

Parenting Tip of the Month

January



Lower Elementary Teachers

Stop, Walk and Talk Technique

Why should I do it:

- To teach students how to stand up to behavior that they feel is offensive or not wanted
- To Empower students
- To promote self-advocacy and self-determination
- To decrease bullying and bullying related issues in school
- To promote a more self-reliant, responsible, and safe climate and atmosphere
- To remove barriers that interfere with positive peer interactions and academics
- To create a positive school climate

When should I do it:

- This strategy is best utilized and taught school-wide as part of the regular rules and procedures
- Teach this strategy to students several times throughout the year
- When you witness or are informed of any situations that students feel bullied, annoyed, offended or
- When a student seems to react to others teasing or instigation
- When an awkward or odd student seems to attract a lot of criticism
- When students seem to have poor interactions and frequent conflicts
- When students do not know how to handle conflicts well
- When students complain about bullying, being picked on, teased, etc

How do I do it:

- Stop, Stop, Walk, & Talk strategy is a great systematic program from the publication Bully Prevention in Positive Behavior Support ¹, which teaches students how to deal with being bullied, bothered, teased, etc
- The program consists of teaching students to use 3 simple and progressive steps: Indicating through words and gesture to stop, walking away if the problem continues, and finally talking to an adult if the issue is still not resolved
- For or specific details on the program and free program guides and curriculum, see the great resources below

Resources & Support for technique: *(Items with footnotes link to external websites)*

- Bully Prevention in Positive Behavior Support ¹
- Bully Prevention in PBS (stop, walk, talk) Elementary Level.pdf ²
- Bully Prevention in PBS (stop, walk, talk) Middle School Level.pdf ³
- Bully Prevention In Positive Behavior Support (stop, walk, talk).ppt ⁴
- Bully Prevention: Stop, Walk, Talk ⁵

Footnotes:

1. Ross, S., Horner, R., Stiller, B. *Bully Prevention in Positive Behavior Support*. [http://www.pbis.org/common/pbisresources/publications/bullyprevention_ES.pdf].
2. Ross, S., Horner, R., Stiller, B. *Bully Prevention in Positive Behavior Support for Middle Schools*. [http://www.pbis.org/common/pbisresources/publications/BullyPrevention_PBS_MS.pdf].
3. Ross, S., Horner, R. *Bully Prevention In Positive Behavior Support*. [www.pbis.org/common/pbisresources/presentations/5_Bully%20Prevention.ppt].
4. Ashland School District. *Bully Prevention – Stop, Walk, Talk*. [http://www.ashland.k12.or.us/News.asp?NewsID=474].







Material of the Month

January



Lower Elementary Teachers

6 Traits of Writing Checklist

<p>Ideas</p> 	<ul style="list-style-type: none"><input type="checkbox"/> Did I select a topic I know a lot about?<input type="checkbox"/> Is my topic narrow and clear?<input type="checkbox"/> Did I use lots of details and descriptions?<input type="checkbox"/> Did I stay on topic?<input type="checkbox"/> Did I try hard to make it interesting?
<p>Organization</p> 	<ul style="list-style-type: none"><input type="checkbox"/> Did I pre-write my ideas first (Explore and Discovery Draft)?<input type="checkbox"/> Do I have a beginning, middle, and end?<input type="checkbox"/> Are my ideas in an order that makes sense?<input type="checkbox"/> Did I connect my ideas with transitions?
<p>Voice</p> 	<ul style="list-style-type: none"><input type="checkbox"/> Do I care about my topic?<input type="checkbox"/> Did I write to an audience?<input type="checkbox"/> Can the reader tell how I feel about the topic?<input type="checkbox"/> Do I have a favorite part?<input type="checkbox"/> Does this sound like ME?
<p>Word Choice</p> 	<ul style="list-style-type: none"><input type="checkbox"/> Did I use any "JUICY" or "WOW" words?<input type="checkbox"/> Did I use strong action verbs?<input type="checkbox"/> Did I use specific nouns?<input type="checkbox"/> Did I use words that describe the 5 senses?
<p>Sentence Fluency</p> 	<ul style="list-style-type: none"><input type="checkbox"/> Is my writing easy to read the first time?<input type="checkbox"/> Do my sentences begin with different words?<input type="checkbox"/> Did I use some long and short sentences?<input type="checkbox"/> Did I use different types of sentences? (.!?)
<p>Conventions</p> 	<ul style="list-style-type: none"><input type="checkbox"/> Did I capitalize first words in sentences?<input type="checkbox"/> Do sentences end with punctuation?<input type="checkbox"/> Did I spell words correctly?<input type="checkbox"/> Did I indent new paragraphs?