

>> Hello. Welcome, everybody. Just want to ... Sorry if this is too loud. Let me know. But I just wanted to take a minute to introduce ourselves. My name is David Shemaria, and I'm the Dean for Culture at Pan American Academy Charter School.

>> Hi. I'm Stacy Alicia, and I teach fifth grade at Pan American.

>> I'm Carson Scott, and I teach first grade at Pan American.

>> So first off, thank you very much. Just to kind of give you a little bit of heads up about ourselves, none of us have ever presented to a conference so first time, so bear with us, and definitely have never presented to this many people at one time, so, again, bear with us, hopefully. The first thing we wanted to do was talk a little bit about our school and the population that we work with. We are a charter school in North Philadelphia. We were established in 2008. We are a K-to-8. We are a dual-language school and an International Baccalaureate school, so our students receive 50 percent of the day in Spanish, 50 percent of the day in English, as well as we're a PYP school, and we are currently an NYP candidate. We just had our authorization meeting, so hopefully, we'll be an actual NYP school in the next year. We have a positive-behavior-and-intervention support, which the three of us are part of that team. Okay. Just to kind of give me a breakdown, like I said, we're founded in North Philadelphia in the 19133 zip code. It is one of the poorest zip codes in the country, definitely one of the poorest, if not the poorest, in the city of Philadelphia. Eighty-one percent of our students live within the poverty range. Nineteen percent of our students are special education, and that number is probably going to jump up to about 20 to 21 percent by the end of the school year, and 23 percent of our students are English-language learners, particularly Spanish. Eighty-seven percent of our students are Hispanic, predominantly Puerto Rican and Dominican. Seven percent are African American. Five percent are multiracial. So the first thing we wanted to talk about was kind of our essential agreements because everything that we do, when it comes to PBIS, really centers around these essential agreements that everybody from kindergarten all the way up to eighth grade, from our lunch staff all the way up to our principal, know about Pan Am. And so first thing is we are compassionate. We are accountable. We are respectful. We are engaged. We put all that together, and at Pan Am, we care. Now, before we get too deep into the presentation, I did want to let you guys know that it's our goal to try to make this as beneficial for you all as possible. We are going to, obviously, be talking about ClassDojo. I'm going to be talking about some of the hurdles that I faced while introducing ClassDojo as a universal support for all of our school and staff, some of the things that went really well and some of the things that I really messed up on. We're also going to be talking about how our teachers ... That's why I thought it was really important to have our teachers here to talk about who uses it day in and day out, to kind of go over how it's been for them implementing it into their classrooms, and then, we're going to show you how to tie in ClassDojo to some of our group contingencies that are being used every day in our school. So my personal history with ClassDojo, just to kind of give you a little bit of budget on myself, I was a middle-school science teacher for 4 1/2 years. This was the 1/2 year I got moved out full-time to the dean position, and really, it was introduced to me from another colleague who was having trouble with classroom management. She had used it in another school and really wanted the middle-school team to start using this, and obviously, like everything that's new, it was scary, and there was a lot of pushback, but being the team player that I tend to think and hope that I am, I accepted the challenge and, really, was trying to push it for everybody. There were good days. There were bad days. These are middle schoolers that come from very unique backgrounds, and the one big pushback that a lot of us had was, "How are these 13-year-olds, 14-year-olds, going to react to a ding?" Right? It's a noise. Right? It's a positive, it's a plus, or it's a [BUZZER NOISE] negative, for those of you that use ClassDojo, and that's all it is. And we start to ask those questions, and we start to have these fears of, "Is it really going to matter?"

Is this just another thing that's somebody pushing down my throat that's really going to have no affect on anything? Is this another thing that I'm going to do for a couple weeks, and slowly but surely, it's going to die, and it's going to go away?" Right? But as I started to think about this, I started to think about myself. If it died that slow death, that was because I allowed it to die that slow death. If my kids didn't buy into it, it's because I didn't buy into it, so I jumped into it with both feet, and to my pleasant surprise, thankfully, it ended up working out and ended up being a great resource and a tool, so much so that a lot of our teachers, last year, started to implement it and adopt it, and this was our first year of rolling it our school-wide. And like I said, I'll talk about some of the trials and tribulations I had with that whole rollout because, while initially we rolled it out just to the middle school, rolling it out to the whole school by myself, my first initiative, was very difficult, and I ran into a lot of speed bumps. So rolling out the school-wide ClassDojo expectations, some of the good and some of the bad that I experienced with this process, the good, it's a universal support. Everybody, regardless of the classroom, uses it. Now, we have some other systems in place for our lunch and security staff where they have things called Cheetahs, so we do Super Cheetahs, so if anybody who is not a homeroom or a classroom teacher notices somebody following care, they give them a Super Cheetah. On Fridays, we do the raffle. Kids come down. They get to put their name on for a pizza party or ice cream social, anything like that. But for ClassDojo, it is a universal support used in all the classrooms. Another great thing is we all know the benefits of being positive in the classroom, but it's something for somebody to sit here and point to a chart or look at a bunch of numbers and say, "Look, it worked at this school that you've never heard of, and here's the data from this school that you've never heard of, so do it, and it'll work for you," but really, what was really impactful for me was actually getting in there and seeing this thing work and being positive and actually teaching myself how to have those conversations and keep my language positive, and ClassDojo was a big benefit to that. The teachers who are already using it loved it. The teachers who weren't fought me on it, and that was a fight, and I think it's a fight that, hopefully, we're not fighting anymore because everybody is using it with fidelity, but it was a fight, and it was a structure, and we're going to go over some questions that those teachers had that I'm sure, if you guys are not currently adopters of ClassDojo, are some of questions that you are probably thinking in your heads right now. Hopefully, I'll be able to address those, and like I said, at the very end, we want to make this or try to cater this to you and your needs as much as possible, so we're really hoping to have time at the end to really have you guys ask the questions so that we can try to answer and help you guys role this out school-wide. It's easy to use once you get used to it. Like any technology, there's going to be that transitional period between getting it and using it right. Right? The first time you're going to use it, you're going to have your cell phone out or iPad or whatever technology you use in the classroom, and you're going to feel like you're fumbling around. It's going to feel like it's taking you 30 seconds to find a kid's name and give them the point, or you're going to want to write notes for every single thing that you do on there. Take a deep breath. It's okay, and it's never as long as it feels, and it will really have great benefit after the fact, once you get comfortable, but just like anything new, it's going to take time. For any of you technology-savvy people, maybe it'll be a little bit quicker transition. Another great thing is it's been an amazing tool for data collection, especially with our students who are identified in Tier 2 and Tier 3, students who have behavior charts. The one thing that we've been able to implement is ... And one thing that always bothered me as a teacher was when we would create these behavior charts, and I felt like the kids were always losing things, never winning or earning things. Right? So we set up our behavior charts, and if you get two negatives, you don't get this. You lose this prize. So what we started to do was start to change some of that wording, using ClassDojo, so that you earn the prize. You've got to earn so many points. You're never out of it because what we were running into is we'd have these students. We would have students that would go in. Said, "Okay, you can't get two negatives, whatever, in a period." Well, they would get two negatives in the first 5 minutes and, boom, out. Mr. Shemaria is getting the call because they're having a bad time with it. But if the kid is earning it,

they're never out of it, so even if they stumble in the morning or they stumble that first period, that first 5 minutes, you just go up to them and you say, "Look, you're not out. You made a mistake. Let's move forward. How can we earn it? What are you going to do now to earn it? What are you going to do now to work harder to make sure that you get that thing that you want and whatever that is?" So that's something that, again, ClassDojo has been a great benefit for us in terms of wording and structuring the things that we do with our behavior charts. It's a great parent-communication tool. It is a great way ... There is a message center to send whole-school, whole-class and individual messages to parents, though I will say, when we get to the bad, it's also something you want to be very careful about, especially for the administration in the room. You really want to make sure that you have guidelines and expectations for that parent communication because once something is sent, you can't delete it. The teacher has to delete it, and that can take time. Okay? So just things to think about. The bad, the things that we don't like to talk about, the monster in the corner of the room that nobody likes to ... We like to pretend like it's not there, but listen. Nothing is perfect. Everything is going to have its troubles, especially that starting-out period, but we all know what's going to happen. We all are expecting these things to happen, so especially for the people who are either early adopters, people who are maybe part of the rollout team, know these things that people are going to say. Get used to the question that people are going to ask and be able to combat those questions or have answers for those questions before it becomes something that is a deterrent and turns people away from using this tool because it really does have a lot of positive benefits. It's new. It's scary. It's technology. It's an app. It's having your phone out. For administration, it's allowing teachers to communicate with parents without you knowing what they're saying. That can be something that can be a big deterrent or scary for some people but, again, making sure, knowing that these are possible hurdles and trying to come up with plans in place so that it doesn't end up being the nightmare that we may think it could be. As I said before, be very careful with parent communications. One of the big things is, for instance, when you message a parent, make sure that you're not sending the names of other students. Don't take videos of students misbehaving. I know some of you are like, "Who would ever do that?" It happens. We all have that moment of frustration. We've all said something we wish we never said. We've all done something we wish we never done. It happens. We're all human, but there are some mistakes that are bigger than others, so be very, very, very careful with how you use it as a tool. Now, the one thing that was also a big issue when we rolled this out whole-school was because we had those teachers who were using it before it became our universal support system, and for those teachers who were early adopters to this program, they were using it not only to track positive behaviors, but what tends to happen is people start using it more to track negative behaviors, the undesired behaviors, the inappropriate stuff, so what we were seeing is, at the end of last year, there were certain students that would have negative 200, and you start to ask yourself, "How is that even possible?" Right? Negative 200, I don't care if that's for the whole school year. It's a weighted-scale system. that means they've done 200 negative things and no positive. The negative has outweighed the positive, and we all know. We sit, and we laugh, and I see people chuckling. It's true. You think back to now. You're going to be like, "How does that even work?" but it happens, so be careful. So the one thing that we did this year, because it's our universal positive-behavior support system, is we now have gotten rid of all of the negative points, and that is something that you can do with ClassDojo, so the way it works is you can use the positive. You put your essential agreements in there. You keep those behaviors that you want to work on, but you make their points worth zero, so what happens is as those students are earning those things ... Maybe they need to be called out, and maybe, they got out of their seat, and you want the parents to know that this happened. Maybe, you want to have a conversation about it. Maybe, you want to remind yourself to have a conversation with the student about it later, but if you make it worth zero, the points don't get deducted, so they'll still walk away with a positive number at the end of the day, week, month, whatever the period is that you are tracking their behavior data, but it's still documented. But with that came a lot

of pushback from teachers who were early adopters in using it because for those of you ... Who has used ClassDojo? Who uses it or has used it? Okay, so about half, maybe half haven't. So for those of you who have used it and do use it, you know what I'm talking about, the negative, the bang. Right? It makes that weird, evil sound, and you don't even have to tell the kids who's earning it. They just hear that sound, and everybody is like, "Oh. Him over there, you were talking. That's his fault. Right? Not me." Right? So when we gave that up, because when you take away the negative point, it takes away that sound, and that was a huge battle for us to fight with a lot of the staff who were already using this in their day-to-day routine before it rolled out to the whole school. It boiled down to a conversation. I understand that this sound had power in your classroom. But why is that sound more powerful than you? When you redirect a student, when you give that student the expectation and how they can fix that expectation, that should be the powerful sound that gets them to change, not something from ClassDojo. But for those of you that are in this process or going to be entering this process, that's going to be a potential hurdle, so it's something I wanted to talk about, something to think about as you roll this out to the whole staff. The other reason why we thought it was really important to use the positive was we used to do, beforehand ... Before ClassDojo became our school-wide thing, we had what's called Cheetah Paws, so they were little slips. And for any of you who do paper systems, you know it's a lot of printing. It's a lot of cutting. Kids would hoard them. Right? So in the middle school, especially, we had a store system that you could buy stuff, so at the end of the school year, no joke, there would be plastic baggies full of them, and then the eighth graders would give them to the seventh graders because we had multicolors. We had five or six different colors running around the building, and kids would just collect them. The kids who didn't care would hand them over to the next kid, and that kid would buy everything in the store, and that kid and the other kid didn't care. Right? But long story short, as I digress, when we gave out those Cheetah Paws, it was just expected that you never took it back. Right? If a kid earned it, you didn't walk up to him like, "Oh! Sorry, called out. I'm going to take that back, now," and if you did do that, please don't do that again. But we teach our teachers, don't do that. If you give it to them, they've earned it. That's something they've earned, and that's the other reason why we wanted to get rid of the negative points, because if a student was earning those ClassDojo points, to me and to a lot of the staff, it didn't feel right to take it away from them. They had already earned it. So the two big things, the two big questions that teachers asked were, "Why do I have to do this? I've already got great classroom management. No problems in my class, I don't write anybody up. So why do I have to do it? And how am I supposed to add this to my already long list of things to do?" And some of you are laughing because it's probably the questions that you were thinking in your mind as I first started this presentation. The other reason may be why you even showed up in the first place. Why do you have to do it? While your classroom management may be very, very strong, it was a great team-building activity because while ... So we have partners. Just so you guys know, we have partner teachers. Like I said, 50 percent Spanish, 50 percent English, so the students will switch halfway through the day, and it was a great way for teachers to work together, to communicate what the behaviors were in the morning and in the afternoon as well as, if you had strong classroom management, maybe your partner teacher needs a little bit of extra support. It was a great way to help each other out. The other thing, how am I supposed to add this to my already long list of things to do? I already told you. Look, when you first start, it's going to feel clunky. It's going to feel difficult. For those of you that raised your hand, you know what I'm talking about for the most part. It's going to feel awkward and weird, but once you get past that stage, once you fight through that, it becomes a really amazing, powerful tool, but you got to get to that point. It got to the point that, at the end of my teaching, when I was still in the classroom, that I didn't even have to look at it. I would just have it out. "Oh, So-and-so, great job at raising your hand. Thank you." Participation, there's a Random button, so kids that didn't even raise their hands in my class anymore. Everybody was participating. Everybody was required to be paying attention because you never knew if your name was going to get called, and I had no control over it. It was all random. The

other thing is it's a great way to have students take control of the class. "You're my Dojo person for the day. You had a great day, yesterday. Please, you're controlling it." And if they start cheating and giving extra points to people, you see it. It's all documented, so they can't hide it. It's a mountain. It's the ClassDojo mountain, and it's going to feel like climbing a mountain at times, but you want to make sure that you use your friends. Use the people around you who are doing this and are doing it well. Work together. Strive for perfection, and once you get to the top, it'll feel like a celebration.

>> Good afternoon. As I said earlier, my name is Stacy Alicia, and I teach fifth grade at Pan American, and I was totally one of those teachers that David had mentioned before. I used ClassDojo last year, and I had both positive and negative points, and I loved it. I thought it had a great impact on my own classroom, so I was definitely skeptical when David told us that we were rolling out this idea of ClassDojo being completely universal and only positive, so taking away the negative points on ClassDojo. So I did a little bit of research on why positive interaction is more influential in helping students behave in your classroom, and I really looked into kind of the ratio between positive and negative interactions. Can you actually go back one slide? No. That's fine. So overall, any behavior management, intervention or any strategy that you're using in your classroom or in your school, kind of obvious, the goals are to increase academic engagement, increase the time that students are looking at you when you're speaking, respecting you, respecting each other, looking at each other when they're speaking, writing when they're supposed to be writing, speaking when they're supposed to be speaking, all of that great stuff. The other obvious goal is that you want to decrease the disruptive behavior. You don't want students blurting out answers. You don't want students being disrespectful to you. You want your students to be getting along with each other. You don't want them being unkind to each other so kind of obvious goals. So one thing that I did not know was this positive-interaction-to-negative-interact magic ratio, and this actually came from John Gottman, who's a world-renowned psychologist. This is about 20 years ago, so it's not new. He was looking at interactions between married couples, and he was tracking their positive interactions versus their negative interactions and actually found that couples who were interacting with each other more negatively than positively, so having more negative interactions than positive interactions, that was a sign that they were going to get divorced. He actually used that as an indicator that their marriage was going to fail. That's how powerful this ratio is, and divorcing our students is not an option. As much as we might want to say, "Hey, it's not working out. You've changed. I've changed. It's not you. It's me," it's just not an option, so this magic ratio of shooting for five more positive interactions for every negative interaction that you have with each student ... five isn't a huge number, but it's really, really difficult to track the positive and the negative interactions that you're having with your students. The other thing I learned was cognitively, we tend to focus on the negative, the things that are annoying us, the things that are distracting us, the things that are bothering us, so your interactions with your students often end up being negative. You're not noticing the 18 kids that are doing what they're supposed to be doing. You're noticing the four kids in the corner, throwing paper airplanes or whatever it is that they're doing, so ClassDojo, using that and only using it to give students positive points, really helped me to see that I was not meeting this magic ratio at all. I was really giving just as many negative points as I was positive points. So this graph is not based on ClassDojo. This is based on a study. It was just published in 2017. It has a long title, "Evaluating the Impact of Increasing General-Education Teachers' Ratio of Positive to Negative Interactions on Students' Classroom Behavior." That was the title of this article, but the idea was actually pretty simple. They trained teachers, a small group of teachers, on increasing their positive interactions with their students and gave them trackers. I know we've heard about golf trackers, different ways to track behavior throughout the day, and it was only, I think, two 45-minute sessions that they worked on increasing positive behavior. They learned ways to keep track, and you can see, so this graph is increasing academic-engaged time. That increased 22 percent, which works out to 13.2 more minutes per hour in a school

day of 5 hours. That's 1 extra hour that your students are academically engaged, and that's ... We always complain about not having enough time. That was amazing to me. You get a whole 'nother extra hour of your kids looking at you, being respectful, doing what they're supposed to be doing, and you can see. They started out this study ... It was a small study, but the teachers that were not being trained in this and were not given the clickers to track their positive interactions, you can see that stayed pretty stagnant throughout the year. The other thing, really awesome, this small, just two 45-minute sessions and then tracking your positive behavior decreased disruptive behavior. It went from 14 percent down to 2 percent, which, again, if you're up at 14 percent, which I think I can be in my classroom sometimes, it drives you crazy, and you really, really feel like you're pulling your hair out and losing a lot of value academic time, so that's also really ... It's so simple, just increasing the number of positive interactions that you're having with your students. So now, how do you do that? Because it is difficult to put something in place where you are keeping track of the positive interactions with your students, and even if you are doing that, it's easy to mix in the negative ones, and you don't really necessarily see that ratio. Am I actually speaking to my students, given them positive interactions five times more than I am my negative ones? So that's where ClassDojo really helped me this year, and like I said, I used ClassDojo last year, but I used a mix of the positive and negative points, so by using the positive points, I don't have that, really, option of becoming negative with my students, whereas if you have a behavior chart, something where you can clip down or take something away, you're probably going to do that when students start to misbehave. You're not going to make it positive. You're going to start to get angry and do whatever negative thing that you can do because we're human, so by, at the beginning of the year, setting up ClassDojo and making it all positive, just having ... I can give a point for being compassionate. I can give a point for being accountable. I can give a point for being respectful, and I can give a point for being engaged. That's it. There's no clipping down. There's no taking anything away. It really holds me accountable to increasing the positive interactions that I've having with my students. Next, it is universal, so because David insisted that this would be our universal positive-behavior support plan, it's the same system that my partner teacher, my Spanish counterpart, is using next door with my same students. It's the same system that the music teacher is using when my kids are at music, so on and so forth, so everyone in the school is using this system, so you can see how that's really great for data. If I hear that my kids were misbehaving in music class, I can look and kind of speak to that teacher about, "Well, maybe, you weren't giving enough positive points here," and, look, we have the data right here." That doesn't happen. Our music teacher is fantastic. That's just an example. Also, it's completely convenient, so like David mentioned, this is an app or you can pull it up on your computer, so it's really, really easy to make this seamless in your classroom instruction, so I usually just have another tab open on my computer. My computer is connected to the speakers in my classroom, and then I use my phone to give students points, so the students aren't even really seeing who's getting the point, and that leads me, again, to say, "Thank you, Bob, for being compassionate by doing X, Y, Z." It really holds me accountable for being specific about what I'm giving the points for, but they hear that ding, ding, ding throughout the day, and that's a positive sound that they like to hear. They know that they're getting positive points, and their peers are getting positive points, as well. And like I said, just for providing data, ClassDojo has really helped me to see, "Oh, I was in a bad mood and did not give that many positive behavior points," or, "You know, this student is really struggling," or, "I'm worried about these three kids. But how positive am I being with them throughout the school day?" So it's a very clear look in the mirror of how positive I'm being with my students throughout the school day. Now, Carson is going to talk about some rewards that you can give your students based on using ClassDojo.

>> Thank you. Hi, I'm Carson, and I teacher first grade. Before I get started on giving some ideas on how to implement this in your classroom, I just want to talk a little bit about my experience with Dojo. So I'm only a second-year teacher, and last year, I was really struggling with classroom management. I didn't

know, really, what I was doing. I hadn't gone through a formal teaching program as an undergraduate student, so I'm ripping my hair out. I don't know what to do. I had my clip chart that everybody told me was so fabulous, and I'm trying to find everybody's name, clip up, clip down, and what I realized was that I was using it much more negatively than I was positively with moving students up, and a kindergarten teacher and David Shemaria suggested I try ClassDojo, and like Stacy mentioned, it's really been a great tool for increasing those positive interactions and constantly praising the student with very specific directions, so that's why I really liked using ClassDojo. I also like that it's ingrained with care because it really teaches my first graders what that language means because I have to directly explain to them, "You're being compassionate. I saw you help a student who fell down. Thank you for being compassionate," so the students are starting to learn the definitions of these words, and we're not just using big words without any kind of meaning behind them. So first, I just want to talk about group contingency. So there's kind of three different types of contingencies, and ClassDojo is really very easy to use with all three types. So you have independent, which rewards all students who follow the expectation. Dependent, it's an incentive rewarded to a whole group based on the performance of an individual or a small group, so you might pick ... Some teachers do this, like, "Oh, I have a mystery friend on the carpet today. I'm going to be looking for this mystery friend, and if this person follows the expectation, everybody can earn a ClassDojo point or everybody can get a piece of candy at the end of the day." Interdependent depends on the teamwork of the whole class or a whole group, so it's either all of us get the point or none of us get the point, which is really great to use if you have students doing small group work or you want to build those teamworking skills. So I know my first graders sometimes have a hard time sharing or having civil discussions, so that's been a great tool for me to increase their positive interactions among themselves, so yeah. Can you go to the next slide?. So here are some examples of how we independent, dependent and interdependent group contingencies within ClassDojo. So a lot of teachers have prize menus, so there's a picture of my prize menu, and it really has to be customized to your specific students, and you have to kind of feel out, "How many points am I giving between me and my coteacher, and what's going to work for my specific students?" The other one is the Cheetah Ching Store, which, Dave, you can talk a little bit more about that, but it's basically a token economy in the middle school. Do you want to speak a little bit to that?

>> We'll show the video.

>> Okay. So that works as a token economy in the middle school, and students can use their Dojo points to purchase various items. And then, also, just the language, a lot of teachers I was speaking to before I came to the conference, I was trying to get a feel for what kind of prizes or incentives they give, and a lot of teachers, just the positive language is enough for their classroom and students. They don't need any sort of tangible reward, just hearing their name called out and being praised for whatever behavior they exhibited in front of their peers was enough. For dependent, there's a Random Selection button on Dojo, which is really fun. It'll kind of make this tick, tick, tick, tick, tick noise, and then somebody's name will come up, and you can keep it kind of private and say, "Oh, I have my mystery person. Let's see if this mystery person can get in line quietly and walk down the hall. The whole class will get a point," so then, everybody's kind of motivated, like, "Oh, maybe I'm the mystery person. I better get it together." And for interdependent, small-group and whole-group trackers, it's really easy to give the whole class a point at once, and the kids get really excited when you get to click that button that says, "Select all class," and they all get to earn a point. There's also a feature on Dojo where you can group your students into small groups, which is really great if you're doing centers or doing any sort of long-term group projects. I use that a lot and reward that teamwork and collaboration in my classroom. On the left, I have a picture of the system that I use for centers, so it's in Spanish because I'm the Spanish half of the day, and a lot of behaviors fly out in the Spanish classroom just because it's not the native language of most of our

students, so I needed something to help me have the students become more engaged and respectful during center work. So I created this tracker, and students earn a star during every center, and once we're done with centers, instead of me having to constantly go and use the Dojo while I'm doing guided reading or I'm doing individual instruction, I can just wait until my center time is over, give a star to those groups who were showing teamwork, who were using a whisper voice while I was trying to instruct small group, and then we can have kind of like an award ceremony, so I bring all the kids to the carpet after centers. We give every group that earns a point a point, and everybody cheers, and it's a really exciting time. On the right is another example of a prize menu. So my prize menu has tangible items, but this is a second-grade teacher who doesn't have any tangible items, and it seems to work perfectly with her students. So again, you don't have to go out and buy candy. You don't have to go out and buy pencils or a prize box. Simple rewards just like sitting in the teacher's chair for a day or going to get to read a book to kindergarten can be enough to motivate a student to work towards those prizes. I also want to talk a little bit about systems that you might already have in place in your classroom. I know clip charts are really big in elementary classes, group incentives like brownie points, filling up the brownie tray, and you get a brownie party or whatever kind of party you want. What I've seen a lot of teachers at my school do for the clip chart is every time the student gets to move their name up, at the end of the day, you give one point, two points, three points depending on whatever color they chose, and, again, if you feel Dojo is too much to manage during the day, this is a really easy way to track where did somebody end up. You can have a little celebration at the end of the day, give some points out and have a little celebration for all the kids who were constantly being positive at the end of the day, and the same thing with brownie points. You can assign a number of points to award with each brownie, and then just decide, once we get all of these points, we can have our party or whatever celebration your students have decided is appropriate.

>> So the next thing we're going to show is a video of one of our students who is our middle school ... He's a sixth-grade middle-school student, and he is the Cheetah Ching, which is the money that we give. The Dojo points equate to Cheetah Ching, token economy, and he's the Cheetah Ching Intern.

>> The Cheetah Ching Intern.

>> So he runs the store for the school.

>> He's very, very proud of this position. He was so excited to be featured in our presentation.

>> And this was okay by Mom.

[VIDEO START]

>> Okay. So go ahead and introduce yourself.

>> My name is Alexander Dominic, and I am the Cheetah Ching Intern.

>> What is the Cheetah Ching?

>> Cheetah Ching Store is when students buy stuff and get points to earn it.

>> What is your role as the Cheetah Ching Intern?

>> My role is to help students behave and show them accountable, respectful and engaged.

>> What are some of the most popular items that are in the Cheetah Ching Store?

>> The most popular items is Gatorade and dress-down passes.

>> How many points do you need for those items?

>> For Gatorade, you need 50, and dress-down, you need 200.

>> What do you like about helping with the Cheetah Ching Store?

>> I like helping the Cheetah Ching Store because it shows kindergarten how to behave and help teachers in the classroom.

>> Talk about how earning Dojo points reminds kids to show care.

>> It reminds middle-school kids to show care in front of the kindergarten kids.

>> Is there anything else you want to talk about with this job? Why do you think it's so important?

>> I think it's so important that students show care all day long and earn more points by the minute.

>> And why are the points important?

>> The points are important because they can earn anything in the Cheetah Ching Store or they can just behave.

>> Thank you.

[VIDEO END]

[APPLAUSE]

>> So just to give you a little background ... Sorry, I didn't mean to interrupt the clapping. Just to give you a little bit of background on my friend who was videotaped for this, him doing this and running the store is a huge accomplishment for him. All of those were his own answers. You could tell because he started talking about kindergarten, and ... You know. But this had been a great opportunity for my friend here to really take on some leadership role that he normally would never have been given, and in most classes, the teachers sometimes spend more time kicking him out than kicking him in, so this ability, for him to be this intern, let's be honest. It takes one less thing off of our plate and gives him that leadership responsibility. It's a win-win, so using ClassDojo is a way to incorporate some of the students to see and feel what success looks like. The other thing that goes into this is every student has a bank account, so on ClassDojo, you download the Excel spreadsheet for the week, copy and paste into the master form. You do a little Excel magic, equal sum. It adds the two things up, and kids can keep track of what they have in their account, and then when they spend, we just deduct it. And again, those are all things that Alex is now able to work with with our Cheetah Ching Store, the teacher who runs it. Alex is now able to help do those things, which are great skills for him that he otherwise would have never been able to get.

>> He's also in charge of organizing middle-school parties, so he organized the flyer and the event for the block party, which is also something that the middle schoolers use their Dojo points for.

>> So for those of you who ... This is our last thing, and then we're going to open it up for some questions. Obviously, hopefully, there's questions out there. But the last thing we want to do is, for those of you who did not raise your hand earlier, who do not use ClassDojo, we're not the technical tech people. I'm not going to sit here and go over the intricacies of using ClassDojo, but for those of you who have not seen it or have not used it, we're hoping ...

>> Yeah.

>> Okay. We're hoping to be able to pull up at least the site, a demo class, so you can at least get a general idea of some of the positive ways, but maybe not. Maybe, we jump right into questions.

>> We can just start questions.

>> How do you make this ...

>> Oh, I don't know.

>> Any questions while we're ...

>> Yeah.

>> ... figuring that out?

>> You said the specialist teachers use ClassDojo.

>> Uh-huh.

>> How do they implement it? I'm the librarian at my school.

>> Uh-huh.

>> And I work between two schools, so I have about 800 students. Would I need a different ClassDojo for every class and then switch between every ...

>> Awesome question. What's your ... Whitney. Whitney just asked ... You're the librarian? ... how ClassDojo would work as far as specialists use it because ... You said 800 students?

>> Yeah.

>> So that would be kind of ridiculous to set up ClassDojo, as the librarian, for all 800 students, and what ClassDojo actually allows you to do is, if I set up my homeroom class, I can share my class with any teacher in the school. I don't want to stand in front of the screen. With any teacher in the school, so if I set it up for my homeroom, I share access with you, and you are able to add points to ... Yeah. You're

able to add points, and it doesn't differentiate between classes for the students, so whatever class that student was in, the points will rack up either way.

>> You said you hooked it up to your speakers?

>> Mm-hmm.

>> Would I be able to do the same so that it would ding over the library speakers?

>> Another great question. If you have any sound coming from your computer in the classroom, yes, you will be able to open ClassDojo up on your computer screen, and it will make that sound through your speakers.

>> [INAUDIBLE]

>> That's good.

>> Thank you.

>> I only see kids for 30 minutes at a time.

>> Mm-hmm.

>> Are you wanting me to do five points per kid or five in the whole class period?

>> Great question. Whitney asked if the positive five-to-one ratio would be for the class or for each kid, and my answer is that's really up to you and how you want to hold yourself accountable and how you want to track your progress with using positive language. Me, personally, I don't have an Excel spreadsheet where I am saying, "Every day, this is how many positive interactions I had with this student. This is how many positive interactions I had with the whole class." If you want to do that, that's awesome. I don't think it's 100 percent necessary, unless that's really a goal for you, and I don't ... The five-to-one ratio, I think, is a great place to reach, a goal to achieve. I don't think you have a totally horrible relationship with your students if you are not meeting that five-to-one ratio, but it does allow you to see, "Wow, I had a really rough day with that kid. I gave him two points for being accountable, but that was kind of it," and even if it's in that 30 minutes, 45 minutes, whatever you have with them, and then you can set a really easy goal for yourself. "Tomorrow, when I see him, I'm going to try to give him four positive points. I'm going to try to catch him showing care, or whatever you have in place, more often throughout that day." Thank you, Whitney. Do you want to show them ...

>> So this is the general setup of the ClassDojo. This is obviously the computer screen. It looks a little bit different on your phones or on your tablets, but the general functionality of it is the same. So obviously, you'll have your students listed. You would have to create your students at the beginning of the school year. If, for those specialists, or if you switch classes, you don't need to each individually set them up. You set the class up one time, and then you would share the class with the other teachers who would see your students. That way, when they log into their account, your class will be up there, already done for them. When you give a point, like for instance, if I was an art teacher, and I was giving a point to your class, my name would come up under that point, not your name. So even though they're your class, if I'm giving a point, it is me. When the parents log in, it is my name that they're seeing. Down at

the very bottom, and that might be tough for some of you in the back, is the Random button. Again, that's something that you can utilize in your classroom. Like I said, I got rid of raising the hands. I use the Random button a lot. I didn't get rid of it completely, but I did get rid of it most of the time, a great tool, can also use it for your group contingencies. There is the groups, so if you are working in small groups, reading groups, math groups, centers, you can group your students by that, and then you can give whole points to four or five students at one time instead of having to go in and individually select their names, which can become tedious if you're picking a lot of names at one time. There is the View Report button. Once you hit that, it'll give you the option to drill down, so to say, into it by day, week, month or a custom date range where, then, it'll produce that Excel spreadsheet, and it'll give you your points based on what the students have earned. Just one of those things, rolling it out for parents, one of the hard parts for us, when we made this transition to universal positive behavior, and we got rid of these negative points, because the parents who had teachers who had used it were used to looking at the percentages, so they didn't look at what the kids earned through the day. They looked at the percentage, so what it does is it takes how many positive points you got, the minus points, and then it figures out your average, right, so your percent for the day of positive or negative behavior. So when we first switched over to the this, and we got rid of the negative, parents would log in. They see 100 percent. "Awesome. My kid was great, today." Little do they know, they got three or four write-ups, and they're getting a detention. Right? So then I would call and be like, "Oh, sorry, got a detention," and they're like, "What are you talking about? They got 100 percent. They didn't do anything wrong." So again, just one of those things to think about as you're rolling it out if you're going to use it strictly for positive. That's a conversation that you're going to want to have with parents. "Don't look at the percentage. Look at the actual points earned throughout the day." Any other thing to add?

>> Student Mode is a great way to have students use Dojo without accessing any private information you might have on there, like messages with parents, and it's also a great job for somebody who might be a little bit restless. You can always train them to say, "Okay, if you hear me say, 'So-and-so, good job being compassionate,' you can go ahead and give them a point for being compassionate." That's it. The story feature is also something that I use a lot. You can post updates about what's going on in the classroom. You can post reminders about family game night or whatever it is that's going on at your school, and a lot of parents really like that, too. They can go on and like it. It's kind of like a Facebook news feed.

>> And the thing about the story, so about the stories, it's a great tool, again, for that parent communication, homework, graphic organizers, anchor charts. Teachers will go around not taking pictures of students, because we try to avoid that, obviously, but taking pictures of anchor charts, posting them on the class story so that, when kids go home, parents can start to feel empowered to help their students. One of the big things we run into is the parents don't help with homework because the parents don't understand how to do a lot of the work. It's either been a really long time since they've gone over that math concept in eighth grade or it's not something they remember or feel comfortable doing, so then, they shy away from helping their students, but with that anchor chart or with those notes posted, again, it starts to make the parents feel more empowered to help out, to review that homework with the students.

>> Do we want to open it up for questions?

>> Any other questions before we close out? We got a couple hands back here. Woo! Sorry. All right.

>> How often are the students seeing their own points? I know you said you pull up spreadsheets weekly, but do they have the opportunity to know, daily, how many points they have?

>> Okay, so the question was, "Can students see, daily, how many points they are earning?" and the answer is yes, but that depends on the teacher. So what you can do is, a lot of times, when you walk in from classroom to classroom, teachers will have, as long as they're not using the Promethean Board ... We're blessed with Promethean Boards. As long as teachers aren't using the Promethean Boards, ClassDojo will be posted, so students can see, in live time, their points. Now, another thing to think about, especially, maybe, for the administration or for the teachers who are using this on their own, think about how often you want to reset the points. Is that going to be a daily thing, a weekly thing, a monthly thing, quarterly, trimester, whatever? But the students have access, as long as you have it posted or you can show them on the phone, the live points. The students can also create their own Dojo monster, which is also a big incentive for some of the students. There was another question back there. yes?

>> I know [INAUDIBLE] but we were sort of interested in maybe seeing what your behaviors looked like, how they're set up according to, school-wide, what your expectations are. We sort of struggled because we have behavior expectations that we're taking out in five different areas of the school. So what would that maybe look like? Do you only have the behavior over one side?

>> Mm-hmm.

>> Or how are your behaviors set up?

>> So the question is, "How are the behaviors set up?" This was another big battle for me with some of the teachers, so what we really focused on was making sure that, for the positive end of it, it all coincided with our central agreements, so compassion, accountable, respectful and engaged were all on there. The other thing that was difficult for us to manage is, because we're an IB school, for those of you that don't know about IB, is they have learner profiles, and you have to incorporate learner profiles into your school day, so what we were able to do is every unit ... So there's six units throughout the year for K through five. The teachers were taking their essential agreements. Those were on the Dojo to be earned, and then what they were doing is taking whatever their learner profile was for that unit and adding that to their points, and that was how the students were getting their points, so if a kid was being open-minded or a risk-taker, if that's what the unit was about, that's how they were earning their points. A lot of teachers were a little hesitant about the positive, but most of them started to buy in because that's really the language we want to use with our students. Right? When we see a student holding the door, we want to say, "Thank you, student, for being compassionate. Here's a point." We want to use that language throughout the building because everybody in our building knows what care is. Where it became really difficult and where there was a lot of pushback was the negative points and teachers having a hard time relinquishing those negative behaviors, and that's something ... I know we're out of time, so if you have any questions, I'd be happy to talk about that individually at the end. Thank you so much. I appreciate you bearing with us. I'm going to take this off, right now. How much did we go