

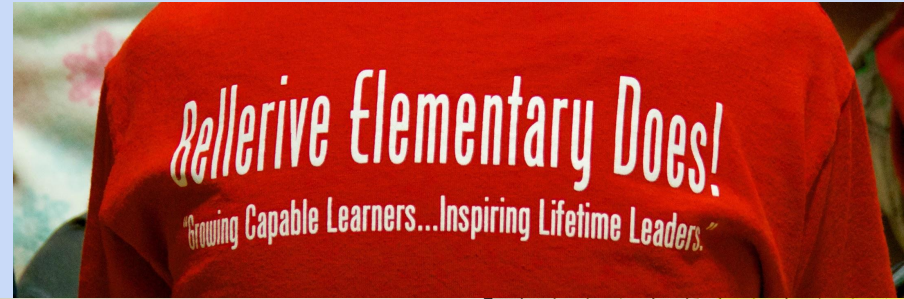
Building Resilient Leaders

A conceptual graphic featuring a winding black road with white dashed lines. Five colorful location pins (green, red, yellow, blue, and green) are placed along the road. A green rectangular sign with white text is positioned on the left side of the road.

Bellerive Elementary School

All About Bellerive School

- Located in Creve Coeur, Missouri, a western suburb of St. Louis
- Approximately 379 students are enrolled at Bellerive, K-5
- We began our Leadership Journey in 2012-2013
- We became a Lighthouse School in 2014-2015 school year. Recertified in 2017 and 2019



Our Diverse Student Population

Demographics	Percentage
Student on an IEP	23%
Student on FRL	22%
Mobility Rate	40%



Ethnicity	Percentage
Asian	11%
African American	27%
Hispanic	7%
Multiracial	5%
White	49%

Habits are for EVERYONE!






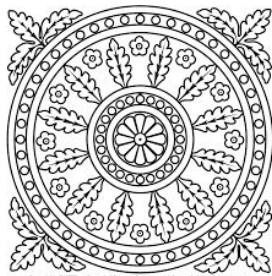
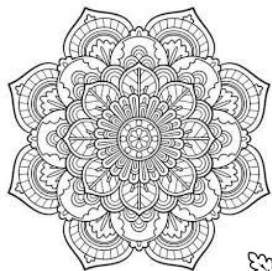
Community Partnerships



Our Journey Starts with the Staff



Heart- Pink 	Brain- Orange 	Soul- Blue 
OPENING 12:00-12:15	OPENING 12:00-12:15	OPENING 12:00-12:15
Yoga 12:15-12:45 (Gym)	Brain Game 12:15-12:45 (Cafe)	Learning 12:15-12:45 (Library)
Learning 12:50-1:20 (Library)	Yoga 12:50-1:15 (Gym)	Brain Game 12:50-1:20 (Cafe)
Brain Game 1:25-1:55 (Cafe)	Learning 1:25-1:55 (Library)	Yoga 1:25-1:55 (Gym)
Look Through Lesson/Find More Resources 2:00-2:45 (Cafe/work space)	Look Through Lesson/Find More Resources 2:00-2:45 (Cafe/work space)	Look Through Lesson/Find More Resources 2:00-2:45 (Cafe/work space)
Wrap Up 2:45-3:00 (Cafe)	Wrap Up 2:45-3:00 (Cafe)	Wrap Up 2:45-3:00 (Cafe)



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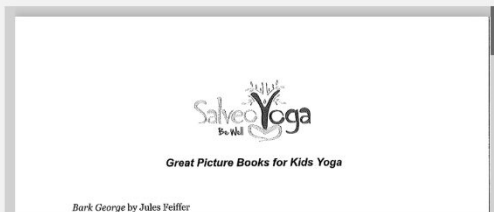
Mindfulness

Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us.

Videos



Read Alouds



Great
Picture
Books For
Kids Yoga

Resources

Sesame Street Trauma Resources

Use the link to find videos and activities to support students
<https://sesamestreetincommunities.org/topics/traumatic-experiences/>



Your Amazing Brain

What kind of storm does
your mind like best? . . .
A brainstorm, of course!
See if you can feel your
brain growing as you
learn about how it works!



RIGHT-BRAIN FUNCTIONS

Art awareness

Creativity

Imagination

Intuition

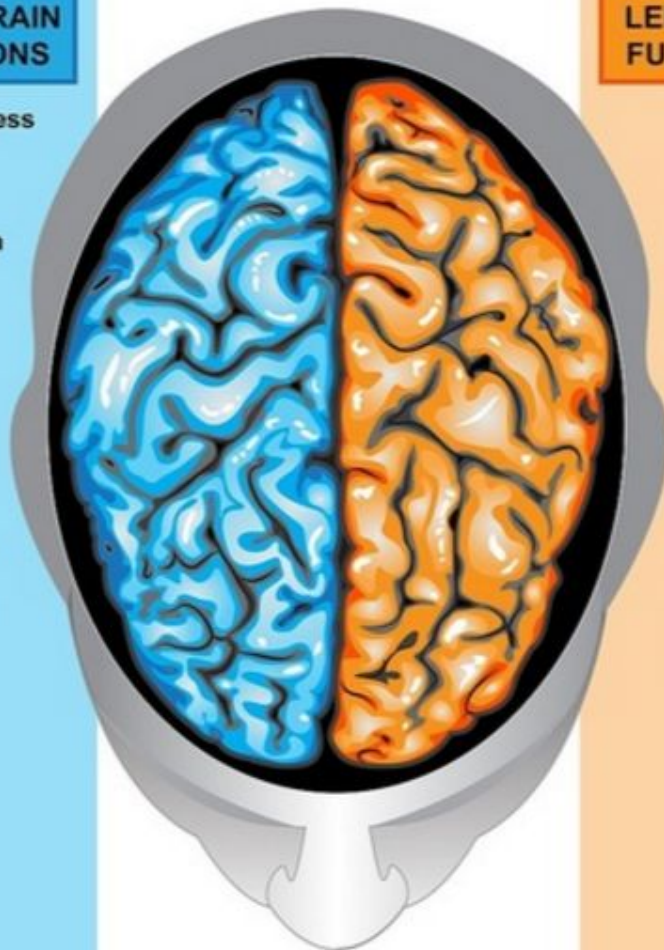
Insight

Holistic
thought

Music
awareness

3-D forms

Left-hand
control



LEFT-BRAIN FUNCTIONS

Analytic
thought

Logic

Language

Reasoning

Science
and math

Written

Numbers
skills

Righy-hand
control

BRAIN BASICS



The human brain is faster than the fastest computer, your amazing brain controls every move you make. Your brain tells your muscles when and how to move. It lets you feel emotions, laugh and cry. It allows you to learn new things and get out of the way of danger. Your brain keeps working even when you're asleep. It sends the signals that make your heartbeat, your lungs draw in breath and your eyelids blink.

The three pound wrinkly mass in your head might not look like much, but it's a powerful master control panel. One scientist called it "the most complex thing we have yet discovered in our universe." Inside your brain are billions of microscopic cells called neurons. Neurons send electrical and chemical messages to your body.

Application

How big is a brain?

Make two fists and put them together. That's about the size of your brain. Your skull—a thick, protective “helmet” of 22 bones—surrounds your brain.



Is a bigger brain a smarter brain?
Look at these brain weights to help you decide:

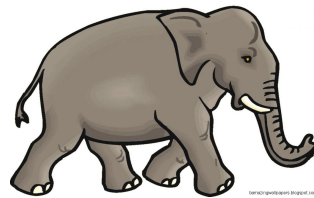
Dog brain: less than 1 pound

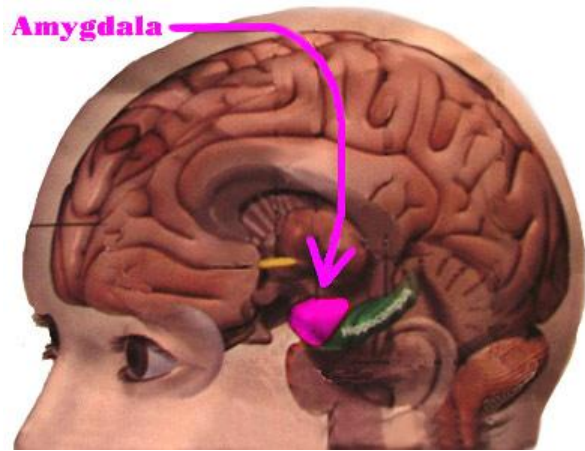
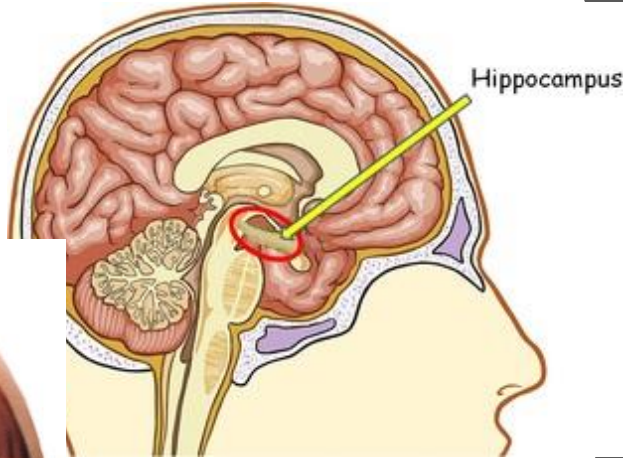
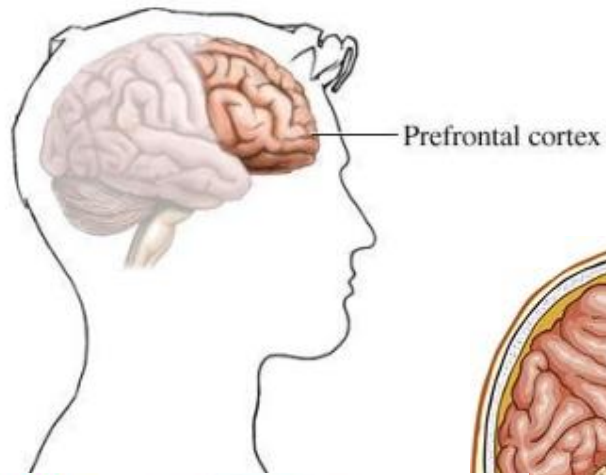
Human brain: about 3 pounds

Elephant brain: 13 pounds

Sure, elephant brains are big, but they can't solve math problems!

What really makes a brain smart is the parts it has and the way those parts work. Human brains have a large prefrontal cortex (PFC). Our PFC helps us think carefully, problem solve, and plan.





MEET SOME KEY PLAYERS OF THE BRAIN

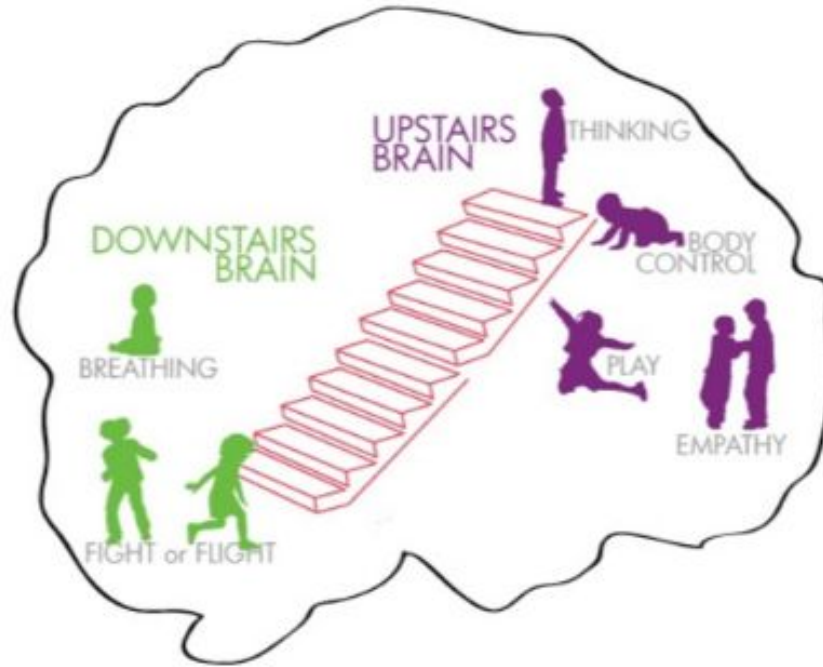
Prefrontal Cortex- is where learning, reasoning, and thinking takes place. This part controls our decision making and learning.

Hippocampus- help manage response to fear and threats. This area acts as a storage vault for memory and learning.

Amygdala- is the security guard of our brain. This area of our brain protects us from threats. It tells us if we should fight, flight, or freeze.

Downstairs Brain:

Reactive- full of emotions, not always in control



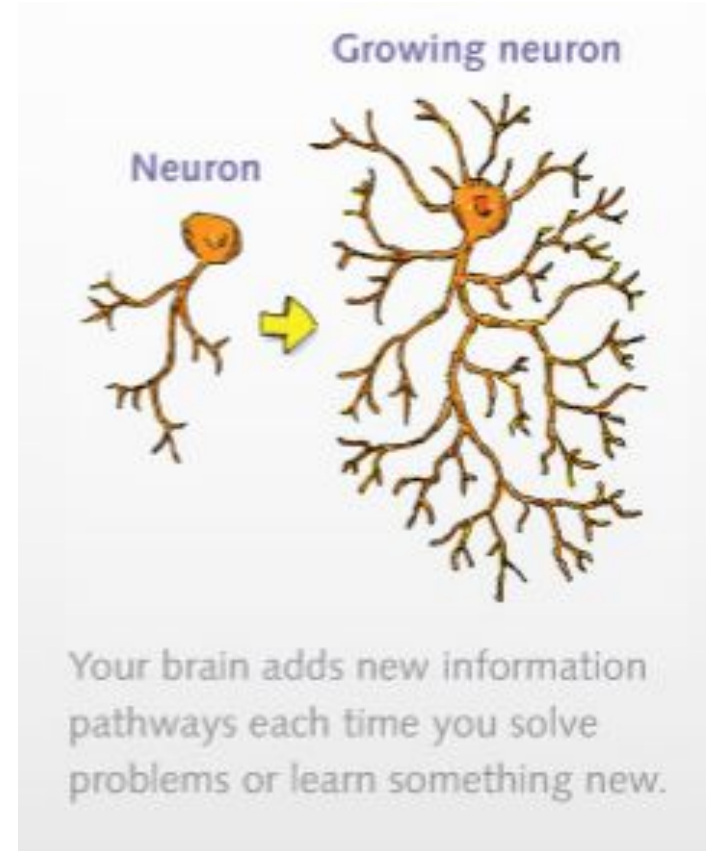
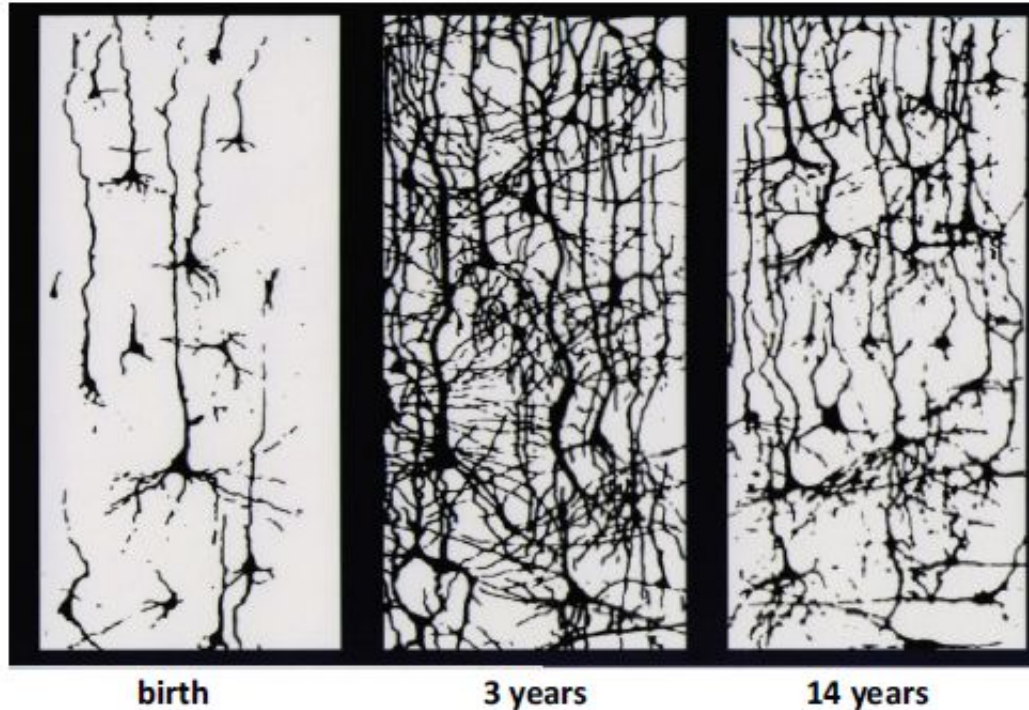
Upstairs Brain:

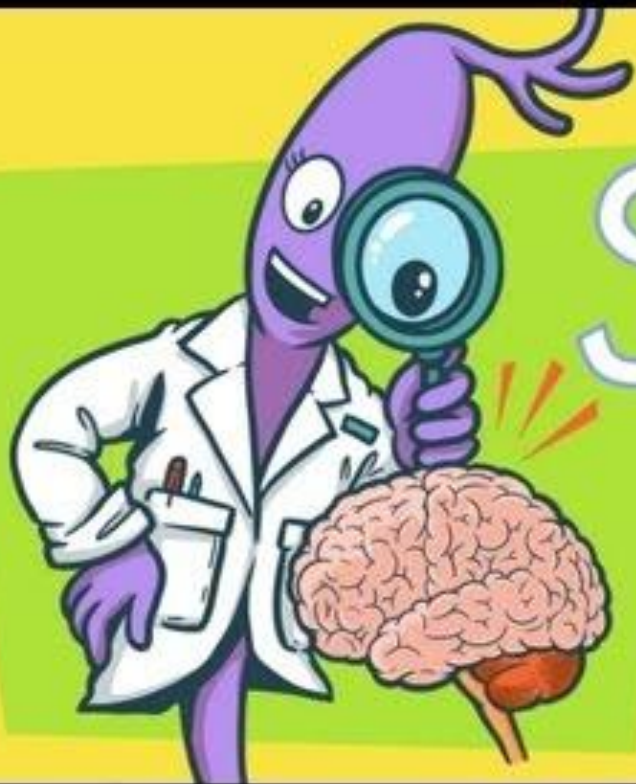
Proactive - In control, problem solver, ready to learn

Your Brain is Full of EMOTIONS!!!

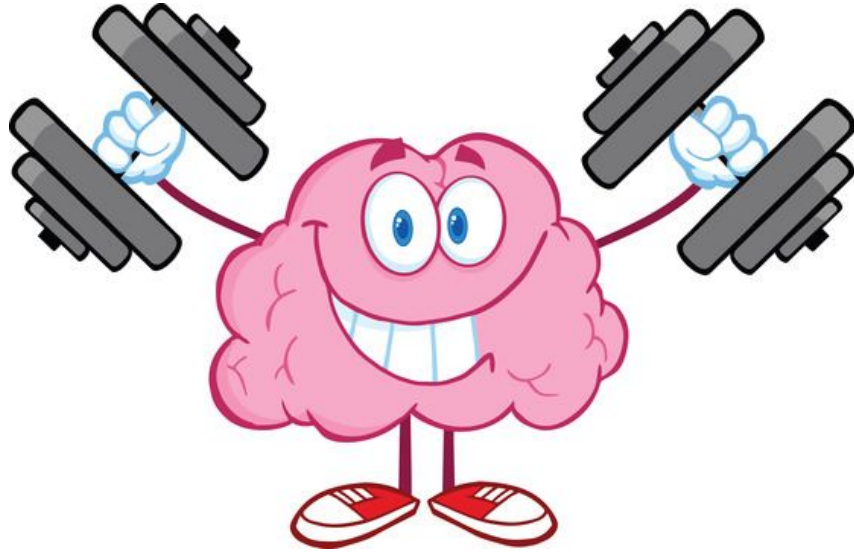


Your BRAIN is growing like crazy!!!





grow
every
day



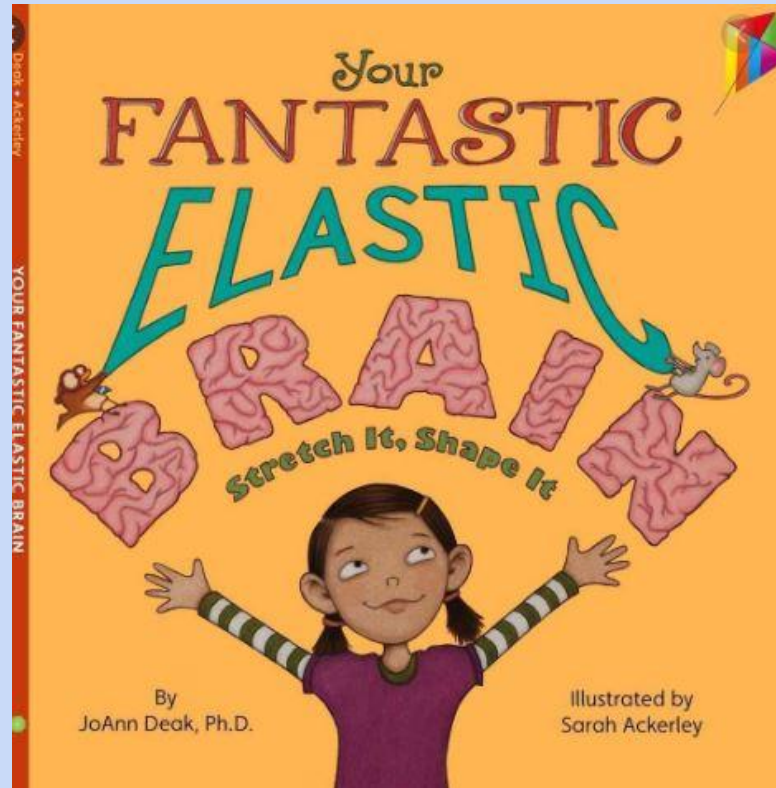
Now that you know about your brain and how it works:

How will you help your brain grow?

How can you control your emotions to help you stay proactive?

What strategies can you use when you are feeling reactive, in your downstairs brain?

Counseling Lessons to Continue the Learning



Adult Self-Care



Self Care










You cannot *drink*
from an empty cup.

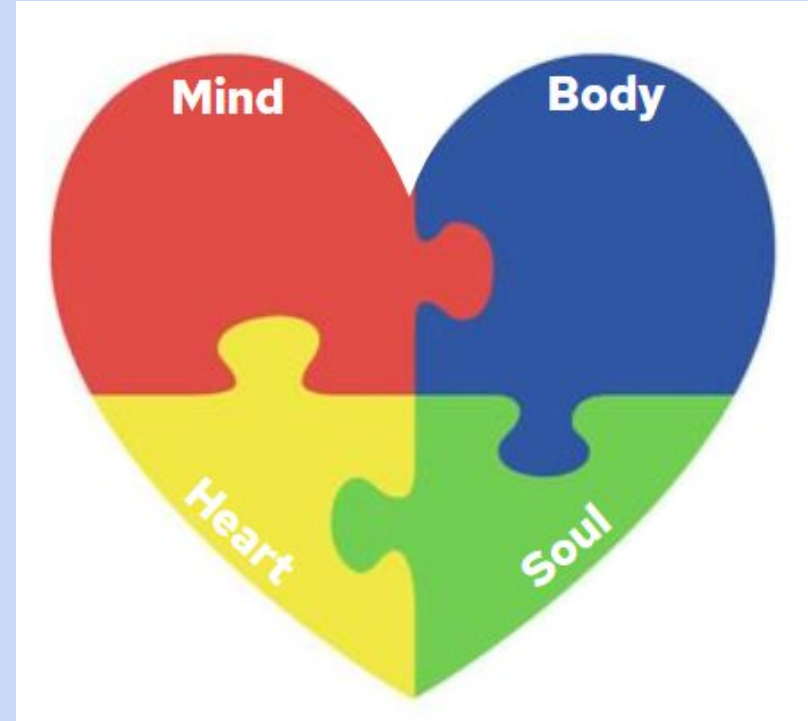
FILL YOURSELF UP. YOU'RE WORTH IT.



Making Time for the Mind, Heart, Body, and Soul

Main Points for the Day

-  **8:00-9:15** Service Project (Heart)
-  **9:15-9:45** Walk (Body)
-  **9:45-10:00** Reflection in Journals (Soul)
-  **10:00-10:30** In a Wobble Game (Soul)
-  **10:30- 11:00** Where we have been and where we are heading



Sharpen the Saw Challenge

Mind

Read a book for fun
Do something crafty
Crossword/Jigsaw puzzle
No screen time for 1 hour
Visualize how you want things to be
Listen to Music
Vacation/Stay-Cation
Practice being present

Body

Savor a cup of coffee/tea
Take a nap
Bake Something
Go to bed early
Take a hike/walk
Take a long bath/shower
Take 5 deep, calming breaths
Hug Someone

Soul

Relax in the shade/daydream
Sit outside and listen to nature
Put on your favorite music and dance/sing
Watch the sun rise
Make a vision board. Dream Big!
Say "goodbye" to feeling guilty
Say "no" to the unimportant
Stop the comparisons
Plant a garden

Heart

Play with a pet
Look through old photo albums
Phone a friend you have not connected with in awhile
Volunteer
Write down 3 things you are grateful for every day
Smile at a stranger
Allow others to help you
Have some family fun

Calming Tools for Students



Calming Corner Tools



Visuals for the Calming Corner

CALMING CHOICES

Close Your
Eyes



Take a Deep
Breath



Use Sensory
Tools



Watch
Timer



Count to 10 in
Your Head



Sing a Song in
Your Head



LOOKS LIKE

Sit on Bean Bag



Quiet



Calm Body



Set Timer



HOW ARE YOU FEELING?

Mad



Happy



Silly



Sad



CALMING CORNER EXPECTATIONS



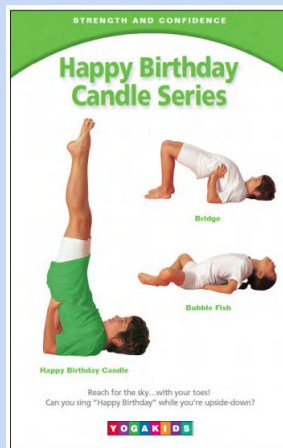
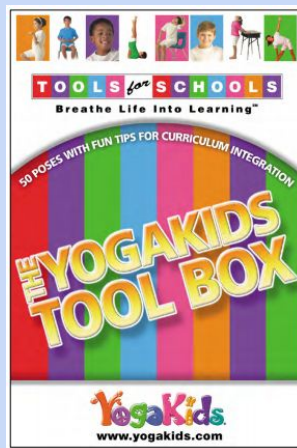
Expectations for Calming Corner

- Any child can go to the calming corner
- Used proactively, positively for breaks - consequence
- Established in all classrooms - clear consistency
- Time limit established (timers from 30 seconds to 2 minutes)
- May want to share with parents at Open House



Staff Yoga





Educating Our Community





Mindfulness Night at Bellerive

Library - Learn About The Brain

- Demo - Neuroanatomy with animal and human brains (5-10 minute sessions)
- Demo - Live recording of electrical signals coming from nerves in a cricket leg (5-10 minutes sessions)

Cafe - Calming Activities

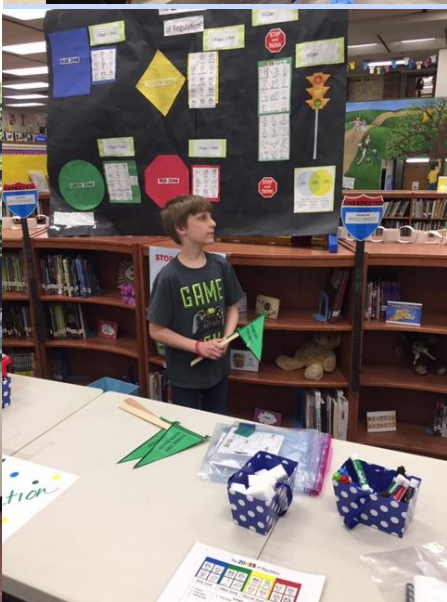
- Alive and Well Table Information Station
- Calming Activities
- Mindfulness Jenga
- Mandala Coloring



Gym - Yoga

- 10 minute yoga sessions





































Goal Setting



Goal: I will reduce my stress level.
Lead Measure 1: I will go to bed each week night by 11pm
Lead Measure 2: I will work towards completing my task list, doing highest priority tasks first.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Days Met
Bedtime	1/7 	1/8 	1/9 	1/10 	1/11 	1/12	1/13	5
Task List								
Bedtime	1/14	1/15 	1/16 	1/17 	1/18 	1/19	1/20	3
Task List								
Bedtime	1/21 	1/22 	1/23	1/24	1/25	1/26	1/27	1
Task List								
Bedtime	1/28 	1/29 	1/30	1/31 				2
Task List		 						

OCTOBER 2017									
1	2	3	4	5	6	7	8	9	10
4.5		5				7.5			5
6	8	10	11	12	13	14			
5	2.3								5.4
15	16	17	18	19	20	21			
	2.68	2.28							4.28
22	23	24	25	26	27	28			
	2.69					5.12			
29	30	31							
4.45		2.39							

Download the November October 2017 calendar from: www.rainwater.com

MILES: 16.75

12.37 MILES 29.12

MILES: 9.84 38.96

7.81 MILES 46.77

MILES: 6.84 53.61

A calendar for November 2017. The days of the week are Sun, Mon, Tue, Wed, Thu, Fri, Sat. The dates are handwritten in orange and black ink. A black octagonal sticker with the word 'GOAL' in white is placed over the 22nd. The 24th has '9.51' written next to it. The 26th has '2.46' written below it. The 28th has '2.46' written below it. The 30th has 'Notes:' written next to it. The 1st has '5.02' written next to it. The 2nd has '7.26' written next to it. The 3rd has '11' written next to it. The 4th has '12.6' written next to it. The 5th has '12' written next to it. The 6th has '3.01' written next to it. The 7th has '2.68' written next to it. The 8th has '2.68' written next to it. The 9th has '2.68' written next to it. The 10th has '2.68' written next to it. The 11th has '2.68' written next to it. The 12th has '2.68' written next to it. The 13th has '2.68' written next to it. The 14th has '2.68' written next to it. The 15th has '2.68' written next to it. The 16th has '2.68' written next to it. The 17th has '2.68' written next to it. The 18th has '2.68' written next to it. The 19th has '2.68' written next to it. The 20th has '2.68' written next to it. The 21st has '2.68' written next to it. The 22nd has '2.68' written next to it. The 23rd has '2.68' written next to it. The 24th has '2.68' written next to it. The 25th has '2.68' written next to it. The 26th has '2.68' written next to it. The 27th has '2.68' written next to it. The 28th has '2.68' written next to it. The 29th has '2.68' written next to it. The 30th has '2.68' written next to it. The 31st has '2.68' written next to it.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4 5.02
5 5	6	7	8	9	10	11 7.26
12 3.01	13	14	15	16	17	18
	19	20	21	22 2.68	24 9.51	25
26	27	28 2.46	29	30	Notes:	

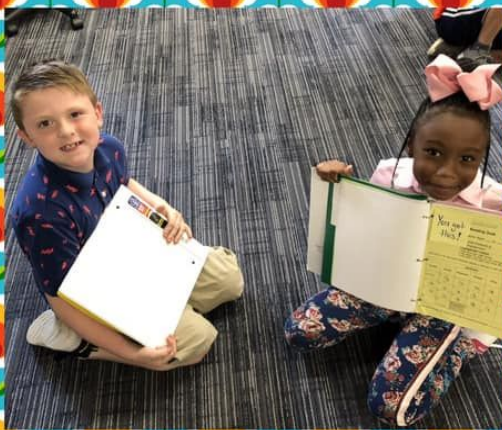
502 MILES 58.63
MILES: 12.26 70.89
301 MILES 73.9
MILES: 12.19 86.09
246 MILES 88.55

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
DECEMBER 2017						
					1	2
						5.05
3	4	5	6	7	8	9
	2.42					
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

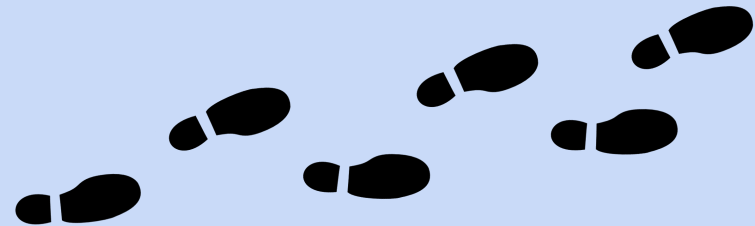
5.05 MILES 93.6



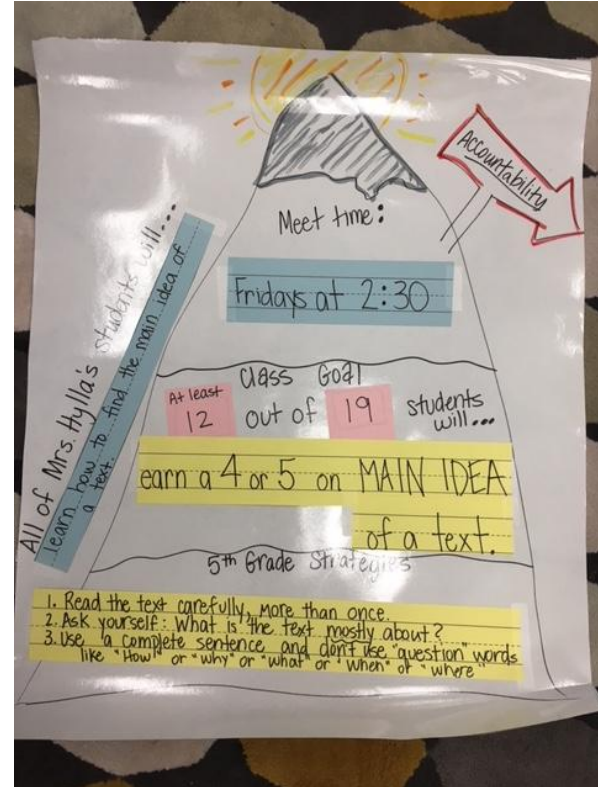
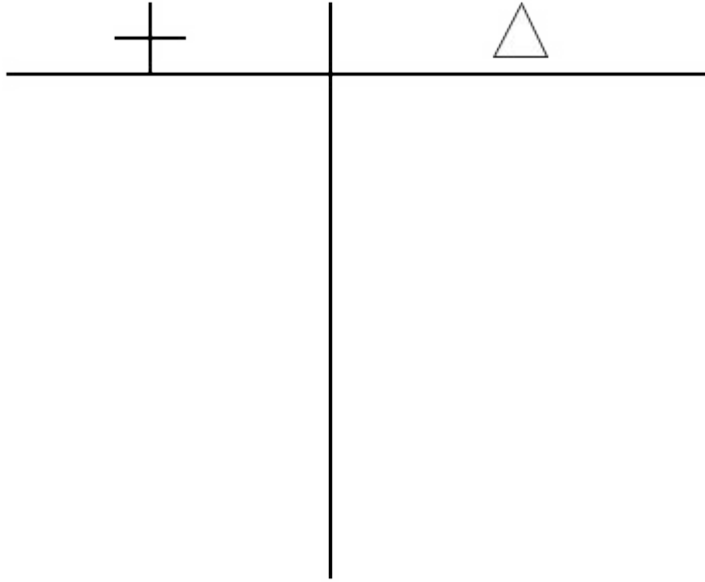




Students following in
staff footsteps!



Applying the 4 Disciplines to your Classroom

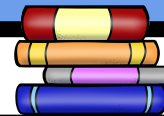


Common
Language





Self-Regulation Lesson Schedule



Month	Unit/ Topic	Habit Alignment
August	Unit 1: Establishing Norms <ul style="list-style-type: none">Getting to Know FriendsCreate Class Rules and RoutinesCreate Class Mission Statement	Habit 2: Begin with the End in Mind
September	Unit 2: Expected and Unexpected Behaviors Unit 6: Think It vs. Say It	Habit 1: Be Proactive
October	Unit 11: Self Regulation	Habit 1: Be Proactive Habit 2: Begin with the End in Mind (Your goal is to make friends)
November	Unit 13: Big Problems/ Little Problems	Habit 3: Put First Things First
December	Unit 14: Social Problem Solving (Compromising)	Habit 4: Think Win-Win
January	Unit 3: Emotions Unit 9: Body Language	Habit 1: Be Proactive Habit 5: Seek First to Understand, then to Be Understood
February	Unit 4: Sharing and Turn Taking Unit 12: Winning and Losing	Habit 6: Synergize
March	Unit 5: Joining a Group Unit 10: Perspective Taking	Habit 1: Be Proactive Habit 5: Seek First to Understand, then to Be Understood
April	Unit 15: Using Manners	Habit 1: Be Proactive Habit 4: Think Win-Win
May	Unit 16: Throwing a Party! (optional)	Habit 2: Begin with the End in Mind Habit 7: Sharpen the Saw



Key Concepts and Vocabulary of Monthly Social Skills Lessons



August	Understanding Group Norms, Getting to know friends, creating class rules and Routines, Creating class Mission
September	Expected Behaviors: Doing what is expected means doing what I am supposed to do. Unexpected Behaviors: Doing what is unexpected means doing something other than what I am supposed to do. “Think it”: Keep it in my head VS. “Say it”: I can say it out loud
October	Self-Regulation: Identifying how to deal with emotions; Using “Cool Down Tools”, “Strategies”, “Calming Corner”; Shades of Emotions (various degrees of a feeling) is a great visual for each feeling to have posted in classrooms and reference)
November	Big Problems (emergencies) vs Little Problems (can I solve on my own)
December	Social Problem-Solving: Joining friends in play appropriately. Recognizing when there is a disagreement , and working together to make a compromise .
January	Emotions and Body Language: Understanding different feelings and emotions and how non-verbals and body language indicate such feelings.
February	Sharing and Turn-taking when in a group; Also learning how to react when playing with others and appropriate comments to make when winning or losing .
March	Joining a group by using the Expected Behaviors using your brain, body, and words . Perspective Taking and seeing others’ Point of View . Students learn about recognizing others’ feelings and how our actions impact others.
April	Manners: Students learn appropriate manners and words/language such as polite, excuse me, rude, interruption, thank you
May	Throwing a party: understanding expected versus unexpected behaviors for throwing a party and not hurting others’ feelings

September

Unexpected vs. Expected (Habit 1: Be Proactive)

Students will learn to identify expected and unexpected behaviors. They will learn expected behaviors and understand how unexpected behaviors make others think and feel.

**Expected or
Unexpected?**



You raise your hand to ask a question in class.

**Expected or
Unexpected?**



You play a game on the computer instead of taking a test.

**Expected or
Unexpected?**



You eat lunch in the cafeteria with your class.

**Expected or
Unexpected?**



You stay up late reading a book after dad told you to go to bed.

**Expected or
Unexpected?**



You play tag with your friend in the hallway at school.

**Expected or
Unexpected?**



You draw pictures all over your math test.



September

Think It vs. Say It
(Habit 1: Be Proactive)

Students will learn that some things are good to say out loud, while other things are better to think in your head.



Did you get a haircut?
I like it.



Nice try. Maybe you will
win next time.



Good game!



This game is
stupid!



I don't want to talk to you
anymore. I'm bored.



That's a weird
shirt.

The background of the slide features a perspective view of a dark asphalt road with white dashed lines receding into the distance. On either side of the road are rolling green hills under a clear blue sky. In the upper portion of the image, a white metal truss bridge structure spans across the frame.

October

Self-Regulation
(Habit 1: Be Proactive and
Habit 2: Being With The End In Mind)

Students will learn what to do when their emotions become difficult to manage. They will demonstrate knowledge of various regulation strategies and know when to use them.

Mad



Furious



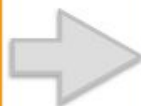
Situations:

- Someone hurt you.
- Someone stole something important

Actions:

- Yell, Cry, Stomp, Tell an adult

Angry



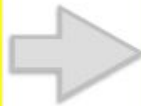
Situations:

- Someone is teasing you
- Someone broke your favorite toy

Actions:

- Frown, cross your arms, angry voice, say "This makes me mad!"

Frustrated



Situations:

- You tripped and fell
- You did poorly on a math test

Actions:

- Squeeze your fists, Frown, say "That's frustrating!"

Annoyed



Situations:

- You spilled something on your shirt.
- You broke your pencil
- Your shoe is untied

Actions:

- Roll your eyes, Sigh, Say "Oh well"



November

Big Problems/Little Problems
(Habit 3: Put First Things First)

Students will learn to gauge the size of their problems, and will demonstrate appropriate reactions based on problem size.

For example, **big problems** can be:

Someone fell and
is hurt

Tornado

Broken glass on the
ground

Someone is sick

Someone is
bleeding

Fire

Someone is being
bullied

Someone stole
something expensive

For example, **little problems** can be.....

I dropped my pencil

I lost a game

I spilled my drink

It's raining

Someone poked me

The teacher didn't
call on me

Someone cut in
front of me

My classmate isn't
paying attention

I don't get to go
outside at recess

We ran out of ice
cream



December

Problem Solving
(Habit 4: Think Win-Win)

Students will acquire practical knowledge for joining their friends and peers in play and social activities.

Good choice
or **bad** choice?



Your mom tells you to clean up your toys.
You throw a toy at her.

Good choice
or **bad** choice?



Your mom tells you it is time for bed. You
yell, scream, and kick her.

Good choice
or **bad** choice?



Mom tells you it's time for bed, but
you don't want to go to sleep. You say
"Okay, but can I read 1 story first?"

Good choice
or **bad** choice?



Annie and Claire both want the last slice of
pizza. They decide to spilt the last slice in
half so they both get to eat it.



January

Emotions
(Habit 1: Be Proactive)

Students will be able to identify various emotions in themselves and others. They will be able to talk about emotions and how different situations may make them feel.



Disappointed



Happy



Nervous



Jealous



Confused



Embarrassed



Bored

How are they
Feeling?



Angry



Hurt



Interested



Surprised



Excited



Sad



Proud

January

Body Language
(Habit 5: Seek First To Understand,
Then To Be Understood)

Students will understand that people can communicate non-verbally. They will be able to identify what a person may be thinking or feeling by interpreting simple body language.

Look at her
body language.



What could she
be thinking?

Look at her
body language.



What could she
be thinking?

Look at his body
language.



What could he
be thinking?

Look at his body
language.



What could he
be thinking?

February

Share and Turn Taking
(Habit 6: Synergize)

Students will acquire practical knowledge for joining their friends and peers in play and social activities.

Natalie's friends are
all playing soccer, and
she wants to join.



What could
she **do**?



Jeremiah was
watching TV when his
sister came in and
changed the channel.



What could
he **do**?



Trevor and Ellie are
playing a 2-person
game when their
friend asks to join.



What could
they **do**?



February

Winning and Losing
(Habit 6: Synergize)

Students will demonstrate an understanding of how to behave in different situations in which they win or lose.

Winning & *Losing*



Alex is playing his favorite board game. He always wins at this game! He wins again and wants to brag about it.

- What could he *say*?
- What could he *do*?

Winning & *Losing*



Chase taught his little brother how to play a video game. Now his little brother is beating him! Chase is feeling angry.

- What could he *say*?
- What could he *do*?

March

Perspective Taking
(Habit 1: Be Proactive and Habit 5:
Seek First To Understand, Then To Be
Understood)

Students will understand that other people have their own thoughts, ideas, and preferences. They will be able to identify what another person might be thinking or feeling at a given time.

Sort it!

Just ME

Taking
YOUR
perspective



Mom cooked you dinner. It does not taste good. You say "This is terrible. I want something else."

Sort it!

Just ME

Taking
YOUR
perspective



Brittany's birthday is coming up. She loves art, jewelry, and Shopkins. You buy her your favorite Spiderman action figure!

March

Joining a Group
(Habit 1: Be Proactive and Habit 5:
Seek First To Understand, Then To Be
Understood)

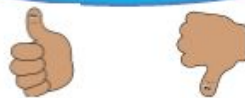
Students will acquire practical knowledge for joining their friends and peers in play and social activities.

Act It Out!



Stand close to your friends
without saying anything.

Act It Out!



Your friends tell you "No, there
isn't room for another player".
Say "Okay maybe next time."

Act It Out!



Walk up to your friends
and say "Can I play?"

Act It Out!



Say "Ugh, I never get to
play!"



April

Using Manners
(Habit 1: Be Proactive and
Habit 4: Think Win-Win)

Students will be able to identify good and poor manners in themselves and others. They will be able to demonstrate use of good manners across settings.

Is that **rude**?



Lisa is bored during class.
She yawns loudly.

Is that **rude**?



Mara needs to use the
restroom during class. She
gets up and leaves the room.

Is that **rude**?



Jeff is bored during church.
He gets out his tablet and
starts playing a loud game.

Is that **rude**?



Katie is at a school assembly.
She spends the whole
assembly talking to her
friend.

Is that **rude**?



Bobby is at his cousin's
birthday party. He sticks his
finger in the cake and licks
the frosting.

Is that **rude**?



Mary is bored during class.
She sits quietly and tries to
listen to her teacher.

Empowering Our Students



Preference Assessments

All about ME

NAME _____

PETS _____

HOBBIES _____

favorite CANDY _____

favorite MOVIE/TV Show _____

about my FAMILY _____

favorite PLACE _____

favorite COLOR _____

favorite MUSIC _____

my BIRTHDAY _____

favorite VACATION _____

favorite SUBJECT _____

When I Learn....

Please check all that apply.

I like to work:

- _____ alone
- _____ with a partner
- _____ with a small group
- _____ whole class

I work well when I:

- _____ read about things
- _____ use hands-on materials
- _____ talk to other people and get their ideas
- _____ use the computer
- _____ listen and watch

When I'm learning I need:

- _____ quiet
- _____ music or quiet noise
- _____ to be able to move around
- _____ to be able to talk with others

When I need help:

- _____ I will ask the teacher or a classmate for help
- _____ I don't like to ask for help
- _____ I'm afraid people will laugh or judge me when I ask for help

Things that keep me from learning are:

- _____ music
- _____ people moving around me
- _____ noise
- _____ quiet
- _____ bright light
- _____ not enough light



Name: _____

I know my _____ math facts by:

- _____ addition
- _____ subtraction
- _____ multiplication
- _____ division
- _____ none of the above

When you do a project, would you:

- _____ make up a song/rap
- _____ write a report
- _____ act out a skit
- _____ create a game
- _____ make a presentation on the
- _____ make a poster

My favorite subject in school is:

- _____ reading
- _____ writing
- _____ math
- _____ science
- _____ social studies

What kind of books do you like to:

- _____ non-fiction
- _____ mystery
- _____ sad
- _____ funny
- _____ historical fiction
- _____ action
- _____ other *List which type: _____

Clip art from: http://www.book-clipart.com/tree_book_clipart

Student Preference Assessment

Student Name: _____

DOB: _____ Date Completed: _____

CHECK ALL THAT APPLY:

Sensory Reinforcers

- ☐ Swinging
- ☐ Blowing Bubbles
- ☐ Being Held
- ☐ Squeezes
- ☐ Jumping
- ☐ Roll up in a blanket
- ☐ Spinning
- ☐ Back rub
- ☐ Olfactory (smell)
- ☐ Pressure
- ☐ Other: _____

Social Reinforcers

- ☐ Hugs
- ☐ Adult attention
- ☐ High Five
- ☐ Verbal Praise
- ☐ Thumbs up
- ☐ Applause
- ☐ Eye contact
- ☐ Hand Shake
- ☐ 1 on 1 time
- ☐ Sit with adult
- ☐ Tickle
- ☐ Other: _____

Activity Reinforcers

- ☐ Drawing
- ☐ Paint
- ☐ Books
- ☐ Computer
- ☐ iPad
- ☐ Puzzles
- ☐ Water play
- ☐ Sand play
- ☐ Musical toys
- ☐ Going for a walk
- ☐ Dress up
- ☐ Other: _____

Interests

- ☐ Animals
- ☐ Alphabet
- ☐ Cars
- ☐ Dolls
- ☐ Dinosaurs
- ☐ Numbers
- ☐ Shapes
- ☐ Tools
- ☐ Trains
- ☐ Trucks
- ☐ Weather
- ☐ Other: _____

FAVORITE:

- Drinks: _____
- Foods: _____
- TV Shows: _____
- Movies: _____
- Characters: _____
- Other: _____

How Do You Work Best?

Name _____ Date _____

I like to work while sitting at my desk. ☐ Yes ☐ No

I like to work by moving around the room. ☐ Yes ☐ No

I like to work by myself. ☐ Yes ☐ No

I like to work on the floor. ☐ Yes ☐ No

I like to work with bright lights on. ☐ Yes ☐ No

I like to work with music on. ☐ Yes ☐ No

I like to work with a partner or group. ☐ Yes ☐ No

I like to work on my assignment until it's done. ☐ Yes ☐ No

I like to work at a table or desk. ☐ Yes ☐ No

I like to work while standing up. ☐ Yes ☐ No

I work best with calm music on. ☐ Yes ☐ No

Students tracking progress on Behavior

Nolan's Goal Chart

1. Talk only at appropriate times.
 - a. Think it, don't say it.
 - b. Raise your hand and wait to be called on.
 - c. If it's not nice, don't say it - no joking!
2. Be proactive instead of reactive with other students and adults.

Strategies when feeling frustrated:

 - a. Go to the calming corner.
 - b. Use a break card to take a break in the office.

Date _____

Subject	Reminder	Comment
Bus - PM		
Bus - AM		
Morning Stretch		
Specials		
Community		
Math		
Writing		
Lunch/Recess		
Check-In		
Word Study		
Science/S.S.		
Read Aloud		
Reading		
Pack Up		
Rotation		
Check-In		

Each time a reminder is given to follow a goal, a tally is put on the chart. Nolan is working to get 3 or fewer tallies in each subject. If he meets his goals in 5/6 subjects, Nolan can earn a reward at each Check-In.

Teacher _____ Student _____ Parent _____

Molly's PAWSitive Plan

	Expectation 1: Follow Directions	Expectation 2: On Task
Morning Routine		
Writing		
Rotation		
Science/Social Studies		
Phonics		
Math		
Specials		
Read Aloud/Snack/Movement		
Reading		
Total		

** Less than 2 reminders to keep the box green.

Math	Task #1	Task #2
------	---------	---------

Did I get to help Mrs. Burden today? Yes No



Jayden will earn _____ if he has three out of four boxes initialed at the 3:50 check-out.

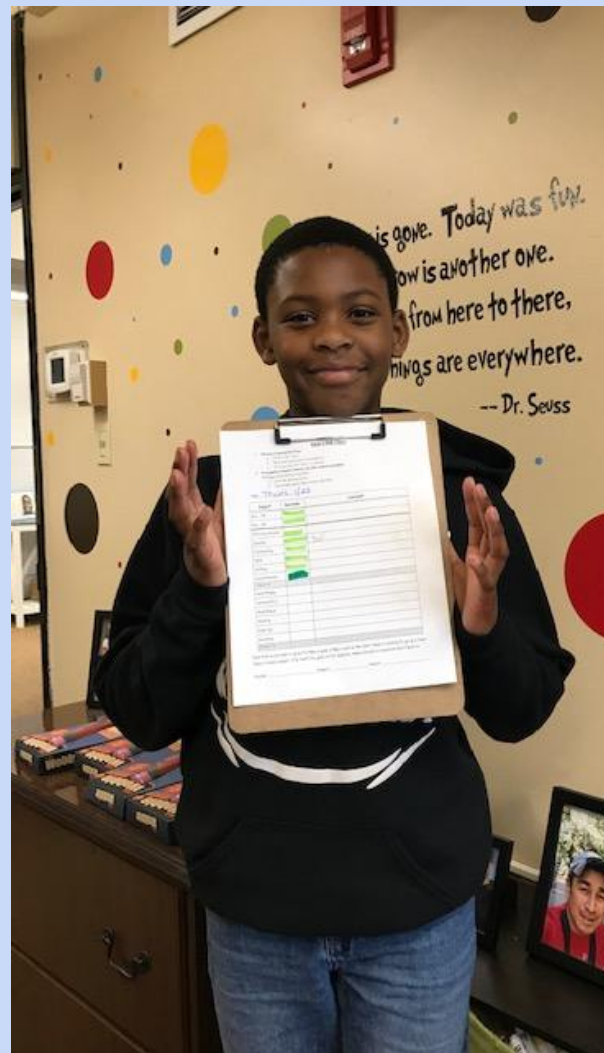
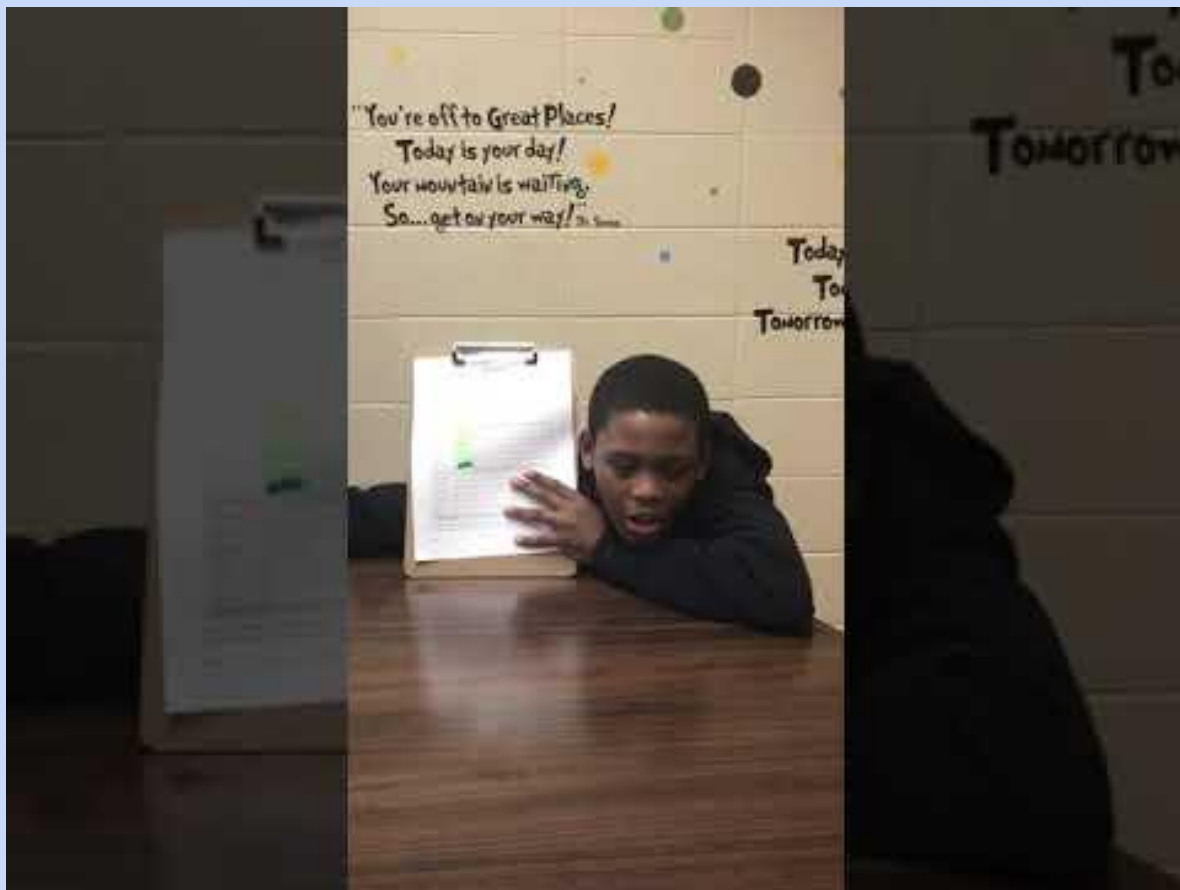
EXPECTATION 1: Not disturbing others • No touching others or their things • Using kind words • Minding my business (not tattling)	EXPECTATION 2: Follow directions the first time
AM	AM
PM	PM

**Jayden will check into the office with Dr. DeBoach before lunch at 12:55 and at the end of the day at 3:50.

I can earn _____ when I have all my pokeballs.

Calm/Quiet Body
Follow Directions





Restorative Practice



Building Connections
to Change Behaviors, Repair
Relationships and Improve Results



Adapted our Bx form

Bellerive Elementary - Office Referral Form 2019-2020

Student Name: _____

Referred By: _____

Date: _____ Time: _____ Grade: _____

Reason(s) for Referral: _____

Interventions

☐ Conference with the student

☐ Time out in office

☐ Parent contacted

☐ Phone

☐ E-mail/Letter

☐ Loss of recess time

☐ Lunch in office

☐ Counselor consulted

☐ Conference with parents

☐ In-School Suspension

☐ Suspension

Notes:

Action Plan

Time in Office: _____ Time out of Office: _____

Please see the back side for student response

Administrator's Signature/Date _____

☐

Entered into Infinite Campus

Student Name: _____ Date: _____

What happened?

Who has been affected by what you have done?

Which Habit do I need to think about in the future:

☐ Habit 1: Be Proactive- You're in Charge

☐ Habit 2: Begin with the End in Mind- Have a Plan

☐ Habit 3: Put First Things First- Work First, Then Play

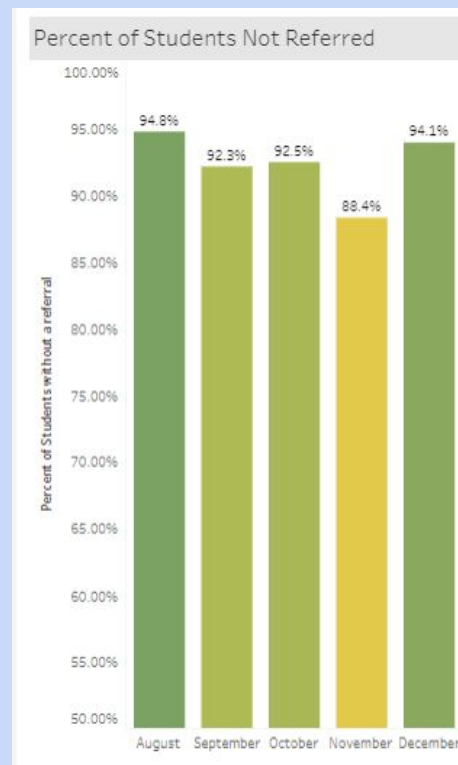
☐ Habit 4: Think Win-Win- Everyone Can Win

☐ Habit 5: Seek First to Understand, Then to Be Understood-Listen Before you talk

☐ Habit 6: Synergize- Together is Better

☐ Habit 7: Sharpen the Saw- Balance Feels Best

What is my plan for next time?



Adding
Movement



Importance of Movement



Jumping Jacks



Cross Crawls



Motor Pathways

Crab Walk



Bear Crawl



Steamroller:
Go between the rollers or
over the top roller
3-5 times.



Scooter Board:
Lay on stomach and
propel self with hands for
1 minute.



Tunnel:
Crawl through tunnel
1-3 times.

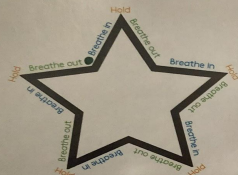


Pull Up Bar:
10 Pull ups
or
Hold bar & lift knees



Star Breathing

Put your finger on the green dot.
Breathe in, following the path with your finger.
Pause and hold your breath at the point.
Breathe out.
Keep going until you have completed the whole star.



yoga



forward bend



tree pose



chair pose

Try these quiet, standing yoga poses for stretching, balance, and strength!

CALM DOWN YOGA FOR KIDS



I am strong.



I am kind.



I am brave.



I am friendly.



I am wise.



Childhood 101 & Kids Yoga Studio

breathe

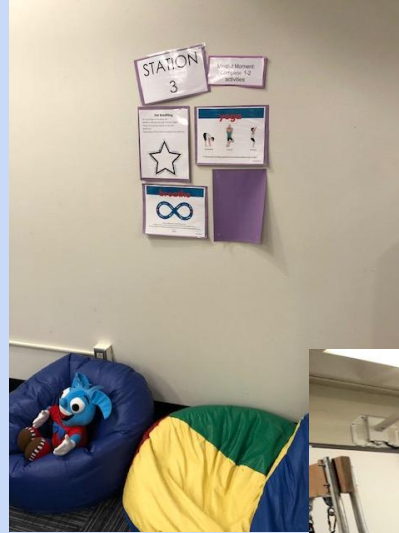


Place your finger on the red dot with the star in it.
Breathe in slowly, as you trace the path in the direction of the arrows to the other red dot.
When you reach the red dot, begin to let your breath out slowly, as you continue tracing in the direction of the arrows.
Repeat!

Get
MOVIN'



Meeting Students Sensory Needs



Keeping the
Work Alive



LEADER LOOP

We Each Have A Story To Tell

2019-2020

Bellerive Mission Statement



**Growing Capable Learners ...
Inspiring Lifetime Leaders.**

Class Mission Statement

Mrs. Spence's Leaders are...

Respectful

Safe

Kind

Active listeners

Patient

Prepared

And LOVE to have

FUN!





5-4-3-2-1 Challenge

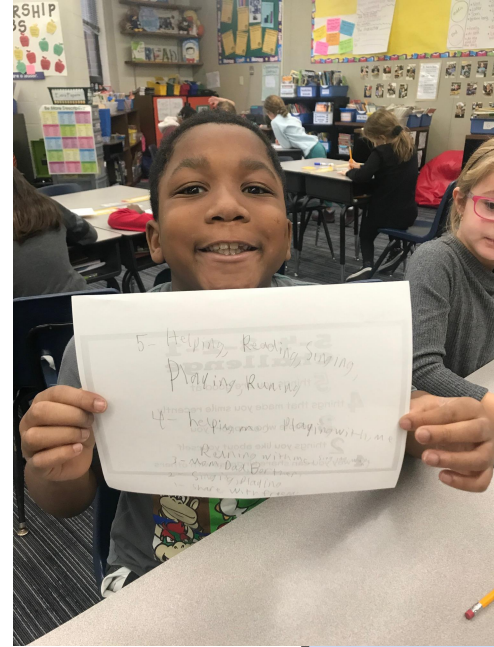
5 things you are good at

4 things that made you smile recently

3 people who support you

2 things you like about yourself

1 way you can share kindness with others



Reminders



Are you
completing
the December
Kindness
Challenge?

Message from the Bellerive Cheerleader



Plus/Delta Reflection

+	Δ
PLUS Things done well	DELTA Things to change
PARKING LOT / ISSUE BIN	

1. Complete Plus/Delta Chart
2. Determine Class Goal
3. Create a 4DX mountain to accomplish your goal



Success Stories Along the Road





EMPOWERED
TO MAKE A DIFFERENCE

- Ideas for clubs
- Ideas for service projects
- Ideas for LEAD time groups
- Ideas for synergizing
- Ideas for improving our school
- Ideas for spreading kindness

Listed below are the starting dates and times of Bellerive Clubs:

All students need to check in with the office before going to their club. Please **DO NOT** drop off students early as coverage is not available. Students will be expected to follow all Bellerive behavior expectations to remain in before school clubs. Clubs are **not held on Late Start days**.

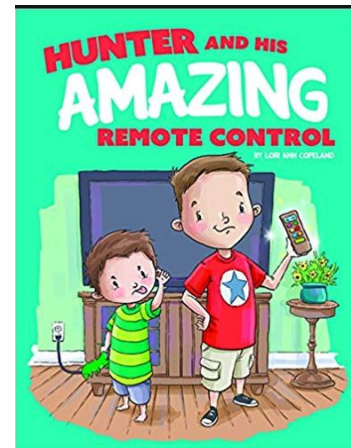
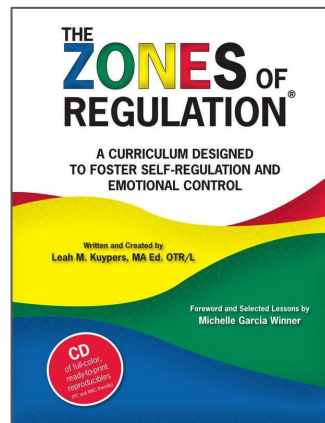
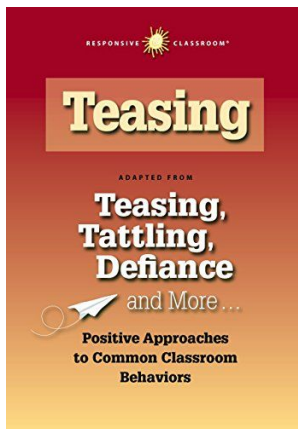
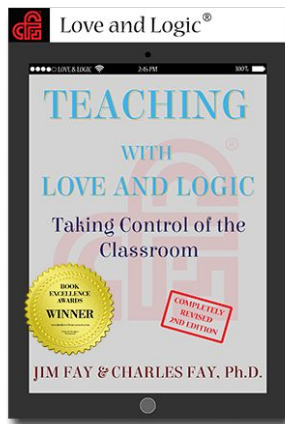
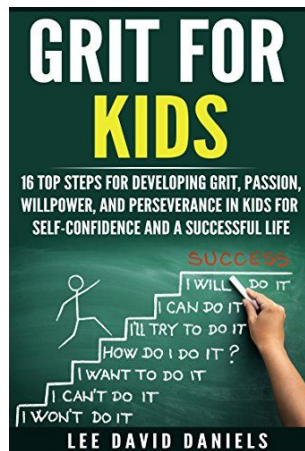
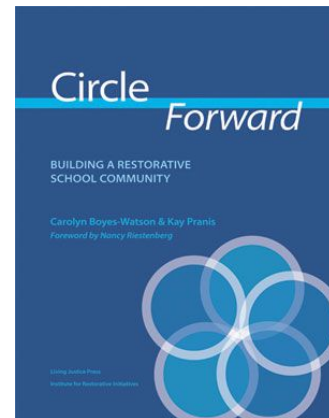
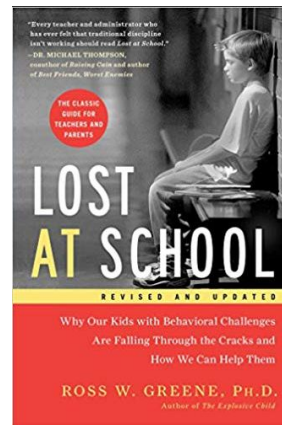
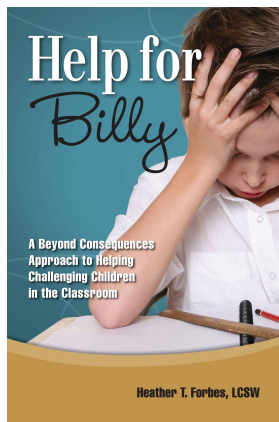
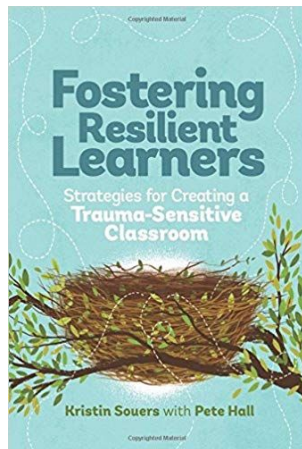
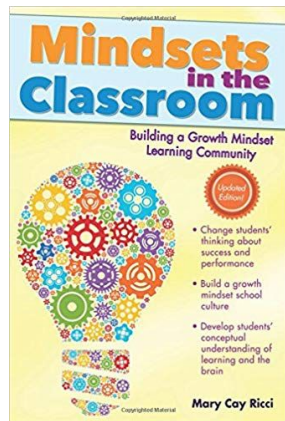
***The circled clubs below are the ones your child is signed up for.

Monday	Tuesday	Wednesday	Thursday	Friday
Makerspace Begins on Monday, October 14th Start Time: 8:00 a.m. Location: Library		Basketball (only until December) Begins on Wednesday, October 16th Start Time: 8:00 a.m. Location: Gym	Equations Begins on Thursday, October 17th Start Time: 7:30 a.m. Location: Library	Step Club Begins on Friday, October 25th Start Time: 8:00 a.m. Location: Gym
Sign Language - Advanced Begins on Monday, October 14th Start Time: 8:00 a.m. Location: 3rd grade pod		Chess Begins on Wednesday, October 16th Start Time: 8:00 a.m. Location: Art Room	Sign Language - Beginner Begins on Thursday, October 17th Start Time: 8:00 a.m. Location: Art Room	Robotics Begins on Friday, October 25th Start Time: 8:00 a.m. Location: Library
Read, Right, Run! Begins Monday, October 14th Start Time: 8:00 a.m. Location: Gym		Spark! Junior Begins on Wednesday, October 16th Start Time: 8:00 a.m. Location: Lower Library (Meeting dates: Oct. 16, Oct. 23, Nov. 6, Nov. 13, Dec. 11, Jan. 8, Jan. 22, Feb. 19, March 11, April 8, April 15)	Bellerive Singers Begins on Thursday, October 17th Start Time: 8:00 a.m. Location: Music Room	

Continued Learning



Continued Learning / Resources



Leadership Day

April 3, 2020



We each have a
story to tell.



Check Out Our Website For More Details

<https://tinyurl.com/BelleriveLeadershipResources>

Come join us to see how we
"Grow Capable Learners...
Inspire Lifetime Leaders" at Bellerive

We each have a
story to tell.



Follow the QR Code to our website and find:

- LIM Lesson Plans
- LEAD time information
- Adaptive 7 Habits information
- Additional Leadership Materials
- LEAD Time Shout Outs
- LIM Parent Resources
- Leadership Activities
- Links to Social Media

Stay connected with Bellerive Elementary School * Parkway School District *
314.415.6050 * <https://mo01931486.schoolwires.net/Page/11>



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belleriveelementary



@BelleriveElem

Learning From and Supporting Each Other

