

>> Good afternoon everyone. Good afternoon everyone.

>> Good afternoon.

>> Hi, there. Thank you so much. I guess the carbs kicked in. We have to keep you awake. Well, these two gentlemen will definitely keep you awake today. They're going to talk to you about middle school motivators. And I have to introduce Brad and Fred. These two gentlemen are fondly known as Bred in their building because people get them confused all the time. So, without further ado, I will introduce Brad and Fred, better known as Bred, and you're in for a delightful presentation.

>> Donna is the only one that gets us confused. No one else gets us confused. So, good afternoon. My name is Brad O'Donnell. I am--how many teachers in the room? Okay. Rough year? I am a seventh grade Science teacher, this is my 28th year. Fred and I work in the same building. This is our--my 28th year and I am a full-time teacher who is the co-coordinator in our building for our School-wide Positive Behavior Support Program, which we call SOAR. So, we're going to hopefully do today is give you that teacher perspective as we're trying to do the 20 different things that we're doing at every moment it seems like, how we work with a school-wide positive behavior support program in our school when we're trying to teach a full load of classes everyday and deal with all that comes with that. So we hope you get a realistic perspective and pick up a couple of ideas today that you can use. So, again, seventh grade Science teacher. I have three children, 16, 13, and 12m, so that's a piece of cake, right? And a wife that works at night, and tons of activities, and lots of advising at school with different groups and a Community Service Club I'm involved with, and just all sorts of stuff. So, those are the types of things I get involved with on a daily basis. But, about five year ago, Fred and I got involved with our school-wide positive behavior support program, and we are still involved and still are coordinators. So hopefully, that says something about what we like to do.

>> Let me adjust the microphone to the adult size. Hey, ladies and gentlemen, good afternoon. It's a pleasure to be here. We're all in this together. It's great to see other faces out there. As I walk back and forth, somehow, my hotel room is--I think is far away as you could ever be. It's that straight hallway that goes forever. I got to hear a lot of people talk about all the great ideas they hear, and even if it's just one good idea that we're going away with, it's an awesome thing. So, thanks for coming. It's great that we're here. Brad and I are very similar. It's going to sound like the same story. I'm a Science teacher as well. I teach eighth grade, I used to teach seventh and eighth. I've been teaching 21 years. But I also have three children at home, 16, 13, and 10. So, we kind of live this parallel lives and we have those conversations at night and during the day about sports, and how busy things are, and how crazy things are. And we're going to share a little bit of that with you today, but we're also going to share some of the things that make us successful in middle school in Bensalem. So let me start with this, just quick show of hands. Who's happy to be [inaudible] today? And, who's happy to be missing a day or two of school?

>> You're on video. You're on video.

>> Next question. Who is looking forward to returning and bringing some great ideas back to school with them? And who is excited to return with only a handful of days left before summer? Very nice. So ladies and gentlemen, take what you can out of the presentation, at the end, we'll certainly have time for us to get some feedback from you and maybe share as well.

>> [inaudible]

>> Oh, then, we don't need you then.

>> Yeah, thanks. Thanks. I can't believe a short--he started with a short joke. He usually in the middle of the road goes with the short jokes. So, I want to say during the presentation, we are middle school teachers. So, it--how many are middle school teachers in the building? Good. So you'll know what I mean when I say, "If during the presentation you should put your head down, fall asleep, smack someone next to you, text under the table, kick someone in your table, get up to use the restroom, say you need to go to the nurse," any of that we're perfectly comfortable with. We'll adapt to what you do, obviously, on a daily basis. You know what we're talking about. First of all, before we begin, we'd like to thank one person who really, for the last five years, has been tremendously supportive, and really--we can't even explain how much support. Not only, to Fred and I as far as ideas, but also getting our administrators in our district to support us and buying with us. And even though she's no longer working in our district, from Intermediate Unit #22, Sarah DiMarino, thank you very much. Stand up, you're not standing. Okay. And I also want to--as we switch from Mac to PC our fund--our really cool fund that we had selected, obviously, got changed to something regular. So, we are again at Cecelia Snyder Middle School in Bensalem, Pennsylvania. We are a pretty generic school district right on the outskirts of Northeast Philadelphia. We are a seventh and eighth grade middle school, with about 500 students in seventh and eighth grade. We used to have sixth grade in the middle school, but they are now in the elementary school. So, our particular building in general, we have about 49% free and reduced lunch, and I believe, we're in about a 28% special ed population right now. Just to give you a little of the demographics of where we are. This is how Fred sees us. Sometimes, he tends to see us like this, and I'll let you guess which one he thinks he is, and which one he thinks I am. It's probably fairly obvious. So our program is called SOAR. We're going to give you a little history of our program. How we've got in there. And then today's program is called middle school motivators with words that really work and we're hoping to share with you the--you know, six to seven motivators that have really we found worked with 12 and 13-year-old students. Our program is SOAR, it means, we strive for success, we own our actions, we act respectfully, and we are ready to achieve. And the word SOAR has really become a part of the fabric of our school on every announcement, every building, every place. Again, this is our fifth year. All of our kids know what SOAR means, and in fact, all the students who come up to us now know what SOAR means before they even get there. So our SOAR program has been a huge success on the Tier 1 level and we're going to focus on talking about Tier 1 today, and how we reward the general population of students. When we had our set done, and then we had the--you know, they came in and pulled our students, and I think they

pulled, what, about 70 kids in our building, staff members, everyone knew what our SOAR slogan what-- was and this is just something we created. We'll talk about our SOAR assemblies later during the presentation. It's posted all around our building. We made an initial investment when we first started, we got banners, we had--in fact, we did it at the same we replaced our school mascot. We were the Snyder Panthers, now we are the Snyder Owls like our high school is the owls. We actually changed our school colors to match the high school's colors. So we really just kind of changed everything when we began so that we could build this whole SOAR message into our--into our school. You obviously can't read details, but our entire staff came up with our SOAR matrix. How many of you have done a matrix at your school for behavior? Good. For those of you that don't, it's a--it's a--that haven't done it. It's a big task to get 40 teachers to sit down and agree what they want to see and what they expect from their students. And we were lucky that we had a time when our entire staff bought in really quickly and realize that this was a necessity for our school. And they saw that the value in teaching kids what to do instead of just assuming they know what to do was really valuable for us. So this matrix has been through several revisions, in fact, the revision last year. And one of the things is we actually started working on the beginning of this year. A matrix for staff which was kind of unique idea we thought. We've had a lot of staff turnover in our building. And I think you guys probably all know what with school-wide positive behavior support, you need consistent expectations from staff. So we are starting to build a matrix for what our teachers should expect from each other and from themselves. So that when we get new staff--new staff something--then we say, "Hey, here are the things that we do that work in our building." This is how we are when we are supervising lunch duty. This is what we do on the hallways with kids. This is what we expect in our classrooms and things like that. So that's another thing we hope to add in the near future. You look like-- you look like you a [inaudible].

>>I agree with you.

>> Okay, okay.

>> That's a pretty colorful slide up there. We'd like to say SOAR is everywhere. And what we mean by that is it's really embedded, it's just at everything we do. Mr. O'Donnell in his many works mentioned that we had a big turnover of staff. It seems like we continue to have that in our school, including administration. And one of the best things--one of our administrators said to us, she was new to our building, she came in and we gave her a SOAR packet, and I said, "You know what, I'll sit down with you and I'll go over all of this with you." And she said, "Let me--let me take a look at first, I'm glad you asked, and then we'll sit down." And when I met with her, she said, "Holy cow, I've been doing this for so long and this just made my job so easy, because I understand what the expectations are for the students. I can understand what the teachers teach the students, and what the teachers are looking for." So not only do we kind of embed this SOAR into our staff and students, this is our activities wall which is amazing. When the kids got it in the beginning and we want kids to be actively involved in any part of our school, and as many parts as possible. We believe that is a very successful part of what we do. So we put this

up here, and we make sure all of our coaches, all of our activities directors and leaders, they also fall in [inaudible] SOAR. So our SOAR expectations and guidelines are not just for the classroom, or the hallway, or the bus, but they're for or after school activities, in everything we do, including field trips. We just took an eighth grade trip, all those 200 kids to Washington DC, we take them overnight, it's impressive. He's much more professional than I am. You've probably already figured that out. But, I felt the need to talk to some groups--some groups of kids in Washington DC because of their behavior, because I'm looking at our kids and I'm seeing how well-behave they are, and how respectful they are. And, you know, there's some pretty solemn and memorial places in Washington DC where you need to be very respectful. Our kids get it, and they take it with them elsewhere. I'm sure if we ask other parents at home they would say no, they won't sort of come. But they do SOAR at school, and they SOAR in all of our activities, weather it's dodge ball or art club, we really encourage them to be involved and take that SOAR with them in everything they do. Here are some current challenges that we brainstormed and we know the list is much greater. So, I'm going to ask you to do something very simple right here. Get your hands ready, so just do a little clap. It doesn't need to be really loud. This is just for us to hear and see you being active. So, on the board, we have some current challenges that Brad and I faced throughout the year. We really did. We missed SOAR coordinators and we struggled. We just keep getting more, and more stuff put on us and less--and less time to do things, and we have families--my wife is right over here. We have families. So, she can attest to--you know, the busyness of life at home and school. So, if any of these affected you in anyway, it could be positive, it could be negative. I just--I just want a little clap if in fact you do so, if lesson planning affected you and your time. If you have to make any change, [inaudible] habit to your plate, a little clap. Okay. We got brand new lesson plan format in the beginning of the year after. For 21 years, I've written lesson plans and now, I have to write them in a different way. Three pages later, I'm giving out extra tickets, and entrance tickets, and--I don't know what else was given out. That was a struggle for us. How about keystone exams. I don't if anybody have given those. Okay. All right. [inaudible] this morning, Math, Algebra four hours. I got a text that they were in their fourth hour of test and quite scary. It's crazy what we do and then how we do things on them. How about data entry? Okay. [inaudible]. Yeah, everything is data driven, right? Okay. Weather it makes sense or not, everything's--yeah, you heard me. Data collection, [inaudible]. Would that be interesting to look at this? Performance tracker. Anybody familiar with performance tracker? Okay. [inaudible]. All right. My feelings.

>> He has some feelings on performance tracker, I think. I could tell by the clap.

>> How about data analysis? So, you collect through the data, you edit it, and now you have to take a look at it. All right, okay. How about Common Core Standards? [inaudible]. Okay. VSSA test and exams? Creating SLO's? All right. Plus, next year if we say the same thing, we're going to get a lot of people clapping and jump up and down probably real happy. Smart phones? How about PLC's? Anybody on that kick, PLC's? Morning meetings. Wow, interesting. We weren't sure--you know, we're in middle school. Sometimes, middle school still do that, elementary school does a little more kind of on the

planning time. Okay, all right. So, it sounds like all of us have a little bit of struggles here and there, and that makes a little bit more difficult to focus on the things that we really want to focus for the kids and some of that is school-wide positive behavior. Do me a favor, just--I was looking--I was listening. I'll need to raise one hand if you clap for any of those. So if you clap one time, raise your hand. If you clap twice, raise both of your hands. Oh, well. All right. This might be a little awkward. If you clap once or twice, stand up, just stand up for a second. If you clap more than twice for any of those. Okay, all right. Thank you. Sit down. So, I guess the message here was you're all busy, we're all busy. We're still trying to do school-wide initiatives for our students because we believe that's what's best. That's why we're here and [inaudible]. So, how much more can we do to continue to be successful? Well, those are our struggles, and hopefully, you don't have those struggles. We were--you know, worry about [inaudible]. But we're having some troubles, and we want to show you kind of what we did to tackle those struggles and be a little more successful.

>> What we know from our staff is that our--and this is by design. That our school-wide positive behavior support, Tier 1, our SOAR program is not a stressor for our staff and, in fact, it's something that alleviate stress for our staff. And that's been a big thing for us to continue to monitor is that it doesn't create another thing that they're worried about doing. The program simply--it's so easy that our staff appreciates it. And then if it doesn't show up, because Fred or I have a busy week or I'm out on the day with something supposed to happen and doesn't get done, our staff will say, "Hey, weren't we suppose to do that that day?" So, that's our point and that when we're all teaching full-time trying to do all these other things, we know that none of that can fall through the cracks. My lesson plan--sorry, I was--I was working on student rewards. I didn't get my lesson plans in this week or I didn't prepare my kids for the [inaudible]. Sorry. But we give out some great prizes. That obviously can happen. So, sometimes, our SOAR program is that thing that's last on the priority list, and that's why we've tried to make it as easy as possible for our students, for our staff.

>> [inaudible]

>> All right. So, before we tell you about our rewards. Everyone always ask how do you pay for your rewards, okay, and how do our kids earn them. Well, first of all, we have a couple of sources of income. Raise your hand if you're familiar with the scrip program? Okay. Obviously just a few hands. Our scrip program which we learned about, I think here, two years--two years ago. I'm not--or no, did you bring that to us Sarah? I think you brought that too us, yes. Sorry. A scrip program has been a huge success really only among our faculty and we have a--we have a building of 40 staff members. It has not been a huge community push yet in our school. But our staff buys gift cards. All of our staff shops, you all shop, you shop at tons of different stores aAnd we sell gift cards through one of our teacher who loves-- teachers who loves to shop and we said, "We're looking for someone to coordinate shopping gift cards." Her hand went up faster than anyone else's. We said, "Oh, I love to shop. I'll do that." And what she does is she has an order form and maybe every two months, she puts out an order for gift cards. Scrip

has a website. All you do is sign up through them. And then our teachers buy gift cards. And all you have to do is plan your shopping in advance. Whenever I get that order form, I give her \$100, and I get \$100 giant gift card back, and we get like 3% of that. It doesn't cost me anything. It doesn't cost our school anything. We just simply give the gift cards at a discounted rate and we keep the profit. It's always done online. And our staff really has bought in. The other day, I checked with our secretary, we have \$750 in our SOAR account. That's really there for just the purpose of our Tier 1 school-wide positive behavior support reward program. What do we want to do with that money? And we can do whatever we choose as long as we let our principal know and it's obviously approved by the administration. So we do that a couple of times a year. We raise a whole lot of money. We did that, I think Christmas season last year, right, at the end of the December. I think, in one order, we raised \$800 just by collecting gift cards. We only had about 15 or 20 families, turned them in, we opened it up to our students. We got 15 or 20, bring them in, and most of our staff and it doesn't cost our staff anything and everybody knows that money is going right back to kids.

>> And some of us--and for reference [inaudible] you shop, they were all there. Especially for kids, like, we do, like, for the kids, like iTunes and things like that. Some of the gift cards have up to 10% back for us. Ten percent. So, that's a lot of money for like [inaudible] than doing nothing. And if you're a little organized, he's much more organized than I am. But, if you know you're going to shop at Giant, or Target, or I could on and on. If you know you're going to shop there, you buy a gift card, you have a gift card on your pocket, you [inaudible] for nothing.

>> We also get donations from our staff and from our families. If someone gets a gift card to a store they don't like, they know that the SOAR team will take it and we'll find something to do with it. We have--what was it? I think some [inaudible] gift card just given us the other day from one of the staff members who got a bunch of them and said, "You know, I don't need all these. I'd like to give these and we can give it to some students." So we're trying to give that stuff out. And we have some fund raiser just like every other school might do. You go to Golden Corral and you get 15% of everyone's bill. But that's it. We only had one of those fund raisers last year. So our scrip program really funds the things that we want to do as far as prizes. And again, if you have any questions at anytime, please feel free. We'll stop. No problem at all. This is a SOAR card that we give out. We came up with five years ago. We've had several different drafts of it. This is our most recent one with our new logo designed by one of our teacher's friends. And we give out SOAR cards. We used to give them out every single day. What we did was everyday in our building about 10 staff members had the SOAR card and they were looking to give that to some student that day. Can you give out a card once a week? That's all we asked our staff to do right. One day a week SOAR card and when you give it to the student, we ask you to highlight that behavior in front of all the other students. Don't just give it to them and sent them on their way. Say, "Hey, you know what, I'd like to reward Billy with a SOAR card and highlight what that behavior was and reinforce that positive behavior that made you want to do that." Now, when we first started, always the funny story was, we won't--always have teacher that say, "Oh, I know I got that card on Tuesday and I

just--I just couldn't find someone to give it to." And we were like, "You know, it doesn't have to cure a disease to get a SOAR card." You know, if the kid never brings a pencil and he brings a pencil on Friday, give him a SOAR card if you'd like. So we try to just give that simple reward out for doing the things. It doesn't have to be elaborate, just doing those things that we ask our kids to do everyday. And it doesn't mean that that student hasn't totally aggravated another teacher half hour before you gave the SOAR card. And that was the big discussion I actually had at a barbeque on Memorial Day because I mentioned I was coming here. And the teacher said to me, I was at--I met another teacher, she taught second grade, she said, "I can't stand that when that kid that drives me crazy, is up on the reward board. You know, he was bad for me for three days." And I said, "Well, maybe you bought that teacher a half hour. Maybe you bought her a half hour of--he did exactly what you wanted him to do and had a great time in her class." And she said, "Yeah, that kind of--that kind of make sense." So we give these out very frequently. We used to have the 200 Club board. How many people have the 200 Club board? Okay. Here's what we found. Our kids could care less about the 200 Club board. We used it for several years, we found that our middle school kids, seventh and eighth grade were walking by that 10 times a day on their way to lunch, on their out of lunch, on their way in the building, on their way out of the building, and they really didn't care where--what was going on in that 200 Club board. They didn't look for their card. They weren't excited when we said, "Hey..." you know, we almost have five in row. We would do two sets of five in a row. So what we did this year is we adapt it, and we changed and we thought, "Okay, this is not something our kids are valuing." We're doing work for it. It doesn't have the value. How can we change it? So we're constantly changing what we do. This is our new 200 Club board. This is our SNN, The Snyder News Network broadcast team. We don't have--we don't have a television studio. We have a--we have a room with shower curtains hanging [inaudible] backdrops and we invested a little money from the school and some AV equipment and this is our new Reward Headquarters. Our kids volunteered to be on SNN and they will get it--get really excited and pull out cards certain times of the week and read out names of kids that have been rewarded. And you know what, all of our kids watch it. And all our kids get excited to see which cards are being pulled. So, instead of doing the 200 Club board, we just kind of change it. Now we've got some other kids who are excited about doing it and we got all of our students 500 of them watching the announcements every morning and they look forward to see who's going to get rewarded. [inaudible]. Okay. Here we go. So--yup, it does [inaudible].

>> Actually, did you want to throw anything about the calendar?

>> Oh, yes.

>> Oh.

>> Do you want that?

>> We decided to give a little more focus and a little more organization for us. Brad does a really good job at giving out those SOAR cards each morning. And he really loves them, and he put, like, maybe

Monday I get SOAR card and that's fine and I'll hand that out because [inaudible] one week. So that's easy for me. I--you know, I can remember that. But, for us to continue focusing on things and [inaudible] where we used to track the data. We're trying to incorporate new ways and see what's working and what's not working and touch base with the assistant of the principal and the principal. And one other things we found is if we setup a calendar and say, "You know what, here are the behaviors we're going to--we're going to reinforce." So, maybe every two weeks--and we're going to adjust that for next year. Every two weeks we're going to focus on another behavior. So maybe it's walking quietly in the hallway, maybe today prepare for clas. Our SNN crew--[inaudible], they will end the announcements each day with Snyder [inaudible] and remember to be prepared for class today. And then, our teachers you have those SOAR cards will also hear that. And everyone is looking for the same thing. So it's really easy for us because sent that out to the teachers, so the teachers know what to look for, the students know what to look for, and we're all looking for. We're all reinforcing that same behavior and it keeps us organized. So this way, everybody has a little more focus to be successful, and that has really helped us out. We only started that probably a month and a half, two months ago, and it's really, really working. So if you're looking to change things up a bit, that's something we kind of forget and what works more for us. The kids love them and our kids love hearing it because--well, we're going to get into the SOAR assemblies later. But there's definitely some secondary motivations for the kids to get those SOAR cards, and we'll get into that. So that's [inaudible]. I also want to say this, perhaps, from AV guys you can shot some videos sometimes as well--sorry about that. We had our girls basketball team last year and really successful, really good, doing sport commercial. So, we actually have sports games from our own schools that I want to get involved and the kids loved our girls basketball team. And as I said, they're really successful. So the girls got on there and they presented a SOAR message for the students. So we're trying to incorporate everything and all of that kind of installed through this. There's TVs in the classrooms, really old small TVs in the classrooms, but the kids get to watch their own peers present those SOAR messages.

>> So, some of things we've done, [inaudible] last week was respect the peers. So we've had a whole message on being respectful to classmates because we find that--guess what our most common discipline problem is in our building, it was disrespect. So, for, you know, the first two weeks of the month it was respect to staff. And then, the last two weeks of the month we focused on respect to peers. The staff is much more important to peers, right? And that's us. But, we're constantly doing those message and we also have asked our teachers--again, this is new, so we've asked your teachers to get that message somewhere in their room and change that as we change. So, you know, I have up on my board, "SOAR, respect each other," you know. And then the next session I have, "SOAR, let's be prepared." And so we're constantly reminding, because here's what we found. We normally teach all these behaviors in September. Thank you Fred reminding me this because it's a--it's a big change for us. We would go through the month of September with the calendar and on Monday we taught a lesson on being prepared. You know, we designed--our staff designed a lesson, it was 10 minutes. And then

Wednesday of that week, the eighth graders got a lesson on being respectful. And Friday that week, the seventh graders got a lesson on responsibility. And then we were done in September, we taught all these behaviors and expect to all these things, and then we kind of lost focus as we got into the year and got busy, we got prepared for testing and, you know, people just--it got off everyone's radar. So this is really going to help us to simply keep that message through the entire year, that, "Hey, these are the things that Snyder students do. These are the things that we like to see each and everyday, and we will repeat that." We'll be prepared in September and we'll be prepared again in January and we'll keep going thought them. Because, you know, once you teach kids to be prepared, they're never unrepaired, right? I mean, I don't know about you. But, kids--I don't have any pens or pencils left. I haven't seen one in a month, so you're own your own there kid. But, that message--that message every month [inaudible] with these kids and we give them credit because they come up with all sorts of little goofy and panky ways to save up to--share those messages because their learning to now be a little more improvisational on the news. Sometimes it's like you're watching the evening news and after they read a story, you know, like they're stretching time, they have a little conversation. Well, they ask each other questions and sometimes it has to do with SOAR. It's a really nice addition. Any questions so far? Sarah, any questions, please now. Yes?

>> [inaudible] school was a little concerned that passing [inaudible]. Are you only giving it to the kids [inaudible]? And are you ignoring the kids and always do everything right, and because of that [inaudible] do it?

>> Yes. Great question. And [inaudible] are we ignoring those kids that we always know do the right thing but never get rewarded. And that was the whole basis of our program was, harder the reason we wanted it is because we said, we've got a ton of kids who were great kids, who never get recognize for anything. So we give them out to them all the time and it doesn't mean they've done anything incredible, it just means, "You know what, you're prepared everyday, I never have to ask you," or, "You help--you help Billy, you know, everyday in class. Thank you so much." So we are constantly rewarding kids. We have--I would say, we have teachers who focused on those kids that have been having some difficulty and reward them with they make great decisions and we have teachers that focus on those kids that fly under the radar, but always make good choices. So, that's why we try to give a lot out. And we have teachers all the time to come to us and say, "Can I have extras?" And we say, "Sure, no problem. Take as many as you like." Yes. He couldn't get further away from us, but go ahead.

>> Oh, the question for me. Do you have [inaudible] set motivators for the teachers who has been [inaudible] exceeds at sixth grade teachers from [inaudible]. But our eighth graders [inaudible]

>> Great question again. All questions are good questions. We do have some built-in motivators for teachers. And before we even get there, we try and it kind of on [inaudible] a little bit. We really try to tie in the staff. So before we even get to the motivators, we truly believe in [inaudible] what we're dealing or we would be dealing. Five years ago, we start with a [inaudible] and someone said, you know, "Mr.

[inaudible], can you run this? You know, we have [inaudible] and absolutely if you have [inaudible] that I'm not loving because I know that two years [inaudible] and we're going to be left with nothing after all that hard work. So I said, "We don't--we don't want the [inaudible], but we'll do program because we believe in it. Five years later, we still believe in it. So, we make sure we touch base with all the teachers and we have positive relationship and we really want to build up--this works for our kids. It gives us less headache, less hassle, less discipline referrals. That's why we want to do this. It's what's best for our kids. And the majority of our teachers come in and I think they have a great following we're the new people come in and say, "Wow, this is working. Wow, this is good. Everyone else is doing it and I'm doing it too." And actually--no, honestly some of--some of the senior teachers that we have, that really had a hard time with this. You know, there's one guys who's entire [inaudible] said Fred, "I'm not doing it." I'm not giving the kid a card because you're doing something you suppose to do I don't believe in." A year later, he was giving out cards and then he retired. But still, he was giving out cards. The motivators we do have, includes simple things like, teacher recognition. We often get gift cards, we get an extra gift cards through SOAR, through the money we raised and we'll actually give teachers gift cards as well. So we draw out of that hat and the student's name is read, the teacher's name is read as well and they will get a reward, a prize, what covered from the principal. So, we do have some surprises for motivators, for teachers and I would encourage everyone to do that because we got to support each other, we really do. And whether it's car wash coupon or you might [inaudible] frosty from Wendy's and we'll talk about that later. Those little things the staff [inaudible]. But you can always change people and you're always have going to have some of the--they have to see it for themselves and the success of the program, they will see. They'll see, "Well, you know what, this is working." Thank you for that because there's something we probably wouldn't talk about, we're here a couple years ago but--and now, we focusing on some other things but we love sharing our experience. Yes ma'am.

>> Can I--can I have one thing that I question?

>> No.

>> Just say no. We had a--we always begin our year with Foreign Service days in august. And Fred and I go back on August 19 this year that's the earliest we've gone back. So, I'm going to be really motivated on August 19th. We called our staff and I asked them--I asked every staff member to send me an email with the top three things they'd like to get. Our number one was a Homeroom coverage. We have a 40-minute Homeroom in the beginning of the day. So, we hope--we asked people to cover, Fred and I have even covered a Homeroom because, you know, we can get work done or whatever. We just--we Homerooms anyway, we figured it out. And our Homeroom coverage was our most prized reward for teachers, you know, a little \$10 gift card of Dunkin' Donuts or even a \$5 Wawa card. Which we will order through our scrip program as Fred said. And we don't mind doing that because we don't mind rewarding our staff through scrip because who supports scrip in our building, it's our staff. So our staff raising all the

money on their own mostly, so we're happy to get back a little bit to the staff. So, coverages go a long way.

>> [inaudible] to the staff teachers, who [inaudible]

>> Yes. And it's in the works and this was way more successful than it could or what it should have been and we love it. I'm a--I'm a [inaudible] believer, you know, I love the kids and I want to teach them, my expectations, when we first started this, you know, in the old days somebody would [inaudible] the hall. I would lose my mind. You know, I wanted to grab him and [inaudible]. "What are you crazy? This is [inaudible] middle school?" And then some would said, "They don't have that." You got to--you got to teach them [inaudible]. So that really re-change my focus on. You know what, I'm going to yell at someone--I don't really yell anymore. I'm not going to yell or deal with someone's case until I know they know my expectation. So, we story that with the students and sometimes, you know, we all know do the same thing, right? You know, when kid comes into my room, they got earbuds on and they got--and I'm thinking, "What? Like what is happening?" And my rules aren't always the same as other teachers rules. And that's when [inaudible]. So, as teachers, we said, "Hey, what could we do for kids and for each other to make this the best [inaudible] educational experience for their kids?" Now, I'm--we were hoping teachers would say--we wanted to hear, but that's not the rules about. And throughout that meeting, teachers kind of agreed to things like, during time between classes will make our best efforts to give them hallway. Now, you know, principals in the past have made [inaudible] principals in the past. It's also do it some--you know, there's [inaudible], but teachers start to say no. What going to be best for our kids and us and the teachers came up with these things which is great because now we're holding each other accountable. And I get yelled at by someone who do something. Someone's not making me do something. I am agreeing with to support him and support the kids and support what's best for school. I'm got to be in the hallway in between classes or do my best job to get there. And teachers have come--we come up--we've come up with a very similar [inaudible] with--that we came up with the kids. It's in the works though. We need time to sit down and most of our time is taking with all that crazy stuff. We need time to sit down as a faculty and say, "Hey, let's finish that matrix. I'm sure..."

>> We actually--we actually divided our faculty up into groups and say, you take--you take your classroom, you take hallway behavior, you take homeroom on lunch duty, you take--you know, we took all assemblies because that was my biggest stressor that I was at in the assembly watching kids, you know, constantly picking out behaviors that I didn't like during the assembly and for other teachers who are standing in the corner talking and didn't even notice that stuff was going on. And not that I was that worried about what was going to happen but I thought it made us look bad. It made us look like we didn't all have the same expectations. So, Fred kind of felt the same way and that's why we said. "Hey, we need to get together and make sure our staff is on the--is on the same page." So maybe that's our presentation next year. Our staff matrix or something like that. But we all separated with a different groups and came up with it together. And really universal agreement on staff. Okay.

>> Any other questions before we move on? Sorry, I just forgot what the rest is anyway.

>> All right, let's go.

>> All right.

>> Successful motivators.

>> Okay. So finally, in our end to our presentation, we're actually going to talk about the presentation. So, and--it really did it, it took us--and I'm going to go back. I apologize. We don't--we don't get a lot of chances to talk adults. So, were kind of talking [inaudible], but we're going to take advantage of it. This was a long process for us because we wanted to do it right. So it actually took us a couple of years before we even introduced SOAR and we really did the groundwork and the grass roots and all that good stuff because I'm in it for about 21, right about, twenty-one years. So I got at least another four, right? Yeah, I wish. Anyway, so I'm going to--to the long run and we want to make it right, you know that. Administration, like, come and go and the leaders come and go. I'm going to be where I am, probably for the rest of my career. I want to make it count. I want to make it work. So, we invest a little bit of time and energy to make things work for kids because that's what we do. So here are some of our most successful motivators that kind of lasted it for the past five years. We've tweaked some, we've changed some. I could buy my time a couple times. So I don't go ahead. Here's one that's called a [inaudible] snack break. . So, one of the things that kids and adults like a lot is food. So several of our best motivators have all food. So, Brad O'Donnell [inaudible] Sarah DiMarino this is great. He sends out an email it says that the teachers [inaudible]. We're asking for volunteer teachers to sign up one time to invite five kids during anytime during the day for a snack breaker. And this is beautiful, within we got forty staff members, within minutes--other wire was on the computer, right? within minutes he's got 35 emails of people that say, I want do that. That might have steal your [inaudible]

>> [inaudible]

>> So it's start with, you know, you know, I going to get milk and cookies, right Sullivan, right turn like perhaps [inaudible] we love doing this, you know, we really do, like, there's nothing wrong with invite five kids and--so pick up the SOAR cards, remember is all about motivating or expect--I'm sorry it's all--rewarding expectation, right? So obviously we're picking cards of kids for being successful in their choices. So we pick five, unlike have for milk and cookies for fifteen minutes, everybody loves it. All the staff and I personally--we're going to be moving for 15 minutes, give a pass by [inaudible] is so good. Well then someone else was say, what Mr. Pat is given, I don't any cookies. Yeah, I'm going McDonalds and I'm buying you a french-fries. Right and all the kids were like, "Oh, that's way better, thanks Mr. O'Donnell and there's Mr. [inaudible] will go to Wendy's and buy frostys and the kids love that. And this thing, it's just--it spirals up and I--my wife would say, "I'm white. I'm pretty cheap." But when it comes to being a little competitive and doing what's good for kids and saying, "Oh, the kids like my stuff a little bit better." You know, we all kind of get a lot of our way for that and it goes a really long way and the kids

are talking about it, and it's just wonderful. And this has turned into one of my favorites. So [inaudible] making me safe till the end.

>> So it's really once a year. Can you reward five kids, once a year? Everybody volunteers to do it. Everybody volunteers to do it, they have a blast. My favorite last year was the [inaudible] year on Sunday. Our guidance counselor bought a couple of gallons of ice cream, bought a bunch of toppings, they had a blast. And it was five kids she got to connect with that she doesn't see on a regular basis too. I said, I'll list the name. Hey, here's our five kids. They got pulled on our broadcast. You're going to see Mrs. Finkelstein to--during third period. Your homeroom teacher has a pass for you, ready to go and then went down and had a great time. Fifteen minutes and we got five kids and probably five kids that could fly under the radar, you know, they're not getting all the academic awards at then end of the year. They're not great athletes. They're not, you know, the smartest kid in the class but they're just great kids who make good choices. So, that's one of our--one of our successful motivators. And kids once they hear that, we will--we will say, "Hey, Wednesday's prize is going to be a snack break with--" and the kids hear what teacher it's going to be and then what they asked to the teacher. "What are you going to do for that?" "Oh, I can't tell you." So, they kind of get excited about it. Go ahead.

>> Listen, I think Brad and I are pretty [inaudible] because this makes me happy to talk about this stuff. So, some more ideas we've had, so, when I have passed, some kids want to take time out of their day, homeroom, lunch, maybe some other subject areas but we make sure it's appropriate where they can go to library to hang out, get some computer time down there, spend their lunch there with a friend. We do a lot of add along with this where we make sure if it's a student who maybe they're not comfortable to be by themselves and they might have more fun with someone else, take a friend. Yeah. Of course, we oversee everything. Yeah. I mean, we're still adults. We still take care of the kids. But we like to do that because it encourages those children and that all, it's good for everybody. So, we offer things like library passes, something in a library break which--guess what, we got to reward everybody. You know, some people don't like food. So, we can't just use food. We can't just use some of the things that you and I like to think are really cool and fun because we have lots and lots of different kids as you all know. Another one is [inaudible] in here and this is kind of adult in here. Our school SOAR is very friendly. Once we're all in together. We're lucky. We're pretty tight. We have 40 staff members, that's not a whole lot. A lot of it probably had dealt with that number in your schools. Our school SOAR is pretty open to us and Brad will talk about this a little more possibly. But we're going to have free Snyder here. Now, here's why that's great. Someone is getting a free t-shirt but who knows, we are--we're close to 50 percent low income. So, giving somebody something like that like they give, they can't afford or they won't get it and they get to have a little bit of a pride. It's also nice because they're wearing our school pride. So, you're giving them something that they actually might need and they're also going to wear around and that shows school spirit as well. So, all those fancy days where we say, "Dress up. Wear blue. Wear your pride gear." Those kids can participate in that as well or, you know what, maybe they couldn't, maybe they could have.

>> You'll notice the library pass, it's for a week. We have 500 kids. Our library, we have, I guess maybe 20 homerooms, something like that. And you're allowed two students for a homeroom to go to library. And I have students that asked everyday. I have to actually keep a--keep a chart during my homeroom because the same kids want to go to library everyday and I have to rotate it. So, for a lot of our kids that, "Oh, I get to go to the library all week during homeroom. Wow, I can finish my homework I didn't get done last night at the library during homeroom." For some kids obviously that's not what we want them to do but it's what they value. Maybe I can go down there and, you know, pick out a book, a new book I've been looking for. And some of our kids go down there and read quietly. They find a nice comfy chair and they like to read. So, it's been a--it's been pleasantly really valued as a--as a great motivator. This is our school's SOAR. It's increased to two dollars, sorry, it's--that's a typo. We give them a school SOAR gift card, okay. They get to go down in the morning or--it's only open, gosh, what, 20 minutes during the day. So they get down there and pick anything up they like. Our school SOAR is tremendously supportive. They make--our school SOAR and our student council supports our SOAR program tremendously. The advisers when I say, "Hey, I want to give out four coupons to the school SOAR of five coupons." They go, "Sure. How much you want them for?" You know, they know they're making money. The student council has a--when have a dance they make a lot of money. They are more than happy to give back to the kids and our kids can go down. Some can be treated at the end of the day. Some of them can go by their notebook. If they need a pencil--they want a cool pencil, they want a cool new gel pen, something like that. They come back with all sorts of things and they get to go down there and kind of do a little shopping which some of them never get to do on their own. So, our school SOAR gift card has been a nice motivator as well. Yes?

>> All these are from the one card that is given out everyday by teachers?

>> Yeah. What happens is--yes.

>> It comes from a drawing?

>> It's from a drawing. Every card that we give out, the kids--I should explain that but when we--when you get a SOAR card, you take it to the office and you drop it into the SOAR mailbox. And all of those get collected and go into a big bin. They used to go on a 200 Club more, we used to wait to get five in a row. Now, they're going to big bin, a clear bin and the kids in our broadcast reach in there, and mix them around and pull out names and call them. And then they maybe announce this to what those kids have won. So, it changes constantly, you know, every week, twice a week, sometimes there's different rewards. So, sometimes it's a school SOAR gift cards, sometimes it's a free t-shirt, sometimes it's a library pass, and it might be something you value and it might not, but it's random. And one thing we learned from Sarah when we began was the kids learn. And every kid that gets a SOAR card is not getting a prize. We want them to value that SOAR card all and soon and they do because we highlight those positive behaviors that are given that, you know. Actually, it's funny, this year--it's not--every time they give out a card, my class claps. Like, I used to give them out and the kids would just, "Oh, it's there."

And we continue. And now they stop and clap every time. The whole class claps whenever I reward someone with a SOAR card. So, they value that and see that, you know, in terms of value of positive choices as well.

>> We do have developed every once in a while and has special SOAR cards. So, the kids are used to-- kids are used to getting, you know, the--your typical SOAR card, they do something right and they do want them, the kids want those cards. But occasionally we offer--we offer a few notches and we do some different things with some different cards, different colors, different shapes, things of that nature.

>> And how many you give away in a week?

>> And so, prizes--so, we'll give--we'll give away between--we'll do it once or twice a week, so, between five to ten prizes a week. We give away 45--actually, we include our entire staff not just our teachers. So, it's about six--all our ages, you know, everyone else. So, we give about 65 cards out a week, something like that. Like I said, we only ask people to do it once a week, and if they forget on the day, they just give it out the next the day, but many of our staff members ask for extras. Our cafeteria workers as well they can get involved, so they give out snacks to the kids. They just said, "Hey, what's the way that we can get involved and show the kids that we support the SOAR program as well?" And we said, "What would you like to do?" She said, "Well, can we give them a free snack?" And we have, as we said, lots of kids on free introduced lunch that don't get to go in and buy a snack that often and have that lunch time. So, our kids really like them and they go in and they pick something out and I think they're like a dollar limit, but still, it might be an ice cream cone, it might be a pretzel, it might be, you know, anything they like. It could be a drink, but they always give them something and it's just another way to get more people involved in the building.

>> And there's that expectation that we've given them, we take them in the cafeteria. We show them how to walk in line. We have them to pretend to enter their code in the low machines so everything is nice and smooth. We get through the--we get through the system or equipment. So, it's really nice when someone is doing something right, and one of the cafeteria people would say, "Thank you. Thanks for doing what's you're supposed to do." And we imagine that if you're in the whole café down here and you're just being nice to everybody and someone says, "You know what, thanks for going through a lot of [inaudible] you know, those little things go a long way.

>> I think Fred cut in the breakfast line down there this morning, so, just--he wouldn't earn the SOAR card today. This is was something we had a lot of fun with. Our building, we--you know, sometimes stuff get sent to your school and you're not sure what to do with it. We got--I think it was 50 passes to Jurassic Park 3D when it came out last year. They just got sent to the building, you know, because they're trying to just get people in to a previous showing of it. So, we made up a little SOAR card with a dinosaur on it. Everyone--our staff knew what was going on. We said to our staff, "Everyone is going to get a card today. You have to give it out today because at 2:45, we're going to give all--we're going to call all those kids

down to the lobby." So, we gave out that card to the staff. As you see it says, "What's the dinosaur about?" They had no idea. We asked them to please highlight the behavior. And then when they came down, we told them, "Hey, they need to get two free tickets to go to Jurassic Park 3D." Did every kid go? No. But, man, we heard about it on Monday from the kids that went and they had an absolute blast. "It was a great movie. Oh, my gosh, me and my dad went." And it was a simple way of us just rewarding kids that day. "Hey, what can we do to just show the kids we appreciate their positive choices?" And we do stuff like that all the time if we find that we have a problem area. Okay. I don't know about anyone else but a problem area in the middle school is often the hallway behavior.

>> Uh-oh.

>> Okay? So, what we'll do is we'll pick a day. "Hey, on Friday, everybody is getting a blue SOAR card." And it says, "Hallway behavior." And you need to reward somebody that day that's should--displaying appropriate hallway behavior. We give it out that day and then we call them all down. We buy mini pretzels and, hey, just thank you or we give them all SOAR pencil or something like that. So, we will pick targeted behaviors and do something on specific days to reinforce things where we're having a problem. Our calendar theme is probably going to help us deal with those problem areas, you know, before they become problems.

>> Trying to be proactive. Go like with the movie ticket after work. But we learn something over the past years of doing this. We didn't give the kid one ticket, we gave the kid two tickets, and you're all middle school teachers so, you're good and really smart or maybe you're not. But as middle school teachers, if you gave a middle school kid one ticket, chances are, it might not be going anywhere, right? He can't go see a movie himself. It's difficult to say, "Oh, you want to get out, you know, I got 20 bucks and go see a movie with me, last minute? So, we decided as we go a lot of these prizes, we're going to get into it. Let them take their friend. Let them take their father, or sister, or mother, or their aunt. Who cares? But if we give them two tickets, there's a way better chance they're going to go somewhere and then we just give them one ticket. And that kind of goes a long way from a lot of types of things if we do that. Even coupons from restaurants, we get coupons from restaurants or free desserts or even free dinner. You know, we want to give them what they want, "Well, let's go buy them or give them free." Well, you know what, lot of our parents are getting a lot because they might not be able to afford that meal. So, why don't we come up with something better and give out two or three things and then everybody is happy. It really works. And then--and we get a lot of support from our parents just in terms of their appreciation. That goes a long way as well. I was kind of waiting for this one. We have a Wendy's--I'm trying to get it right. I'm not really sure about that. We have a Wendy's nearby and one of our best--one of the best things we do is we'll take little Snyder school field trips. We got to get a little permission, sort of signed by parents and all that stuff. But it's walking distance, so, it's really close. So, we got a teacher who has is lunching in [inaudible] we'll take five kids that they're might be six or seven and we'll walk with Wendy's for a lunch. That's ridiculous. Those kids are probably going to remember that forever and then they'll be back, you

know, with their--with their frostys things still, whatever. All the kids are like, "Oh, my gosh, I want to do that. I want to be in school. I want to go to Wendy's." So, we do that whenever we can. We also bring some stuff back for the kids as well because you bring in like one like a fries from McDonalds and you can't see those nuts.

>> Can we start? Okay. So, we have quarterly--our big, big thing we do with our SOAR program is every quarter we try. It doesn't always happen every quarter but every quarter we try to plan a SOAR assembly which is a celebration of all the things we asked our students to do. And here's just some of our kids, you know, holding up some thing little signs that some of the teachers, I think Fred maybe is, and they walk around during our assembly and we just have like a high energy assembly four times a year. Kind of like a pep rally but the whole theme of the--theme of it is simply SOAR. Sometimes we kind of put it together with the student faculty basketball game or we put it together with something else. But we gave these just incredibly fun activities. We take the last hour of the day and we just have a great time. How many of you have ever been to like any type of events, sporting event, theatre event, where you sat in the last row or really up high, sat up high, it wasn't that great in time?

>> Or maybe in the back.

>> Anybody?

>> You sat in the back.

>> Anybody? Anybody ever go and sitting like a club box or a suite or something like that? Okay. This is our club box for our assemblies. Okay. This is probably our second most popular motivator for our assemblies. As you--and as you can see, it's very elaborate and complex. These are all chairs that were already in our building and we had a brainstorm one day and we said, "Dude, what if we throw some chairs down in the front and let some kids sit there and have a good time during assembly?" And they--we told them it was going to happen and we said, "Hey, we're going to pick--we have our SOAR assembly coming up on Friday. If you have the SOAR card the next two weeks, you may have a chance to be in our VIP sitting area." And they got so excited about it and again they're seventh and eighth graders. I have a seventh and a sixth grader and a tenth grader at home. They don't get excited about it too much especially when it comes to school but they absolutely had a blast. And then we treated them like VIPs. When you--if you go to the Phillies game and you're in a suite, you don't just get the box. You get lots of stuff that goes along with that. But it's absolutely been a wonderful experience for our kids. And it's--and it's really--they know what to come in. They expect it. Amazing we have in our building. We have some [inaudible] classes. We have some autistic support classes. We have emotional support classes. We have, you know, all sorts of learning support. We run and gather of all sorts of needs in our building. Amazing for some out specialized students who just like value sitting down there so much and I can think of some voice in our autistic support class who just, you know, are never really into the assembly but, man, when they're into it, when they sat in bean bag chair and just kind of laid there and hung out and

watched the assembly. And the teachers came to us and said, "Well, that was the best time they've had this year. Like, they just value it so much despite throwing down the bean bag chair." And here they are again. Stuff we can do four times a year. And again, this is totally random. It's not like, "Oh, you did a great job. Here, you get to sit there. Oh, you earned a SOAR card," and everything you have a chance to earn, which is one thing we learn again when we started the 200 club was kid just get a chance to earn something. We're not rewarding every student that ever earned a SOAR card. We're highlighting their behavior. We're thanking them. We're showing the class that, you know, this is a model for behavior and then maybe they win a card that really makes them feel good or have a good time. Fred is going to talk-- how many of you have seen the Hunger Games? Fred is going to talk about probably our top motivator which is the SOAR games.

>> And before we get there, I'm surprised Brad forgot this. We are as SOAR people, we're invited to just about everyone in these assemblies in our building. So, in fact, we can, you know, we have the Phillies for these flyers. Phillies are coming out tomorrow, some of the Phillies, some are retired Phillies probably are coming out tomorrow. They will have a presentation. We have the flyers out not long ago. We have professional boxer not too long ago. All these things are necessarily related to the SOAR. But whenever the principal or guidance counselor or anybody has something going on, they always ask us for the time and the SOAR. It's awesome. So, we appreciate that because if we get to go in and we get to talk to kids about, "Hey, how do we behave? What do you think does it look like? How do we act?" And that makes it even more successful. So, Brad does a wonderful job. Before we do this sort of [inaudible] because that's, you know, I don't think it will ever start out like this. We would have a sort of someway to say, "Hey, kids, you're kicking butt like SOAR is really working on our building. We're going to draw some cards. We're going to have some fun." He goes up with what SOAR stands for. Kids, yell, they shout it. We did have a handful of people that are in this audience today. And one of our SOAR was, everybody who walks out wants it. They're amazed. We don't know anything different about how our seventh and eighth grader should behave and when people leave they all can say, "You know, wait a minute. What was going on? Why do you kids act that way?" We expect them to act that way and I think it's normal on the kids. I think there's no problem on the staff. So, Brad will go through and really will find to [inaudible] go through SOAR, what it means. Give them a lesson. They don't even know it's a lesson because it's interacting and it's fun. And then as we draw those cards, we get to have some fun. So, any card that you ever turned in from the first day of school, getting off the bus correctly, boom, here's a SOAR card. Any card that they ever give goes to the slot. Their name gets drawn, "Hey, congratulations with your prize," back in the bottle. All the kids are trying to get down on the gym for one of our four SOAR assemblies. For most of them has the goal because they want to have some pretty cool prizes, they get to have some fun, they get to be in front of all their friends. So, some of the things that we've done simply with this when their name is drawn--okay--we may have a hundred kids come down out of this class and we only have 500 kids at school. We might call out a hundred. Now, we're pretty organized. We're pretty organized. And how we do that, so, it's not chaotic. It might look chaotic but it's very well organized. But

before we get there, Brad will put out one or two of those cards of the hundred and here's two examples up here. You see a young lady right there. So, he pulled out a card and it happened it would be Natalie's card, she's the young lady into the bottom point and he called Ms. Fisher, that was the teacher who wrote the card and he brings them out and everybody is watching to see what's going on. And he'll say, "Ms. Fisher, Ms. Fisher, do you remember giving Natalie a SOAR card?" And she'll say, "Yes, I did." He'll say, "Natalie, do you remember why?" And Natalie will say why she got the SOAR card. Ms. Fisher will say something about it. And once again we're broadcasting. This is how we act. These are expectations. This is why Natalie got that reward. And then who's on the floor having to participate in those games. And you can see in the top left same thing. So, we get to really acknowledge the teachers and the students as well in front of everybody. So, this is just--it's a message that is every single day we're getting at the kids and at the teachers.

>> Just in the top left there, that was a great example of one of our instructional assistance who said, "Hey, I really would like to highlight something to help the student who's having some issues with self-esteem and things like that." And we said, "Absolutely, we'll make sure we get that card out there." So, there was a student who wanted to be acknowledged but no one was really aware of it and how much it meant to him and we were able to just bring him out. And we said that, "Mrs. Del Par, hey, why did you give the student a SOAR card?" And she broadcast to the entire school and he had a tremendous amount of pride. Unlike some kids who wouldn't--would want to--didn't want to be out there but he was just really proud to be out there. So, it allowed us to highlight those behaviors and we'll do maybe five or six of them. And the funny part is when we first did it, everyone always remembers why they gave that student a card and 90 percent of the time the students remember why they got it. So, that let us know too that our teachers were making an impact because all of our student said, "Yeah. I got this because Jimmy was having a trouble with his homework assignment and I offered to help him." And the teachers go, "That's absolutely right." So, our kids are valuing because we're highlighting that behavior. That was one of the big problems we had, people just giving cards out. You've got to highlight that behavior and let the other kids know. So, Fred gets pretty creative. If you've seen the Hunger Games and our SOAR assemblies, I'm like kind of the emcee guy, I don't know what his name was, and Fred is that game master working behind the scene, so, let him tell you about what our kids get to do and why they value it so much.

>> This was a spin off we had and this was a Wear Pink Day to support cancer and one of the highlights I think when we ask what kids to do stuff they do it. So, you can see that for some in eighth grade, that's not too bad. We have a lot of kids in there those who will be volunteering, a lot of kids wearing pink. So we usually start with crazy big games and I have lot of ideas for you but Brad wouldn't let me do it. So, we're not going to be running around and then eliminating each of them but, I know we don't like to hear elimination games. Oh, they can't stay in elimination. We do elimination games. We don't call them that, but if we start with a hundred kids we do some things pretty quickly to eliminate 50 and then eliminate 25 and then we go through and we quit, they cut that in half because the goal is in 20 minutes or less, we

need to narrow it down to about three to five kids for like they really do game and then one kid who's left and whoever ends up win. So, this is just the prize he grabs on. So, we just kind of start with some bigger stuff and then throughout, it's usually--it's usually 1:30 or something to that, quarter to 2:00, rattlesnake, you know, the game that we have and all in our homeroom and I'll try and think some stuff really quick. I'll probably work, that's another pressure. So, we have the whole kinds of crazy stuff. I mean, it's just [inaudible] and turn them in, so they kind of shuffle word sticks and will push the stuff and throw on stuff. And whatever works the kids, they beat it up, and they love it. And the goal is to be on the floor. And the kids are very cool when they're not because they know that they have the same opportunity to get there as everyone else. So no one sits in the stands and a lot--actually a handful of you have been to our assemblies. There's not [inaudible] in fact there's cheering. And one of the ways we kind of sometimes we encourage that we'll set them, because we set seventh and eighth grade. Sometimes we'll say, "Hey the winning team of this game and the winning person, homeroom grade level, etcetera, all of them get a prize." So then, everyone is cheering in the room and stuff. You know, we gave out the--I think last time, we gave out pretzels. Two hundred fifty pretzels for the side and then we have another school spirit. You know, it's their mind, they earned it. You know, the fundraisers, we don't have to stress. So we go through a whole bunch of games and that final one we throw somewhere in there in the whole entire time. That final one is the big prize, and we've been lucky. We've given out two flat screen TV sets. And we are--and we're--and look, where's the normal school? We have a lot of buying food staff. We had a staff member who bought furniture and once she bought her furniture, they gave her two flat screen TV and she said, "You know what, some kids who's going to really like this. I'd like to donate to the SOAR." That's awesome. So last time we had kids, you know, bothering us "What's the biggest prize at the end of the year? And you know the kids really trying to get the on the gym floor and I think he got a special deal last night on TV. It's 9:00 on the TV and get a big discount for somebody. You know, who really does it for school. Now the goal is to give out the biggest prize and receive the biggest prize. The goal is for the kids to do what we ask them to do and that's seems to work. That's kind of the end product right there. And if they walk away with something great, that's fantastic. So, we don't know, if you see that. I just need two side of the thing. It's a thousand on one side and slowly they throw up in the air it's like their heads or tails. It's just one of the ways they kind of split 50/50. Well, if you send outs so sit down for the rest of you still in the gym floor. And we just continue to do until they then focus up.

>> We'll do stuff like I wanted four teachers in the--one of each corner of the gym and then we'll tell a fact, a mystery fact about one of the teachers, and the kids have to go stand at the teacher that they think it's true about, and then we eliminate the ones that we're wrong and then we do it again. We just have all sorts of fun with them. But the neat part is during the entire the SOAR assembly, we're talking what it means to SOAR. We're talking about our principals, our behaviors that we want to--we want to see from the kids. This was a game where we had, you know, maybe 20 kids on each side of the gym. We had our slogan, "Strive for Success, Act Respectfully, Ready to Achieve on Your Actions." Mixed up all on the

gym floor and whichever side, put that in the correct order to hold up one and the other side got eliminated. So again, it was an elimination game where the kids had to build our slogan, so it really-- again reinforced it. And then the whole gym set the slogan and it's another way to keep it in everybody's mind so.

>> Yeah. I've been waiting for this, right on time. First of all, does anyone send out letters to the community asking for rewards prizes? All right. Thank you. We've talked about it every year for five years. I promise you and have we--no, we haven't wrote that letter yet. So, my language--you know, I said my language. Our language are at state thus, we're getting in right program next year or I should say it's coming back because we continue to, you know, "Oh, we have--we don't have that." So, we're still trying to figure out what's wrong, but they don't know this yet. I'm going to ask the [inaudible] our write our teachers to have their kids. This is half really amazing, but this is also really good for SOAR. To have their kids write letters to business to the community. I always have to do that but that must be a long time or about something. And ask them for rewards or prizes. I don't know how they're going to manage that but that's going to be one of our new ideas that we're going to send out there. It's a good idea for the kids and it's also less work for the staff. All right. Here comes--here comes my favorite. We have a librarian now, she's pregnant, and the other day we picked out five cards and I went to send 11 and I picked up five you know, super jumbo gigantic double sized slurpees, and brought them back and we called the kids then and I told them, and you could hear all the kids in the school, so I made announcement and they were like, "Why, oh, my gosh." So these kids are having this big giant slurpees walking around the hallways, you know, and everyone was like, "Man, I want that. I so want that." I got an email a minute later from the librarian and she said, "Look," and it sounded like an [inaudible] she said, "Look, next time you go you better ask me." She said, "I don't really like slurpees, but I'm pregnant and for some reason I really want a slurpee." So here, this is--this is classic. I really think this is a takeaway. For me, I can't wait for next year to do this. She said, "Next time you go," and it sound to me like, she said, "Next time you go, you invite the staff but here is the deal. You say to the staff, hey, I'm going for slurpee. I'll pick you up a slurpee but the deal is, if you buy me one then, I have to buy a kid one." And let me rephrase that from her point of view. She's offering to buy herself a slurpee and for me going to pick it up, she's going to buy one for a kid. So, next year, and I love this idea, I'm going to send out an email. I'm going to say, "I'm going to go buy frostys." I'm going to say, "Hey, I'm going--I'm going to Wendy's. I'm going to frostys. The staff and I want one. The deal is if you want one you got to buy yours and one for a kid. And I will guarantee, I'll be walking back with probably 60 frostys. But guess what, it's all worth it. I mean, that's fantastic. It's kind of by the staff. The kids are going to love it. Kids are going to get it through from a staff member which is what has [inaudible] that a staff member share it with us. We didn't come up with that and I can't wait to try that next year. That's going to work all year long.

>> The last idea we've had is--and we have a SOAR team of students where we have students who volunteered to collect cards and make announcement, so we have--we have a student SOAR team. And they would let--they're going to have a mobile prize patrol. So, they're going to go into classes and ask

teachers, you know, have a SOAR card, is there anyone they'd like to give it to, and they're just going to reward that student right there, because again, it's another way to highlight behavior in front of large groups of kids. We don't want that, "Oh, I forgot to hand down my SOAR card. I'll just give it to Billy before he will leave his class," but no one sees that. We want these kids to go in win and highlight it in front of everybody like a little roving prize patrol. And again, that's just an idea we've had. We want to get kids involved in doing that. So, it's something we're excited about possibly doing for next year. Fred and I volunteered the time to do stuff like that. You know, we have prep time with, you know, something we believe in. So we're willing to give up a few minutes here and there. So, those are our motivators that are working with middle school students. Any final questions? Yeah, right. Yes?

>> I also have a question.

>> Yes.

>> Something you said. My [inaudible] 1:15:54 actually recommend it for the staff members. They're really interested [inaudible]

>> Did you [inaudible]

>> It is that we knew we could [inaudible]

>> There goes our idea for next year. I mean, it's okay. So he--and for those who didn't hear, his school has implement a staff matrix. So what's the name of your school district?

>> Wesley Spectrum.

>> Wesley Spectrum, so there you go.

>> Anything else? Yes.

>> Let's say you want to [inaudible] that or do you hold on?

>> We hold on to it for later for the--for the big draw. We won't put it right back and then, hey, how did that happen? You know.

>> Yeah, so right back [inaudible]

>> Right. Unless, you know, like [inaudible] yes?

>> Do we give our kids something to take home and display?

>> The question is, do we give our kids something to take home and display, and we don't. Just something we haven't done it. When we started this process, Sarah could attest. We started giving out ten a day and we actually had our secretary calling home because that was the model of the 200 Club that we had seen. And then our secretary was leaving nasty notes in our mailboxes and I think was sabotaging, smashing our tires, and things like that. So, we simply didn't have the staff manpower to do

that and community involvement and parent involvement has been one of our goals, and we just haven't-- we haven't gotten there. So, one thing we did do however and we started and time wise we didn't get it done, we started posting names on our--on our website, just first name of students that had earned SOAR cards but now we don't have so many on right now. I know, it's so old, so--go ahead.

>> Do you thought about replacing [inaudible] and then you'll give them five or four, but it's like day to day [inaudible] we kind of give it day to day, we're like so over it. It's like, okay, you give it to them in the day, they're not special anymore.

>> Right.

>> So, the fact that teachers should get one you have to ask some more of that and you can be like more obligated?

>> Yes, we really started that because before we started we talk to elementary teachers and what we found is they were overwhelmed by trying to give out as many as they were supposed to, and then they actually had to keep track of them, like, you know, this student had had seven. So, absolutely I agree. The question was, does our frequency help the kid's value because it's not something that goes out hundred times a day. Absolutely it is. Absolutely, because they're not seeing it constantly, but our real goal was to make easy on staff as well, but I think you're right in that our frequency works really well for middle school kids. Because really, even though we're giving that many out everyday, we can--we can pull them, we're pulling five. We can still pull them pretty frequently, so it's enough cards to get us to reward kids, but not enough so they don't care about them anymore. Yes.

>> We got one idea [inaudible] I know the school wanted their rewards but this student pulled the fire alarm [inaudible]

>> Pull the fire alarm. I'm pretty sure that's not going to happen in our building based on our lockdown experiences but--no, no, no. I know what you mean, just because they are very tight about all of that but that's pretty cool. I would imagine as you said, their reward was when we have a scheduled fire drill, right? That student got to pull the alarm. I don't know if--I don't know if we can give up that power in our building, but that's a cool idea. Great idea and I think everything works in different places, so our student can wear stuff and say, "Yeah, we'd like to give you an award. We'd like to give another club next year again. We--we're going to continue to change based on our student needs as what we should do [inaudible]

>> We're on high school and what we really want in our school this year is hoping if they were able to make it through the entire school year [inaudible] they were able to be exempt from the final of their choice. It really worked.

>> You thought it was still [inaudible] but I probably wouldn't--I wouldn't earned that definitely, we have a tons of suspensions. Fred would've to take all his finals. If you hear--if a student got no detentions or

suspensions, they got to earn and they got to opt out of one final exam. So, for a high school that's probably pretty valuable--pretty valuable motivator.

>> Next question.

>> Yeah, I just have--just give me one question. We're coming from our middle school that's looking to implement this next year. Can you just quickly--what does it look like in the very beginning of the year when you start modeling behaviors of students like you talk about going to one [inaudible] and show you how to project, what--how do you set that up? How do you do that if you think can [inaudible] and all the students don't get expectations the first week of school.

>> Go ahead.

>> I'll start [inaudible] so who do we fought for and I'm glad to hear that because it--we're having this five years. We--in the beginning we fall for time. And Brad and I--I'm in it long enough where, you don't want to do it you're on your own, that's what we need, that's fine, good luck. We said you have to be assigned. If we're going to do this, we need time. And in the beginning for you guys, you need time. It's got to be very organized in the beginning because every teacher, every staff member has to provide the same expectations for every student or it doesn't work. So, we would do it in homeroom or we could set a schedule and [inaudible] that we've used, and do all kinds of stuff along. We would have to set aside some time. Let's say the principal we have to do this. This program is going to work. We have to do it and if you're telling me I'm laying out what's best for everybody. So we would do it at homeroom and we can set up accounted with the staff. [inaudible] the other liners, SNN TV and we would all make sure we're giving the same message, same day to every single kid in the building. And then you sound like you're in school. Quite a little more challenging. But that's the message I would go back because you have to have the time, you have to be given the time to be able to do that.

>> One thing we also did is honor in service at the end of the school year before we started this is we said to our administrators, we need time to get together the staff and brainstorm. So, as many schools have done, we wrote lesson plans, we wrote lessons. We said, "Hey, we want to do a lesson on being prepared for class because it's one of the big problems in our building." So we design a little 15-minute lesson on being prepared. And it's kind of a few lesson that the kids all get a picture in groups of different places. One is a beach, one is a baseball game, one is to go to golf, and one is this. And we give the kids two minutes to bring up, you know, everything they should bring to that vacation. And then we give a little picture of the Science class and the Math class and [inaudible] and then we say, "All right, now you get to grade." So we design lessons for that. And what we do is we set down the calendar and on September 5th during homeroom that day, every homeroom teacher is going to teach that lessons for 10 minutes. And then what we did is Fred and I assigned the teachers so we--and we had one of the Science teacher, we said, "Okay. The Science Department will take a lesson on responsibility." So on September 10th and everyone in Science Classes that day we're gonna do a 15-minute lesson on

teaching responsibility. And then the Social Studies teachers said, "Yeah, we'll take one too," and our English teachers said, "We'll take one." And then we give them more homeroom so for that one for September we had no mention of SOAR, really. We just taught lessons and taught behavior. We didn't talk about our being over or arching theme. And then at the end of September and October we have what we called--we have our kick-off assembly. And that's where we talked about our lessons we've done, we highlighted our slogan and things like that. So that's kind of how it started but frankly, it's not enough that without the time to implement all that stuff and the service daytime, and actually pay us to come in during days in the summer. We could have done it, you know, if we had just on your prep schedule and all that, you know, or something like that so that helps.

>> And just to give it a [inaudible] like a path and the people who are giving value to support this, they are so helpful in supporting us and saying to our administrators, you know, this is going to help you in the long run. It really is. So, thank you. Anybody can get on your side and say, "Hey, we need time because we have administrators that given a lot pressure, you know, the PSSA test and all those other stuff. Sometimes I think this behavior itself kind of falls by the ways how we started with that. Of all the things being pushed out, you know, for us SOAR, we're stretching to kind of give a lot of SOAR stuff on them. And if you need to ask, questions, comments, feedback? Yes.

>> Do you do anything that has eligibility or is there anything that [inaudible] or do you separate teaching or some of the students [inaudible]

>> Oh, I already what the question was. But I think it was...

>> But I was--I was listening. I...

>> I don't know. I'm sorry [inaudible]

>> The question was, do we do anything that had--that affects their eligibility for certain events. And we do but that's not done by us, and that's a functional role of our office or our administrators, so that we don't get into...

>> Like we're going to do resources like [inaudible]

>> I believe everybody goes to our SOAR assemblies. And there are some other assemblies that are naturally the SOAR where there were students might even move but, I think SOAR, everybody looks that and like, here is where we're reinforcing the lessons, so this is probably a good place for that.

>> We've considered [inaudible] and come to the assembly but we're special [inaudible] so can't get any prizes but that didn't go over well so, you know, we're not going to do that. But sometimes we--sometimes we thought, you know what those kids need to be there and hear that messages, so...

>> Yeah.

>> Well, we certainly thank you for your attendance, and your attention, and your participation. We are certainly hoping we answered the questions and thank you so much. Have a great day.