student Positive Behavior Support Plan

## **STEP 4: Facilitator Initial support**

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## **STEP 5: Facilitator Support continues**

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Take back to your site to discuss, solidify, practice and put in place with students

# Individual Behavior Support Plan

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Program: \_\_\_\_\_

Date Developed: \_\_\_\_\_

**Problem Behavior** (state behavior in specific, observable terms):

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**Function of the Behavior** (what need are they trying to meet: state your hypothesis—to **get/obtain** or **avoid/escape/protest**):

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**Desired Behavior** (state what pro-social behaviors you would like the student to do that will replace the problem behaviors and meet their needs):

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

**Strategies/Support to be Provided** (Identify the specific people, times, and places where support will be provided):

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_



**Positive Incentives** (state what incentives—privileges, preferred activities, small items—the student will earn for displaying the desired behaviors):

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**Procedures for Managing Inappropriate Behavior** (if the student continues to display the problem behaviors, what are the corrective strategies or corrective consequences, list the specific people responsible for ensuring the corrective consequences are delivered):

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**We agree to the conditions of this plan:**

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Parent/Guardian Date

\_\_\_\_\_  
Program Facilitator Date

\_\_\_\_\_  
Staff Member Date

\_\_\_\_\_  
Staff Member Date

\_\_\_\_\_  
Staff Member Date

**This plan will be reviewed on:**

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# CHAMPS

## GROUP MANAGEMENT SUPPORT

<b>CHAMPS</b>	<b>CAFETERIA (SNACKS)</b>	<b>HALLWAY</b>	<b>RESTROOM</b>	<b>CLASSROOM</b>	<b>FIELD/BLACKTOP</b>	<b>CAFETERIA (REGROUPING)</b>
<b>C: CONVERSATIONS</b>	INDOOR- LOW VOICES- 2	NO TALKING VOICES- 0	LOW, QUIET VOICES- 2	INDOOR- 2-3	OUTSIDE VOICES- 4-5	INDOOR VOICES- 2-3
<b>H:HELP</b>	RAISE HAND	RAISE HAND	CALL OUT	RAISE HAND	CALL OUT/COME UP TO STAFF	RAISE HAND/ WAIT PATIENTLY/ HELP WILL ARRIVE
<b>A:ACTIVITY</b>	EATING	STAND IN LINE, FACING FORWARD, TRANSITION	USING RESTROOM	AC ADEMIC, ENRICHMENT	SPARK, SPORTS, ACADEMIC, ENRICHMENT	ARTS & CRAFT HOMEWORK ENRICHMENT ACTIVITIES
<b>M:MOVEMENT</b>	MOVE WHEN DIRECTED	FOLLOWING INSTRUCTIONS	WALKING	SITTING, STANDING WHEN NEEDED	RUNNING/ WALKING IN DESIGNATED AREA	IN DESIGNATED AREA
<b>P: PARTICIPATION</b>	INDEPENDENT	GROUP PARTICIPATION	INDEPENDENTLY	GROUP AND INDEPENDENT WORK	EVERYONE PARTICIPATES	TEAMWORK
<b>S: SUCCESS</b>	SUCCESS	SUCCESS	SUCCESS	SUCCESS	SUCCESS	SUCCESS

**\*\*STAFF SHOULD REVIEW RULES AND EXPECTATIONS WITH GROUP AT LEAST ONCE A WEEK.**

**CONVERSATION LEVELS (SILENT=0. INDOOR/LOW=1-2. INDOOR/ACTIVE=2-3. OUTDOOR=4-5.)**

**PRACTICE WITH STUDENTS WHAT THE LEVELS SOUND LIKE**

## CHAMPS

### GROUP MANAGEMENT SUPPORT

	CAFETERIA (SNACKS)	TRANSITIONS	BATHROOM BREAKS	GROUP ACTIVITY(S)	SPARKS
<b>CHAMPS</b>					
<b>CONVERSATIONS</b>					
<b>HELP</b>					
<b>ACTIVITY</b>					
<b>MOVEMENT</b>					
<b>PARTICIPATION</b>					
<b>SUCCESS</b>	SUCCESS	SUCCESS	SUCCESS	SUCCESS	SUCCESS

**\*\*STAFF SHOULD REVIEW RULES AND EXPECTATIONS WITH GROUP AT LEAST ONCE A WEEK.**

CONVERSATION LEVELS (SILENT=0. INDOOR/LOW=1-2. INDOOR/ACTIVE=2-3. OUTDOOR=4-5.)  
 PRACTICE WITH STUDENTS WHAT THE LEVELS SOUND LIKE