



Brazosport ISD Behavior Management Parent Resource Guide

As a parent or caregiver, you want your child to do well in school. School success is largely dependent on an effective partnership between educators and families. Brazosport ISD teachers and campus staff will do all they can to provide your child with a quality education; however, your guidance and support can have great influence on your child's school behavior and learning. This resource guide is designed to assist you in knowing how best to support your child in displaying positive school behavior, as well as to provide you with tools to improve your ability in managing behavior at home as it relates to learning and school success.



Brazosport ISD Behavior Management



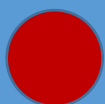
Supporting Your Child's Positive School Behavior



Managing Your Child's Behavior at Home



Family Responsibilities Related to School Behavior



Communication Strategies

Brazosport ISD...setting the standard for educational excellence.

Brazosport ISD Behavior Management

School-wide Expectations

All Brazosport ISD learning environments will be safe and conducive to learning; therefore, five behavior expectations are in place for our school community:



In alignment with district-wide behavior expectations, each school in BISD has 3-5 schoolwide behavior expectations for their school community. Be familiar with the school-wide expectations for your child's school and align home expectations with them as able.

1. _____
2. _____
3. _____
4. _____
5. _____

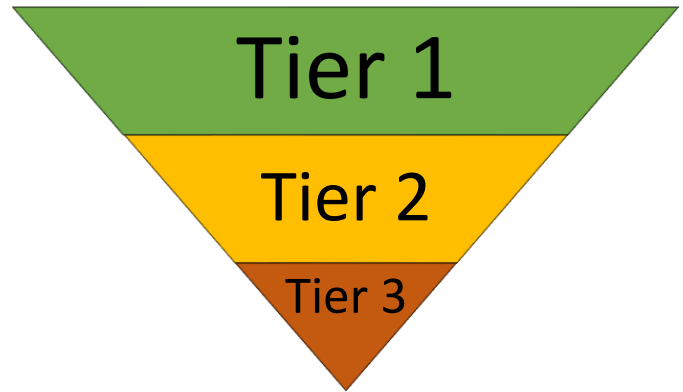
Class-wide Expectations

All classrooms have established behavior expectations or developed social contracts with their students that describe how people within the room will treat one another.

Many classrooms utilize **CHAMPS** as a way those expectations are defined as they relate to **C**onversation, asking for **H**elp, how to behave during various **A**ctivities, what **M**ovement should look like within the room, and what **P**articipation expectations are in place to ensure **S**uccess.

Ask your child about the behavior expectations that are in place in your child's classrooms, and ask your child to rate how well your child met those expectations each day to reinforce your own expectations of your child to behave appropriately while at school.

Multi-Tiered Systems of Support (MTSS)



Multi-Tiered Systems of Support (MTSS) are provided in Brazosport ISD to support the behavior needs of all students. All students receive Tier 1 positive behavioral interventions and supports. This includes teaching the established behavioral expectations or the development of social contracts, recognition and reward systems, firm and fair corrective discipline procedures, and ongoing collaboration with families.

Some students require additional interventions and supports to be successful. This may include the use of check-in/check-out systems, self-management programs, social skills training, invitation to Circles, mentoring, counseling, or service learning.

A few students need targeted, intensive, individualized interventions and supports. Be familiar with additional supports your child may be receiving and ask what you can do to partner with teachers and school staff to support your child in meeting class and school-wide expectations.

Circles

Circles are a Tier 2 support that creates a carefully constructed, intentional talking space within secondary classrooms. Circles create a space for building healthy relationships between students and the school, and are utilized proactively to reduce student misbehavior that results in disciplinary consequences. If you are concerned that your child is at risk of receiving a disciplinary alternative school assignment, ask the Counselor at your child's school if Circles might be available.

Supporting Your Child's Positive School Behavior

Bullying Prevention

To keep your child from exhibiting bullying behavior, the best thing that you can do for your child is to discuss the importance of acting with kindness and empathy towards others. Have regular conversations about what bullying is and what your expectations are, such as not engaging in bullying, and the consequences your child will face (in your home, at school, and legally) if they engage in bullying. Reassure your child that they can talk with you about anything, and that you are a team. Ensure that your child knows the importance of reporting all instances of bullying and cyberbullying, and how to do so, including using the *Keep BISSD Safe* reporting system to report bullying behavior or threats of school violence of any kind.

When having these conversations, remember that the goal is to have an open dialogue, rather than a lecture, and it is best to have these conversations on a regular basis rather than once.

Ask your child:

- Have you ever been a target of bullying? If yes, have you told anyone? Is it still occurring?
- Would you feel comfortable coming to me if you were bullied or if you witnessed bullying? If not, who would you go to?
- Do you know what to do if you witness someone being a target of bullying, exhibiting bullying behavior, or making online threats?
- Have you ever witnessed cyberbullying? What did you do? How did you feel? What would you do if you were a target?
- Have you ever engaged in bullying or cyberbullying?
- Do you know how to anonymously report?
- How would you intervene and be an "upstander"?



Homework

Research has a lot to say about how to shape behavior and how to motivate your child to complete tasks. Here's a summary of some findings:

- ❖ When students are motivated to learn, they do better in school.
- ❖ When parents communicate their desire for their children to do well in school, students are more motivated to do well in school.
- ❖ If children believe they can do a task, they are more likely to succeed.

For your child to be successful, it's important to set up an effective system for supporting your child's homework time through motivation, encouragement, and rewards. Here are the steps to set up a simple reward system to support homework completion:

1. Identify the behaviors you want to see. For example:
 - When I say, "Get out your homework," you say, "OK."
 - You get your homework and planner out of your bag and sit at the dining room table without complaint.
 - You take one break after you work for 20 minutes.
 - You put your finished homework back in your folder and your folder in your backpack.
2. Identify rewards that will be provided when these behaviors occur and discuss how earning the rewards will work.
3. Check on your child every 5 to 10 minutes.
4. Notice when your child displays the behaviors.
5. Praise your child for the behaviors.
6. Reward the behaviors with checkmarks. Create a list of identified behaviors or tasks that your child can check off when you and your child agree that they have been completed.
7. Reward the checkmarks with a prize. It's also possible to reward positive behavior and completed tasks with tickets or tokens that can later be traded in for a reward.

Your child's teacher has access to a packet of templates to guide you through this process. Ask them for the *Parent's Guide to Motivating Children to Do Their Homework* if you feel it would be helpful.

Managing Your Child's Behavior at Home

Positive acknowledgement

The presentation of something reinforcing or rewarding immediately following a behavior makes that behavior more likely to occur in the future, and is one of the most powerful tools for shaping or changing behavior. Be specific and highlight the behavior you are happy to see.

Verbal Reinforcement

Avoid general "good job" statements. Instead, be specific when acknowledging appropriate behavior.

- ☆ I really liked how you were responsible and started on your work without being reminded.
- ☆ Thank you for being respectful and waiting until I was off my important phone call.
- ☆ You have really learned how to...
- ☆ You must feel proud of yourself for...
- ☆ You've worked hard to ___ and it's paying off.
- ☆ See how your efforts to ___ have made a difference?



Reward Systems

When building a reward system, use reward menus or coupons that include preferred activities, items, or privileges your child likes:

- **Social** (Peer visits, call grandma, Facetime)
- **Activities** (Outside play, read a book, game time)
- **Tangibles** (Tokens, candy, stickers, allowance)
- **Escape** (Free pass on chore of choice, alone time)
- **Sensory** (Art, music, sand/water table, nap)

Decide what behaviors earn rewards as well as when and how your child will access rewards. For instance, are rewards earned immediately upon completion of task, scheduled times in the day, daily, or weekly? Token systems where your child earns points, stickers, or monopoly money can reinforce along the way.



Setting Limits

When your child refuses to do what you ask, it is time to set limits. Here are some quick tools to use:

"First you ___, and then you can ___."

"I'll be able to listen when your voice is as calm as mine."

"I'll give you a choice. You can do it now or in 10 minutes."

"I'll do ___, after you do ___."



Avoid Power Struggles

Crisis Prevention is a training many school staff have received to learn how to best de-escalate crisis level behavior. De-escalation strategies include recognizing the stages of an escalating crisis and learning evidence-based techniques to appropriate de-escalate.

If your child exhibits anxiety, respond with supportive approaches. If your child becomes defensive, directive responses that describe what you need from your child may be appropriate. Ask an administrator on your child's campus for more information if you find yourself engaged in routine power struggles with your child.

Bedtime routines can make a huge difference in school

No one is at their best when they are sleepy. If your child is having problems at school, this could be why. Consider these strategies to help them get to sleep faster:

- Remove electronics, TV remotes, and cell phones from the bedroom at night.
- Have them take a warm shower or bath before bedtime to help relax.
- Keep energy lower in the rest of the house, if possible.



8 hours minimum

Family Responsibilities Related School Behavior

For schools to be safe and orderly, everyone has a responsibility. In addition to family responsibilities, see the *BISD Student Code of Conduct* for a full description of responsibilities as they relate to behavior that includes teachers, campus administrators, district administrators, the BISD Police Department, and the BISD School Board.

Student Responsibilities

- ✓ Attend the entire instructional day, except when ill or otherwise excused.
- ✓ Be on time to all classes.
- ✓ Be prepared for each class with assigned work and appropriate materials.
- ✓ Strive toward self-discipline, setting individual goals and utilizing good work habits.
- ✓ Pursue mastery of the curriculum as prescribed by the district and the state.
- ✓ Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems.
- ✓ Establish and maintain an effective working relationship with parents, peers, and school personnel.
- ✓ Show respect for others, including peers, teachers, school staff, and campus guests.
- ✓ Show respect for the property of yourself and others.
- ✓ Manage personal and district technology appropriately, including when off campus.
- ✓ Express opinions and ideas in a respectful and courteous manner.
- ✓ Follow all district policies, including the *Student Code of Conduct*, as well as all campus-established rules and procedures.
- ✓ Cooperate with and follow directives issued by school personnel.
- ✓ Report threats, bullying, or harassment through [KEEP BISD SAFE](#) or to a teacher or an administrator.
- ✓ Seek changes in school policies and regulations through approved channels in an orderly and responsible manner and in collaboration with teachers and administrators.
- ✓ Assume responsibility for making choices and accept consequences for your behaviors.

Schools that receive Title I funds have written agreements called School-Family Compacts that further clarify and provide a written commitment of shared responsibilities for student learning. Please refer to your child's School-Family Compact for more information.

Parent Responsibilities

- ✓ Send your child to school daily and notify the school in writing within 48 hours (two business days) to explain the reason for absences and tardies.
- ✓ Supervise and interact with your child in a positive manner.
- ✓ Make certain your child is properly attired for school according to the dress code described in the *Student Code of Conduct*.
- ✓ Review the *Student Code of Conduct* with your child and support adherence to discipline policies.
- ✓ Establish and maintain a positive attitude toward education and school personnel.
- ✓ Maintain up-to-date and correct home, mailing, and email addresses, and phone numbers that include home, cell, work, and emergency contacts with the school office through Parent Portal.
- ✓ Communicate home or family issues to your child's teacher and/or campus administrators that may affect your child's learning or behavior.
- ✓ Seek available resources to support your child within the school and the community.
- ✓ Attend scheduled conferences, respond in a timely manner to the teacher's initial contact, or contact the teacher yourself as needed.
- ✓ Collaborate with school personnel when your child is involved in a discipline problem.
- ✓ Cooperate with school administrators and teachers in their efforts to achieve and maintain a quality school system, contacting teachers first and then counselors or campus administrators with concerns.
- ✓ Review the *BISD EmpowerED Student/Parent Handbook* and the *BISD Acceptable Use Agreement* with your child, promote its provisions, monitor your child's use of district technology, and support adherence to established policies and procedures related to issuance of technology devices.

Note: The term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Communication Strategies

Use Positive Words

When communicating age appropriate expectations, tell your child what *to do* instead of what *not to do* using clear and simple, age appropriate language. Here are some examples:

Don't:	Do:
Don't run!	Walk. Using walking feet. Stay with me. Hold my hand.
Stop climbing!	Keep your feet on the floor.
Don't touch!	Keep your hands down. Look with your eyes.
No yelling!	Use a calm voice.
Don't stand on the couch!	Sit on the couch.
Stop pulling the dog's tail.	Pet gently. Gentle hands.
No coloring on the wall!	Color on the paper.
Don't throw your truck!	Roll your truck on the floor.
Stop playing with your food.	Food goes on the spoon and then in your mouth. Say "all done" when you are finished.
Stop splashing water!	Keep the water in the tub.
Don't get out of bed!	Stay in bed.
No biting!	We only bite food. Use your words. (give child appropriate words to use)
Don't spit!	Spit goes in the toilet/grass. Use your words. (give child appropriate words to use)

The 5-Point Scale

A 5-point scale is a simple social and emotional learning tool that gives children a way to communicate emotions and feelings with words and can help them with self-management. If you sense your child is upset, help them consider where they are on the 5-point scale and guide them to identify calming strategies that have worked previously. Here is an example:

5	I feel like I might explode. I want to scream, hit, or throw something.	I need an adult to help me go to a safe place until I can calm down.
4	I'm getting too angry. I might say something I will be sorry for later.	I need to go to my safe place to calm down. During that time, I can count to ten while I breathe slowly.
3	I'm a little nervous or irritated.	I need a short mental break. I can drink some water or squeeze a stress ball.
2	I'm okay. I'm not pleased but can stay calm and can control my anger by myself.	I will think of positive things or talk to an adult about how I feel.
1	I'm doing great! I'm happy, calm, and relaxed.	I can keep doing what I'm doing!

Four Questions

Agree with your child how you will treat each other, and then hold yourselves accountable. If your child becomes disrespectful, ask these four questions, without lecturing, to help them return to expectations while preserving your relationship:

1. How are you talking to me?
2. How are you supposed to be talking to me?
3. Were you doing it?
4. So, how are you going to talk to me?

If your child repeats the disrespect, ask what will happen if this occurs another time. Be sure this has been established in advance, so your child is well aware of expectations and consequences. By using this approach, you model appropriate skills for dealing with conflict.

Please contact your child's Teacher, Counselor, Assistant Principal, or Principal if you have questions, concerns, or need assistance in supporting your child's school behavior. The district phone number is 979-730-7000 and the switchboard operator can connect you to your child's campus or anyone you need.