



Recess/ Lunch Supervision Training

School-Wide Firms

	I AM AWARE	I VALUE LEARNING	I AM BRAVE	I STAY CONNECTED
IN THE HALLWAY	<ul style="list-style-type: none"> -I walk -I keep my body to self -I use a quiet voice 	<ul style="list-style-type: none"> -I move with purpose -I use a voice that doesn't disrupt classrooms 	<ul style="list-style-type: none"> -I ask an adult if I need help - I use my voice if I see harm 	<ul style="list-style-type: none"> -I stay with my class
IN THE BATHROOM	<ul style="list-style-type: none"> -I keep the space clean -I respect the privacy of others -I respect the different identities and ages who may also be in the bathroom -I use a quiet voice 	<ul style="list-style-type: none"> -I use the toilet, flush, wash and leave -I only the stalls 	<ul style="list-style-type: none"> - I use my voice if I see harm 	
AT RECESS	<ul style="list-style-type: none"> -I play in the zone that is right for me -I ask for permission to leave the playground -I keep my body safe -I take care of plants and throw away trash -I put all equipment back on the cart 	<ul style="list-style-type: none"> -I listen and respond to adults -I line up quickly when the bell rings 	<ul style="list-style-type: none"> -I invite new friends to play -I solve problems and repair mistakes 	<ul style="list-style-type: none"> -I use words that are helpful not harmful
AT LUNCH	<ul style="list-style-type: none"> -I use a voice where my neighbors can hear me -I keep my body to myself -I eat only my own food -I stay in my seat -I leave my space clean -I raise my hand and wait for permission to go to recess 			<ul style="list-style-type: none"> -I include others
At the WATER FOUNTAIN	<ul style="list-style-type: none"> -I fill my water bottle and return to class -I keep water in the fountain and in my bottle 			

Active Supervision

- Walk around without a specific pattern or predictable route or routine and scan with your eyes, unless you have an agreed upon area you are stationed at.
- Make positive contacts with students while walking around, saying “hi”, “what’s up”, “looking good”, “I like that shirt”, “how was your weekend”, etc.
- Reinforce good behaviors by making positive remarks to students about it, for example “I like how you are walking down the hall, good job” or “that was very nice of you to pick up that person’s books for them, great job!”
- Correct unwanted behaviors by approaching the student in a non-threatening and non-imposing manner. State the rule they are breaking, get their acknowledgement that they are breaking the rule, and ask them to correct it.
- Do not engage in power struggles.
- Make interactions with students brief and to the point and keep moving and scanning.
- Use walkie-talkies to communicate rather than cell phones.

10 Minute Rule-when to send kids for health concerns

Non-urgent concerns “10 Minute Rule”	Do Not Delay Visit to Nurses’ Office	Call Nurse to Student (via main office)
Reports vague symptoms of illness	Asthma symptoms, breathing difficulties (send with a buddy)	Fainting (lay on floor and elevate feet 10 inches if no head or neck injury suspected)
Abdominal discomfort (cramps, nausea, vague pain)	Prescribed medication needed; scheduled visit to the health room; or sent by staff for nurse to evaluate	Injuries that may be a sprain or fracture or involve the head /neck
Mild headache	Known health concern may be cause of symptoms (e.g. diabetic, migraine)	Seizures
Cold/flu symptoms and student requested to go home. (The School Nurse does not have medication or over the counter remedies unless the student has written providers order)	Possible allergic reaction or exposure to allergen; insect bite, human bite, animal bite Emotional crisis, abuse, suicidal thoughts	Emergency first aid needs (e.g. EpiPen administration) or if moving student may do more harm
Minor cuts (if unable to bandage in class)	Any serious illness, injury, or bleeding. Burns. Dirty wound. Vomiting. Nose bleeds.	Breathing emergencies/Chest pain
Skin problems	Injury to head, limbs or body sustained on campus	Unconscious or altered level of consciousness
Old injuries To request ICE	Injury to eyes, ears, mouth, or any object lodged in a body part.	Uncontrolled Bleeding / Shock

What do I do when I arrive?

- Sign-in to the volunteer log in the office
- Take a volunteer badge
- Take an orange vest
- Report to duty location

Volunteer Training

POSITIVE DISCIPLINE

Fabina Blanchet - Certified Positive
Discipline Parent and Classroom
Educator





Positive Discipline is a program developed by Dr. Jane Nelsen, based on the work of Alfred Adler and Rudolf Dreikurs.



They focus on encouraging children to become responsible, respectful, and contributing members of their communities through KIND AND FIRM teaching.

5 Criteria for Positive Discipline

1. **Kind and Firm**
(Respectful and encouraging)
2. **Belonging and Significance**
(Connection)
3. **Effective Long-Term**
4. **Social and Life Skills**
5. **Capable**



A classroom scene with several students and a teacher. In the foreground, a teacher with dark curly hair, wearing a purple face mask and a blue shirt, is gesturing with her hands while talking to a student. The student, a young girl with long dark hair, is wearing a blue face mask and a denim dress, and is also gesturing with her hands. They are sitting at a white desk with an open notebook and a green pencil. In the background, other students are seated at their desks, also wearing face masks. A sign on the wall reads "CHANGE FOR CLIMATE CHANGE".

In MES, WE Connect with
our students

Positive Discipline Tools

- Ask curiosity questions “what” “ and “how” questions instead of telling what, why how. Make sure you listen, not tell
- Limited Choices
- Positive time out
- Hugs when upset or not
- Act don’t talk
- Message of Love
- Top Card
- “It bugs me when you ____ and I wish you ____
- Avoid pampering
- Encouragement vs. Praise and rewards
- Mirror “I notice ____”
- Compliments/Appreciations
- Use humor (do the unexpected)
- Kind and Firm (Connect before Correct)

A large iceberg floats in a deep blue ocean under a bright blue sky with scattered white clouds. The visible tip of the iceberg is jagged and white with some blue shading. The submerged portion is much larger, showing a complex, textured structure with various shades of blue and white, illustrating the metaphor that most of what is going on is hidden beneath the surface.

All behaviors are a form of
communication







Children who can't identify and talk about feelings sometimes act them out in inappropriate ways

Children who can't identify their own feelings may have difficulty feeling empathy for others

Name it to Tame it - research shows that naming and talking about feelings and experiences helps to make the feelings more manageable

Use clear, specific language to identify feelings...yours and theirs

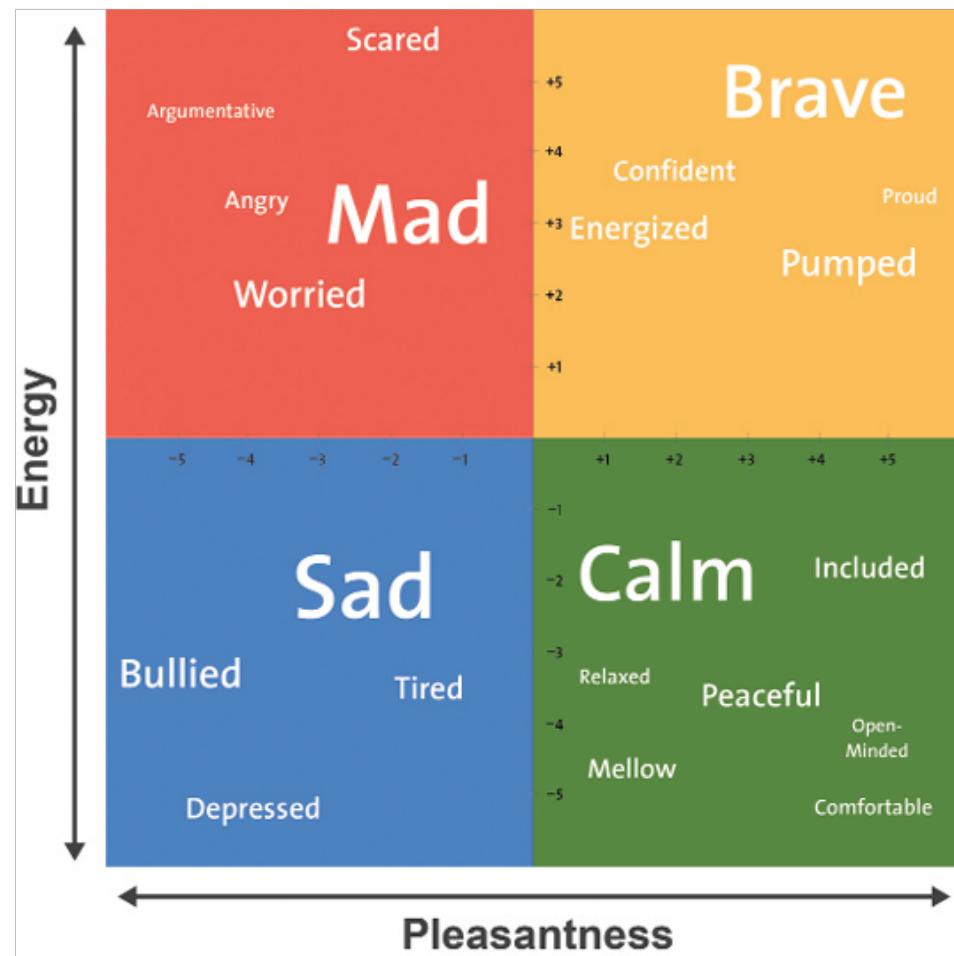
Validate that all feelings are ok, even if all actions aren't

 JOY JOYFUL INTERESTED PLAYFUL CONFIDENT LOVING SENSITIVE COURAGEOUS HOPEFUL	SADNESS SAD BORED SLEEPY UNHAPPY IGNORED GUILTY LONELY ALONE 
SURPRISED  STARTLED CONFUSED AMAZED EXCITED SHOCKED ASTONISHED EAGER DISMAYED	ANGER MAD JEALOUS EMBARRASSED FURIOUS IRRITATED WITHDRAWN FRUSTRATED SKEPTICAL 
 DISGUST AWFUL DISAPPOINTED HESITANT REVOLTED LOATHING JUDGEMENTAL	FEAR HUMILIATED REJECTED WORTHLESS INSECURE ANXIOUS SCARED 

HOW ARE YOU FEELING TODAY?

Daniel Siegel's hand model of the brain

Flipping your lid



What to say when children are:

- Name calling
 - I notice you are calling your friend a different name than (someone) name AND we only use proper names.
- Screaming
 - Ouch! that hurt my ears, I heard you screaming too loud AND we use a normal voice.
- Playing guns
 - No thank you, I notice you are playing with guns AND we don't play them at school. What if you use a sword instead?
- Running away when calling their attention
 - Approach children walking normally, say I notice you ran away when I call you AND we listen to the teachers when they call us.

What to say when children are:

- Not lining up
- Not sharing
- Throwing wood chips
- Hitting
- Approach children walking normally, You don't want to line up, AND recess it's over. Do you want me to line up with you or do you want to line up by yourself?
- I see you keeping the ball to yourself AND we have to take turns. Do you want to do it now or in 1 minute?
- I see you throw wood chips at your friend AND we have a safe body at recess.
- Say STOP, I see you hitting your friend AND we take care of each other.

Ways to solve behaviors

Conflict Resolution

Goal: Students will solve conflicts and they will also recognize each other for kind actions.

Student with Conflict: I felt _____ when you _____.

The other student(s): I heard that you felt _____ when I _____.

a) I take responsibility for _____
(OR)

b) My point of view is _____

Student with Conflict: I need you to _____.

Repair with 3 Rs of recovery from mistakes:

- **Recognize**

Recognize (your mistake)

- **Reconcile**

Reconcile (Be willing to say, “I’m sorry, I didn’t like the way I handled that)”)

- **Resolve**

Resolve (Focus on solutions rather than blame)

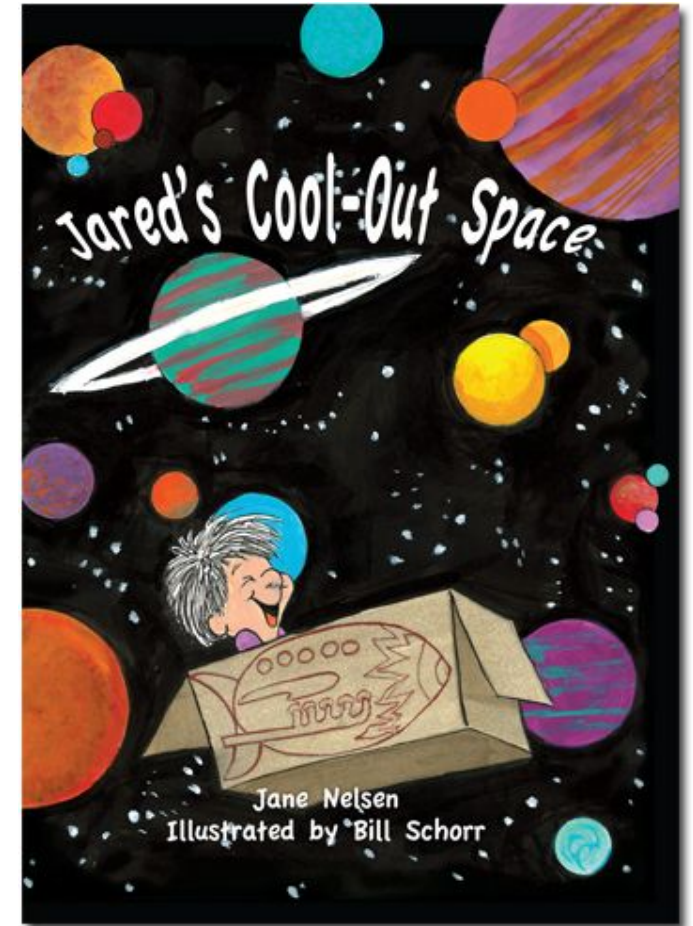
Kind and Firm Strategies

Monitor your tone - convey empathy but stay firm

- **Validate feelings:** I know you don't want to stop playing, AND it is time for dinner
- **Show understanding:** I know you would rather watch TV than do your homework. Me too! AND homework needs to be done first.
- **Redirection:** You don't want to brush your teeth, AND we'll do it together.
- **Advanced agreement:** I know you don't want to mow the lawn, AND what was our agreement? (Kindly and quietly wait for the answer or action)
- **Provide a choice:** You don't want to go to bed, AND it is bedtime. Do you want one story or two stories once your jammies are on?
- **Remind of the expectation and then follow through by deciding what you will do:** I know you want to keep playing video games, AND your time is up. You can turn it off now, or it will be put in my closet.



Based on the understanding that children "do" better when they "feel" better, we have a calm body area in each classroom and in the recess area at MES.



Notes:

***Acknowledge feelings** (Validate feelings, show understanding)
+ **AND** (Redirection, Advanced agreement or firm, Provide a choice)

Kind and firm, look the children in the eyes.

***When you see or experience an unwanted behavior, approach children's actions and tell a teacher if you consider it necessary. They'll work on appropriate consequences. Volunteers do not need to give appropriate consequences to children.**

Empathy Quotes

Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of the another

Alfred Adler

