Optional Strategies for Support and Implementation

SIP Site Managers and SIP School Champions will partner with educators to determine what optional strategies for implementation may be best to support each classroom's changing needs.

Teacher-to-Teacher Mentoring

Teachers who have had success implementing the SIP in their classrooms early in the school year are invited to speak at quarterly teacher meetings to share tips and suggestions.

Parent Support Meetings

Parents are invited to attend optional quarterly in-class meetings or Family Night to see their child perform the PI technique at the SIP classroom station, discuss the benefits of SIP and learn how the techniques can be used at home.

SIP Student Leaders

Students are encouraged to see themselves as leaders. A brief explanation of what it means to be a leader and the different ways in which people can lead is discussed by the Site Manager. Students proficient in the PI Core Technique are eligible to become SIP Student Leaders helping to lead PI practice in the classroom. Becoming a SIP Student Leader generates a boost in self-esteem and a positive attitude about the SIP program that is shared with peers.

PI Station Support

Each classroom's computer station will have PI practice videos/audios available. Children experiencing loss of behavioral/emotional control will receive an opportunity to use the PI station to independently practice a PI Technique. This empowers students with an opportunity to self-regulate behavior before facing disciplinary action.

Assisting Teachers through Barriers and Challenges

Site Managers work in partnership with principals and teachers to determine what type of support system best meets the school's most challenging needs. Teachers will be trained on how to encourage PI practice in the classroom and to help mitigate disruptive situations.

- Disruptive Class

  The *PI Practice Circle* reinforces positive behaviors of cooperative students. Upon disruption in the class, the cooperative students are asked to reconfigure their seating in a circle, while the disruptive students are left outside of the circle. The disruptive students are informed that they are welcome to join in when they are able to sit quietly and be respectful.

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- Disruptive Student

A *PI Station* can be created in any classroom with a computer or tablet. The SIP practice videos and audios are loaded to each computer and are ready for use. Children experiencing lack of behavioral or emotional control will be instructed to sit at the PI station to practice the PI technique independently. This empowers students with an opportunity to self-regulate their behavior before further disciplinary action occurs.

- Disruptive Male Students

The *SIP Male Role Modeling Methodology* engages male students in constructive dialogue to encourage adjustments to disruptive behaviors during the PI practice. A male volunteer or teacher will be brought in to share a male perspective on the value of the SIP. These male role models will also practice the PI Core Technique with the students using positive feedback and reinforcement.

- Lack of Enthusiasm

Students who lose their enthusiasm for practicing the PI Core Technique are invited to a group discussion regarding personal interests and ambitions. The Site Manager or teacher reinforces how the SIP can play a large role in helping each student to achieve their goals and overcome obstacles. This helps to ignite the student's passion for PI practice through a deeper understanding of the personal benefits.

SIP Rewards Systems

Site Managers partner with educators to implement a rewards system for students and teachers who are committed to daily PI practice. Students and teachers may be recognized publicly for their achievements in school assemblies, staff meetings and classrooms. This can boost self-esteem and confidence while demonstrating to peers the benefits of the SIP. The SIP Site Manager will provide all rewards once the rewards systems is determined.

Given below is a progressive SIP reward system:

- After one week, students receive a silver star
- After two consecutive weeks, students receive a gold star
- After three consecutive weeks, students receive a platinum star
- After twelve consecutive weeks, students receive a small treat: popsicles, cookies, movie

Other suggestions for rewards include, but are not limited to, free school supplies, gift certificates for local eateries, classroom privileges, SIP prizes, and class parties.

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