**BIP Roll Out: Scholars**

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| **T: Ryan, I wanted to spend some time with you today to talk about how to help you be even more successful at school. Your teachers, your family and some of our Deans have all gotten together to think about how we can support you and for you to spend more time in class, learning so that you have the opportunity to graduate from whatever college you want. Sometimes, in class, we have noticed you have trouble responding to adults when you are upset. Does that sound accurate?**  S**:** Yes  **T: Tell me more about that, what happens?**  S: I just get really upset, I think what is happening is unfair and I don’t understand why the teacher is picking on me when everybody else is doing it.  **T: That sounds tough, it’s hard when you think something is unfair, but I want you to think about two things for me. What typically happens after you interact with a teacher by responding, yelling or saying something hurtful or damaging about who they are as a person?**  S: I get removed from class and then I am stuck in the reflection room for a while.  **T: Does that solve your problem?**  S: Not really, I mean I did say something, but now I have to be in reflection room which I hate.  **T: Let’s say you go back to your next class and something happens again with a teacher you think is unfair. What do you do?**  S: The same thing, I stick up for myself and then I have to go to the reflection room again  **T: Is that how you want to spend your day? Do you think that will get you to your ultimate goal?**  S: No, the reflection room is boring and when I go back into class I don’t know what’s going on. That makes me even more upset.  **T: I agree, we need to find another way for you to express yourself without it being inappropriate (wrong time, place or way it is said) when you think things are unfair. I know you can be successful, I’ve seen you write top quality thesis statement in composition class but like you said, you spend a lot of time out of class going to the reflection room which isn’t where we want to be. Your teachers, your mom and I have come up with an idea for you to express yourself appropriately where teachers or other adults would be able to respond. When I say appropriately what does that mean?**  S: That I’m not calling out, or talking back to the teacher or saying something disrespectful.  **T: Yes – so instead of calling out there are two strategies that we want to put into place to help you: The first one is a Top Secret Signal between you and the teacher! It can look however you want, like (show examples) and it would tell the teacher that you are upset and want to talk to them about something. All the teachers in your grade would know and as soon as the class was working, they would speak with you. What do you want your signal to be?** [conversation continues] **Great! Tell me, when do you use the signal?**  S: When I’m upset and I want to talk to the teacher about something that is unfair.  **T: What will the teacher do and what will you do after the signal?**  S: I am not sure.  **T: No problem, when you get that feeling you want to call out or talk back because something is unfair you immediately take a deep breath and use the signal. Afterwards, the teacher will set the class up for success to do something and then come to speak with you. That means, as the teacher is still instructing, what do you need to do?**  S: I’m going to take a few deep breaths and wait until my teacher comes to speak with me.  **T: Exactly! Remind me again, when do you use the signal, how will you respond and how will teachers respond?**  S: When I am feeling upset and want to talk to the teacher about something I just my signal. The teacher knows that they need to talk to me and I wait until they are done doing stuff with the class.  **T: Ryan, I’ve seen in composition class that you are magnificent writer – your handwriting is neat, your sentences are well developed with a clear idea and accurate punctuation. When we’ve talked before you said you really like to write and you have a lot of pride for your writing.**  S: Yeah, I do like writing. It’s my best subject right now.  **T: We are going to use your skillful writing to help you during challenging situations.** [The conversation continues and second strategy is discussed and practiced.]  **T: We talked about strategies today that will help you do what?**  S: Help me not be disrespectful to the teacher so that I don’t have to go to the reflection room.  **T: True, even more so than reflection room and disrespect to the teachers, which is important, why else are we spending time on this?**  S: I’m not sure.  **T: Well, our ultimate goal (parents, teachers, you) is to graduate from college and have opportunities available to you to travel down any life path. The best way for that to happen is to spend time now, in school, building your academic knowledge and habits to help you be successful in life. We want you to be ready when you graduate high school to go on and graduate from college. Tell me in your own words, why are spending time on this?**  S: Because I don’t want to spend my day in the reflection room, not all day, every day. I’d rather be in class with my friends or in social lunch so I am working on things like the signal to make sure I can be in class – learning.  **T: How could this impact your future?**  S: I need to be in class so I can get to college. I want to open up my own business and I need to be in school so that can happen.  **T: Definitely, we start small by building those habits so you are spending your days in class learning and when you are older you are college ready and have the skills to not only get into college but graduate. In addition to these strategies, there will be folks to help. You also have a mentor teacher - Ms. Incredible will check-in with you every morning will meet with her for about 15 minutes to talk about your day. The way we are going to see how you are going with using the signal and writing in your journal is the tracker. Have you seen other scholars have something like this before**?  S: Yes and they sometimes work for different things.  **T: You will have that same opportunity. Let’s look at your tracker, what are some things you notice about it?**  S: It’s got my name and a goal at the top like what we talked about. It has class time periods on there and places for teachers to sign.  **T: Each morning you will get one of these out of the “Scholar Tracking” forms when you meet with Ms. Incredible. You’ll set a goal for the day, for example four signatures a day which means during those class periods you: (1) stayed in class the entire period, (2) used your signal when needed and (3) wrote in your journal when needed. You want to get as many signatures as you can a day because it means you are making progress towards your goals and becoming better prepared to graduate from college and you are working to earning something. I see you smiling, let’s talk about what you would want to earn. It could be computer time, check-in time with your favorite teacher, building something like a bird house. What would you like to earn?**  S: A good call home or text to my dad. I also love video games – I know that Mr. Johnson plays videogames afterschool…he’s my favorite teacher. Do you think I could sometimes play with him?  **T: Those are pretty stellar things to earn. I loved when my dad got good calls from teachers. You will need: 4 signatures for a positive call, 6 signatures for 10 minutes of computer time each day. At the end of the week you need at least 30 signatures for 20 minutes of videogame time with Mr. Johnson. How are we going to know if you earned these items?**  S: By the number of signatures I have on my tracker.  **T: It will be important for you to take ownership by reminding teachers at the end of each class period. How could you do that in respectful fashion?**  S: Raise my hand.  **T: Sure and what would be the best time to ask for a signature?**  S: Towards the end of class.  **T: Yup, when you are working on your exit ticket, you can raise your hand to get a signature for your tracker. At the end of each day you will drop off your completed tracker to the “Scholar Tracking” bin during end of day advisory. Why would it be important to drop it off at the end of the day?**  S: So I can earn my time with Mr. Johnson on Friday.  **T: Yes - the only way we know you have weekly progress is by reviewing your trackers to see how you have done with using signals, writing in your journal and being in class because that’s the most important part. More time in class, completing top quality work so you can become even smarter and college ready. How are you feeling?**  S: Good, can this start today?  **T: I’m so pumped you’re excited, we will start on Monday! Let’s have breakfast together with Ms. Incredible on Monday to go over these details one more time!** |