



MAGOTHY RIVER MIDDLE SCHOOL'S PARENT WEEKLY UPDATE



MRMS Spotlight




Field Elementary



Magothy River Middle

From AACPS Student to AACPS Teacher
MS. EBERSBERGER



ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Source: Twitter @AACountySchools 4/23/20

Ms. Ebersberger was born to be a teacher. A lot has changed since her early days of teaching her dolls and stuffed animals when she was

[@BenfieldESaacps](#)

. But one thing has not changed, her love of teaching.

She is now an [#AACPSAwesome](#) Science teacher

[@MagRiveraacps](#)

Week of 4/27 - 5/1

Mon 4/27	B-Day
Tues 4/28	B-Day
Wed 4/29	A-Day
Thurs 4/30	B-Day
Fri 5/1	A-Day

UPDATES FROM DR WILLIAMS

Dear Families,

Thank you for joining me for our first virtual coffee hour! It was so nice to connect with our MRMS families! I learned many parents were not able to log-on and access our Google Meet session, my apologies. I did not realize in order to join our session you needed to log-on through your child's account. Our next Virtual Coffee hour is scheduled for, Thursday, May 7 @ 6:30. We do plan to discuss yearbooks and how to celebrate our 8th grade class. Please submit your questions in advance using the google doc, this will allow me to create an agenda of topics. Below you will find meeting minutes from our first session.

Google Classroom:

We have asked that each teacher "turn on" their Parent view option. This will allow parents to see what their child has completed and what they still need to complete.

We plan to share best practices with teachers regarding when to post things under materials, assignments or the stream. Making sure directions or short, sweet and to the point.

Assignments will be posted at the beginning of the week either on Monday or Tuesday depending if they are an A/B-day class. All due dates for assignments are Sunday at 10:00pm, this is county wide.

Google Meet:

We are not able to post google meet codes in the header because middle school teachers teach multiple classes unlike elementary.

Google Meet sessions can no longer be recorded if students are participating within the Google Meet live session. Therefore, teams will be working together to develop a schedule among core teachers.

Teachers still may record themselves presenting a lesson within google meet and post for students to view at their convenience.

I plan to share best practices with teachers regarding when a google meet session is needed and how often they should be offered.

Power School: Should be up and running again for families to access.

Report Cards: Will be mailed home.

A/B-day schedule: This is mandated by the BOE so we are not able to disregard.

Grading Policy: No changes at this time but will provide updates.

Concerns: Please begin with the teacher because they do want to help and make things better for our families. If there are still concerns, please email the grade level counselor and administrator so we can support.

Meds/Glasses: If you need access to important items from school, please contact Dr. Williams, she will meet you at MRMS to grab those items for your child. However, this can only take place on Tuesdays.

April 28: Please note this is now a school day and yes, it is 2-B days in a row. Therefore, I am asking all teachers to post by Monday or Tuesday regardless of the day.

Resources: There are many resources attached. Please review and see what works best and determine what is appropriate for your family. Please see the attached flyers regarding eLearning organizers and yearbook ordering information.

Again, we miss our MRMS community and we hope you are healthy and well!

Sincerely,
Dr. Nuria E. Williams

Let's Get Organized!

The links below have a couple of different tables designed to help you organize your learning for the week.

Please feel free to modify the table to best fit your needs.

Using the table is completely optional.

As Dr. Williams says, "You do you." - just know that it is here for you as a resource should you need it to keep yourself organized.

[My Weekly Learning Schedule - BLANK](#)

[My Weekly Learning Schedule - SAMPLE](#)

[Another Example of an Organizer](#)

YEARBOOK ANNOUNCEMENT

ORDERING

YEARBOOKS ARE STILL BEING PRODUCED AND MAY STILL BE PURCHASED.

<http://yearbooks.classic-photo.com/MagothyRiverMiddle/home3/Bookstore.jsp>

YOUR VOTE COUNTS!

The Magothy River Middle School PTSO is holding annual elections on May 20th. Please vote so we can ensure success for the 2020-2021 school year! We are accepting nominations through May 1st. Please email president@mrrmsptso.org.

POSITION:

PRESIDENT

TREASURER

VP Fundraising

SECRETARY

VP Communications

DESCRIPTION:

Responsible for running and managing all aspects of the PTSO & holding meetings.

Manages all deposits and check writing for the PTSO. Reconciles budget monthly, submits 990-N, ensures audit is completed each summer.

Manages fundraiser events and raising money for the PTO.

Continuing in current Board position:

Handles Meeting Minutes/writing all notes during events and meetings. Manages membership paperwork & creates meeting agendas.

Handles all correspondence for the PWU, Facebook pages, Instagram page and oversees the Webmaster duties.

NOMINEES:

Sylvie Tayman

Kristina Poist

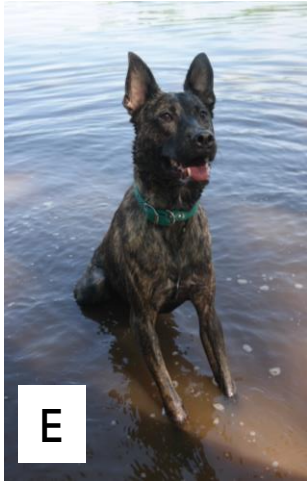
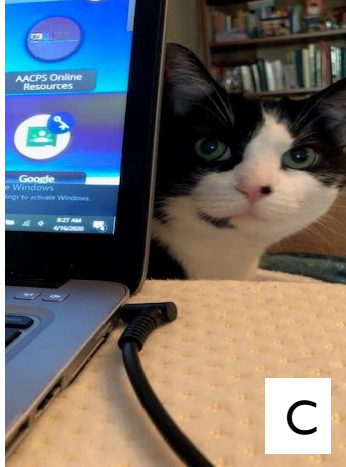
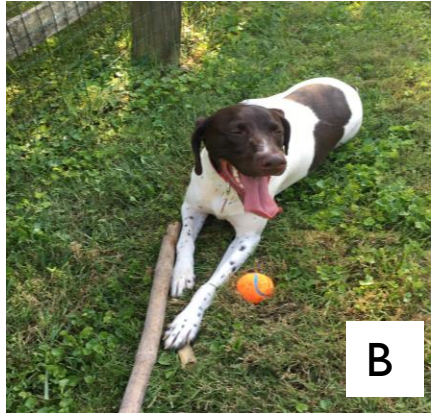
VACANT

Kristi Whitmore

Christina Gehring

Guess the Teacher's Pet

These wonderful pets will be assisting your teachers in your eLessons! Can you guess which pet goes with which teacher? Answers will be on the last page. No peeking!



April 20, 2020

MULTI-TIERED SYSTEMS OF SUPPORT

Weekly Tidbits for Responding to Student Needs Virtually

*If you have any questions or concerns, please don't hesitate to reach out to a member of the MTSS Office.
- Megan Lewis; Holly Rodger; Jasmine Bradshaw; Linda Bilbo; Kathy Rockefeller*

COMMUNITY BUILDING CIRCLES AT HOME

If you are leading a virtual Community-building Circle, here are two great tips:

- Put each question in the Chat box as you begin the round. You can do it yourself, or ask someone else. That way, no one can forget the question.
- Encourage visual feedbacks from participants throughout the Circle, like a “thumbs up.” Simultaneously seeing everyone use a signal helps everyone feel more connected, and feeds the Keeper’s need for assurance that everyone is still on track.

KEEP CALM
and
CIRCLE UP



BRINGING SEFEL HOME

We need to continue to help our youngest learners develop emotional literacy, and families may need extra help with this right now. Please model and allow opportunities for labeling emotions. This can be incorporated into community circles or literature. Examples: "I'm sad it is raining today. I was hoping to go to the park later" or "How do you think Goldilocks felt when she woke up to find the 3 bears?"



VIRTUAL CICO

If you're wishing to continue conducting Check-in/Check-out sessions with students virtually, please join Jasmine Bradshaw in [Virtual CICO Training](#) this month. Be sure to check out the [6 Guidelines for Virtual Check-in/Check-out](#). Use this [link](#) to sign-up.

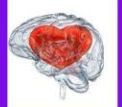
TRYING PBIS AT HOME

“Working, parenting, and teaching are three different jobs that cannot be done at the same time. It's not hard because you are doing it wrong. It's hard because it's too much. Do the best you can. When you have to pick, because at some point you will, choose connection.” - Dr. Emily King Do your students and families need a little help creating and maintaining structures during eLearning? Or, do you need ideas to help manage home and school life all in one. [4 Tips for Trying PBIS at Home](#) may be exactly what they need.



EXPANDED CHILDHOOD BEHAVIOR INTERVENTION (ECBI)

The Expanded Childhood Behavior Intervention (ECBI) has immediate openings for K-12 students who were experiencing behavioral concerns before the school closure. If you have a student who had little or no success with documented behavior interventions and you feel teletherapy services would benefit the student and family, please complete the [referral](#). This is offered through an MSDE grant and Thrive. There is no cost to the family and they may continue with any current therapy services. Please contact Linda Bilbo (lbilbo@aacps.org) or Megan Lewis (mclewis@aacps.org) with questions.



AACPS Resources for Parents

PROMPTING

1. Use language such as “When/Then, If/Then, First/Then”
Ex. When you clean up your toys, then you can go outside to play with your friends.
Ex. If you don’t pick up you don’t pick up your toys, then you well have to go to time out.
Ex. First dinner then ice cream. (Activity 2 is always the more preferred activity)
2. Video: How To Get My Kid To Listen: “If...Then Statements”
<https://www.youtube.com/watch?v=h0Gltzf2D9U>
3. Tips for Parents on Non-Compliant Children- **PDF**
4. Video: Three Ways to Stop a Toddler Tantrum
<https://www.youtube.com/watch?v=QXWcqp9sUbY>
5. Article: Using If/Then To Stop Behavior Problems <https://www.verywellfamily.com/use-ifthen-warnings-to-stop-behavior-problems-1094754>
6. Read Aloud Story: Eat Your Peas- <https://www.youtube.com/watch?v=Rab3lw0qT1U>

Positive Words Examples

NOTE: Tell your child what to do instead of what not to do. Be clear and simple.

DON'T Say	DO Say
Don't Run	Walk, Use your walking feet, Hold my hand
Stop Climbing	Keep your feet on the floor
Stop Whining !	Use a calm voice
No Coloring on the wall	Color on the paper
Don't throw your truck	Roll your truck on the floor
Stop playing with your food	Food goes on the spoon then in your mouth
Don't spit	Spit goes in the toilet, Use your words
No biting	We only bite food, Use your words

CHOICES

1. Video: How To Prevent Power Struggles: Give Choices
<https://www.youtube.com/watch?v=Dnsm4Ri782Y>
2. Article: 10 Smart Ways To Give Your Child Choices and The Benefits
<https://www.thisnthatparenting.com/10-smart-ways-to-give-your-child-choices-and-the-benefits/>
3. Video: Giving Choices Example: <https://www.youtube.com/watch?v=uOsWLLg4E38>
4. Podcast: Positive Parenting Tips for Preschoolers-
<https://www.youtube.com/watch?v=srMo71ifEQw>

SETTING LIMITS

1. Article: The Importance of Setting Limits for Your Child, By: Jennifer Harstein 2017
<https://health.usnews.com/wellness/for-parents/articles/2017-06-26/the-importance-of-setting-limits-for-your-child>
2. Video: Rules, Limits, and Boundaries with Children
https://www.youtube.com/watch?v=leg1ymDh_j8

3. Video: Setting Boundaries During the Terrible Twos-
<https://www.youtube.com/watch?v=z4CNNQkUCJc>
4. Social Story: How Parents Should Set Limits for Kids-
<https://www.youtube.com/watch?v=2ko6SgcCcD8>
5. Setting Limits Chart For Screen Time Example

Holiday and Summer Break
SCREEN TIME RULES
by naturalbeachliving.com

Have you...

- Brushed your teeth
- Brushed your hair
- Dressed for the day
- Had breakfast
- Made your bed
- 20 minutes of reading time (book or magazine)
- 20 minutes of writing, coloring, or drawing
- 30 minutes of outside play
- Made/built something - Lego, Crafts, Block play, Art

DON'T FORGET TO BE AWESOME!

IMPULSE CONTROL

1. Article: Impulse Control Techniques That Work for Children-
<https://www.verywellfamily.com/ways-to-teach-children-impulse-control-1095035>
2. Video: 7 Parenting Tips to Deal with Naughty Behavior:
<https://www.youtube.com/watch?v=zyYViqXZvtY>
3. Read Along Story: Howard B Wigglebottom Learns its Okay To Back Away-
<https://www.youtube.com/watch?v=2lqVJHVkTLE>
4. Being Angry and Safe Social Story- https://www.youtube.com/watch?v=R8c_Br8l_Tc
5. 30 Games & Activities for Self-Regulation- <https://theinspiredtreehouse.com/self-regulation/>

6. Teaching Impulse Control w/ Chutes & Ladders Game

Board Games to Teach Kids About Rewards/Consequences & Impulse Control Chutes & Ladders®

About this Activity

Targeted Diagnosis

- ADHD
- Behavior Disorders

Targeted Skills

- Identifying Rewards & Consequences for Your Actions
- Impulse Control
- Following Directions
- Taking Turns (Patience)

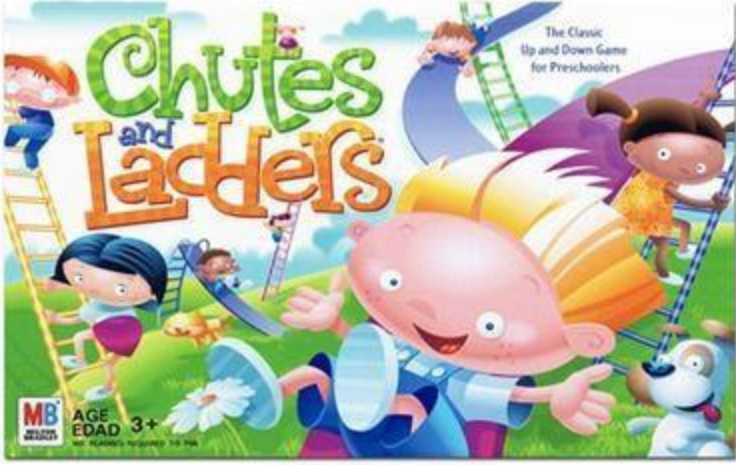
Materials: Chutes & Ladders® board game

Instructions

Play the board game Chutes & Ladders®. As you play, use the pictures on the game to discuss and to teach about the rewards and consequences of various behaviors. The ladders show positive behaviors and rewards, while the chutes show negative or impulsive behaviors and their consequences.

Discussion Prompts

- What is happening in this picture? Ask the child to identify the behavior and how it connects to the consequence.
- Is this a positive choice or a negative choice? Did the character demonstrate good impulse control or not? If not, what other choice might be better? How could the character demonstrate better impulse control?
- Have you ever been in a similar situation? Tell me a little more about it. What did you learn from that situation?



The Classic Up and Down Game for Preschoolers

www.skillsdevelopmenttools.com

POSITIVE PRAISE

1. Video: Power of Praise- <https://www.youtube.com/watch?v=306Mb6ASP84>
2. Article with Videos: Praise, Encouragement, & Rewards- <https://raisingchildren.net.au/toddlers/connecting-communicating/connecting/praise>
3. Video: Behavioral Charts Successfully Helping Children Behave Better- <https://www.youtube.com/watch?v=IUTGW-WjLnY>
4. Printable Reward Charts: <https://www.teacherspayteachers.com/Browse/Search:reward%20charts%20for%20home/Price-Range/Free>

5. 50+ Free and Low-Cost at Home Behavior Incentives

1. Take a walk or hike together	2. Help a parent make dinner one night
3. Decorate paper placemats for the kitchen table	4. Have a special art session together
5. Earn art stuff for creative fun	6. Scavenger Hunt
7. Bake together	8. A delicious milkshake
9. A cup of hot chocolate	10. Read a book together as a family
11. Get a new e-book	12. Earn a printable certificate
13. Choose a dessert to make for dinner one night	14. 30 extra minutes of TV time
15. Choose a favorite treat to eat (or snacks for the day if parents are portioning snacks out)	16. Choose a game to play
17. 30 minutes of one-on-one time with mom or dad (play a game, do a puzzle, draw, etc.)	18. Choose what we will have for dinner one night this week
19. Play on the computer (or other electronic) for 30 minutes	20. Pick your favorite cereal on our next grocery trip
21. Choose a movie to watch together	22. No chores for a day
23. 30 minutes of special outdoor time with mom or dad	24. Make a craft together
25. Earn behavior bucks to save up for a special trip to the Dollar Store (allow child to help create "behaviors bucks")	26. Jump on the bed for 5 minutes
27. Sleep in a different place in the house for one night	28. Plan one day's activities
29. Choose a special breakfast	30. Make a fort together and play in it
31. Slumber party with mom or dad	32. Captain for two hours (let your child be in charge for a set time, no bossiness allowed!)
33. Pick an activity for the family to do	34. Make sidewalk chalk art
35. Make slime together	36. Make playdough together
37. Take pictures (then have mom or dad help you print them out)	38. Color together
39. Play a video game or computer game together	40. Decorate your own room
41. Order a pizza	42. Decorate a room for a holiday
43. Popcorn party	44. Pajama Day (wear pajamas all day)
45. Conduct a science experiment	46. Have a picnic (in backyard or living room)
47. Have a pretend birthday celebration	48. Royalty for the day
49. Extra story at bedtime	50. Build an indoor obstacle course
51. Earn an app purchase or digital game	52. Ride virtual Disney World rides (YouTube)
53. Make a sensory bin	54. Train your pet
55. Create a video to share with family and friends	56. Have a dance party (make your own play list or tune in to DJ Mel on Facebook live)
57. Host a virtual Paint Night	58. Earn pretend dollars (create currency or use Monopoly money) that children can earn. Have them spend their "dollars" on snacks, extra tv time, extra electronic time, art supplies, etc.



Tips for Parents on Non-Compliance

Non-compliance is when a child refuses to obey or comply with a demand or directive. The child may be rebellious, scream "no" to your face, and slam the door. Or the child may say "yes, I'd be glad to help," smile, and go play video games. But either way the child does not do what you asked him to do.

Examples of non-compliance:

- ✚ The child fails to begin doing what he was clearly asked to do within a reasonable amount of time, which would easily be 15 seconds.
- ✚ The child fails to keep doing what he was asked to do until the job is finished.
- ✚ The child fails to follow previously taught rules of conduct in a specific situation, such as at church, at school, at the store, or with friends.

FACT: Noncompliance in children is the most frequent complaint of parents seeking behavioral help. It is frustrating to parents, and underlies most negative interactions between family members (parents, and siblings) and the child.

Behavior is Not Random Behavior is Learned & Unlearned

Disruptive behaviors, aggressive behaviors, or explosive behaviors usually **do not** occur randomly. They occur in "bursts" and are usually associated with either having asked the child to do something around the house, or after having been asked for something by the child and the parents responds with a "no."

- ✚ Children do most things, good or bad, on purpose. Behavior is not random.
- ✚ Your child will misbehave on purpose because he/she is testing you.
- ✚ Your child will observe you to see how you will react. He/she wants to

What to Do When Non-Compliance Happens

Noncompliant behavior can be "self-reinforcing" or "self-rewarding" behavior. In other words, every time your child gets away with not doing what you had asked him/her to do, he/she feels "rewarded." And behavior that is "rewarded" tends to reoccur. So, every time your child gets away with being noncompliant it increases the odds that he/she will be noncompliant to you again.

When your child is noncompliant you need to take action:

- ✚ DO NOT: ignore the behavior hoping that it will go away.
- ✚ Deal with the situation immediately yourself.
- ✚ In very tough situations consider getting some professional help.

know if you will ignore the behavior, excuse it, or just do the chore yourself. He/she wants to know if you will react with anger, guilt, or not at all.

Your child will do things to either:

- ✚ get POSITIVE REINFORCEMENT OR
- ✚ to ESCAPE or AVOID SOMETHING that he/she does not want to do or have.

Having a strong knowledge of behavior management will allow you to be in control of your home, and it will allow the child to feel safe and secure. Children crave discipline, and children with special needs will often need many repetitions of practicing good behavior before it sticks.




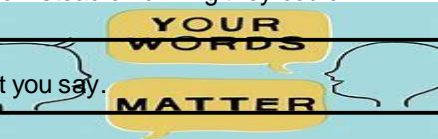
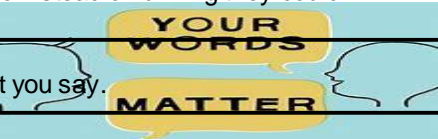
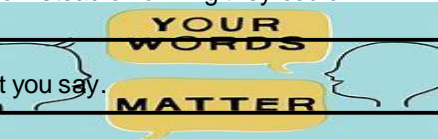
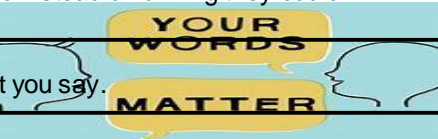

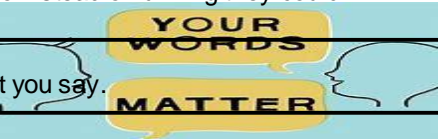
COMPLIANCE

Be firm, and be patient. Understand that any behavior your child has learned, will take time to unlearn!



Tips for Parents on Non-Compliance

Nine Specific Tips & Strategies

<p>I. Allow the child a 'Cool-Down' Break • Select an area in the home or classroom where the child can take a break or go calm down if they need to. The area should be:</p> <ul style="list-style-type: none"> ✚ Quiet, calm, away from noise, windows, or doors, ✚ Include items such as music, sensory toys, cushions, beanbags, etc. ✚ Offer to talk the situation over with that child once he/she has calmed down and then direct the student to the cool-down corner. ✚ Example, "Thomas, I will talk to you when you calm down. Take five minutes in the cool-down corner and then we can talk." 	
<p>II. Ask Open-Ended Questions • If you are faced with a confrontational or angry child and you don't know what happened or why they are upset.</p> <ul style="list-style-type: none"> ✚ Ask neutral, open-ended questions to collect more information before responding. ✚ Pose 'who', 'what', 'where', 'when', and 'how' questions to more fully understand the problem situation and identify possible solutions. ✚ CAUTION: Avoid asking "why" questions (e.g., "Why did you get into that fight with your sister?") because they can imply that you are blaming the child. 	
<p>III. Do Not Get Entangled in Arguments • Avoid being dragged into arguments or unnecessary discussion when disciplining children. If you find yourself being drawn into an exchange with the child (e.g., raising your voice, explaining yourself over and over):</p> <ul style="list-style-type: none"> ✚ IMMEDIATELY use strategies to disengage yourself (e.g., by move away from the child, stop answering their questions, look away, etc.). 	
<p>IV. Use Positive Language – Tell the child what you DO want them to do, instead of what you DON'T want them to do.</p> <p>Example: If the child is running and you want them to stop,</p> <ul style="list-style-type: none"> ✚ Say "Use walking feet please" instead of "Stop running". If you just tell the child to stop doing an action or activity that leave the decision of what to do instead up to the child. So instead of running they could decide to climb, skip, or hop, but not to walk. 	
<p>V. Provide Frequent Positive Attention •</p> <ul style="list-style-type: none"> ✚ Say 3 positive statements to your child for every 1 negative statement you say. 	
<p>VI. When Negative Behaviors Appear, "Go Neutral" When your child begins misbehaving or is off task immediately avoid direct eye contact, excessive language, or touch. All of these are powerful sources of attention.</p> <ul style="list-style-type: none"> ✚ You want to make a clear distinction: between how you act when they behave VERSUS how you act when they misbehave. ✚ Your facial expression should be blank, not angry, excited, stressed, etc. ✚ Your voice tone should be flat and neutral, and shouldn't reflect how upset or exasperated you are. ✚ The more excited, loud, and angry the child becomes, the calmer you need to remain and appear. 	
<p>VII. Interrupt the Child's Anger as soon as they are Triggered Know your child's triggers and how they act, speak, and behave when they are becoming angry or upset. As soon as you see that they are beginning to get worked up, immediately intervene.</p> <ul style="list-style-type: none"> ✚ Redirect them to do something else, ✚ Try to get them to go to their calm cool down area, do an activity together, etc. ✚ DO NOT wait and act on the behavior once the child is already upset. 	
<p>VIII. Offer Choices – A powerful tool to use with non-compliant children is to offer them a choice.</p> <ul style="list-style-type: none"> ✚ If the child is off task or misbehaving, the choice can be to get on task or lose something they enjoy. Example: ("You need to stop arguing with your sister and eat your dinner, or it will be bedtime"). ✚ If the child is being defiant and refusing to complete a task you can give them a choice between two tasks. Example: ("You can take your bath tonight, or you can take it in the morning before school"). 	
<p>IX. Choice making can allow a child to feel powerful and in control, and will sometimes defuse defiant behavior.</p> <ul style="list-style-type: none"> ✚ If the child will not make a choice, then you make the choice for them. They need to understand they are given a small amount of time to select a choice and if they don't, then you get to decide what happens. It is important to be consistent, and follow through with the choice. ✚ If the child is playing with friends and makes a choice to do their homework once their friends go home, then as soon as their friends leave that child needs to start their homework right away. <p><u>Choice making will not be effective if the child is not required to follow through with the choice they made.</u></p>	

Answers to "Guess the Pet"

A – Mr. Britton (Jake)

B – Mr. Britton (Lenny)

C – Ms. Thompson (Samuel L. Catson)

D – Ms. Hamilton (Xena her grandbaby, Coco & Sammy)

E – Ms. H. Murphy (Callie)

F – Ms. Landis (Teddy)

G – Mr. Abrey (Zola & Palmer)

