

Positive Behavioral Interventions & Supports



Supporting Students at Home During Distance Learning

Join us for a Parent Workshop

****This is a repeat of the 9/23 workshop for those that couldn't attend****

How To Support Students At Home During Distance Learning



- PBIS at Home
- Routines, Expectations, Rewards
 - Social Emotional Health

Join Via Zoom

Wednesday, September 30, 2020

6:00 pm - 7:00 pm

<https://us02web.zoom.us/j/85343302739?pwd=Q1MyV3VjZTlzVmpRK3d0VEQzd0F3Zz09>

For attending, your child will receive a reward in class

A virtual drawing will be held for all in attendance

Presented by: Mr. and Mrs. Fellows, Ms. Rudy, and Mr. Adams

Activity:

Click on the image below to follow the link to the Padlet activity.



What PBIS is: A Preventative Measure

- Setting up a set of common expectations, focusing on acknowledging those who meet or exceed the social/behavioral standard
- Data driven
- “You catch more flies with honey than with vinegar”
- Going to the gym and getting healthy before needing to go to the Dr. because of an issue



Three Major Components of PBIS

- Teaching appropriate behavior in all settings.
- Interventions when behavior expectations are not met.
- Recognition when behavior expectations are met.

What PBIS is NOT

- Not disciplining students for inappropriate behaviors
- Giving unearned rewards for meeting basic expectations
- 5:1 ratio of saying “nice” things



Why do it?

- Teaching behavioral skills like any other skill; reading, math, etc.
- Research based- effectiveness vs. punitive system
- Close the normative gap between what is an official expectation vs. what is a practiced expectation
- Provide specific feedback
- Reach the students in the middle, those who could go “either way” depending on their environment

Implementation at School

- Schoolwide Aviator Expectations: Be Responsible, Be Respectful, Be Safe
 - Explicitly taught in first 20 days
- Aim High Rewards: Raffle prize drawings for K-6, Black card for Jr. High
- Classroom implementation: Class Dojo, Clip Charts, et. al.
- Multi-tiered system: Tier 1 in-class, Tier 2 support staff/admin
 -

Aim High Tickets

AIM HIGH!



Circle one:

RESPECT RESPONSIBILITY SAFETY

2

Aim High Given to:

_____ entire class
Teacher's Name

OR

Student's Name
Given by: _____
Initials

2

SCHOOL MATRIX

Posted in each classroom and throughout campus

			
	Be Responsible	Be Respectful	Be Safe
Common Areas <i>Flight Deck and Hallways</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Line up in designated areas <input type="checkbox"/> Walk in a straight line <input type="checkbox"/> Go directly to destination 	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate voice levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Walk at all times <input type="checkbox"/> Keep hands and feet to yourself
Playground	<ul style="list-style-type: none"> <input type="checkbox"/> Follow school rules <input type="checkbox"/> Freeze when bell rings <input type="checkbox"/> Line up after whistle 	<ul style="list-style-type: none"> <input type="checkbox"/> Play by the rules <input type="checkbox"/> Follow adult directions <input type="checkbox"/> Use appropriate language 	<ul style="list-style-type: none"> <input type="checkbox"/> Use equipment correctly <input type="checkbox"/> Walk on the blacktop <input type="checkbox"/> Keep hands and feet to yourself
Lunch Area	<ul style="list-style-type: none"> <input type="checkbox"/> Clean up your area <input type="checkbox"/> Eat <u>your</u> own food <input type="checkbox"/> Use time wisely 	<ul style="list-style-type: none"> <input type="checkbox"/> Raise hand to be dismissed <input type="checkbox"/> Use appropriate language 	<ul style="list-style-type: none"> <input type="checkbox"/> Walk at all times <input type="checkbox"/> Keep hands and feet to yourself
Bathroom	<ul style="list-style-type: none"> <input type="checkbox"/> Go, flush, wash, and exit <input type="checkbox"/> Report messes to an adult 	<ul style="list-style-type: none"> <input type="checkbox"/> Throw away trash <input type="checkbox"/> Keep area clean <input type="checkbox"/> Respect privacy 	<ul style="list-style-type: none"> <input type="checkbox"/> Use space appropriately <input type="checkbox"/> Wash hands with soap <input type="checkbox"/> Walk at all times
Work and Assembly Areas <i>computer labs, assembly areas, library, and classrooms</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Focus on learning <input type="checkbox"/> Follow Directions 	<ul style="list-style-type: none"> <input type="checkbox"/> Use facilities and materials properly <input type="checkbox"/> Listen to and look at the speaker 	<ul style="list-style-type: none"> <input type="checkbox"/> Walk at all times <input type="checkbox"/> Stay in designated areas <input type="checkbox"/> Keep hands and feet to yourself
Dismissal/Bus Area	<ul style="list-style-type: none"> <input type="checkbox"/> Be on time! <input type="checkbox"/> Use cell phones outside the gates 	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Use appropriate voice levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Stay in designated areas <input type="checkbox"/> Walk to destination <input type="checkbox"/> Keep hands and feet to yourself

CLASS MATRIX

Fourth Grade Classroom Expectations



Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none"> • Listen attentively to your classmates' ideas and opinions 	<ul style="list-style-type: none"> • Complete all assignments neatly and on time 	<ul style="list-style-type: none"> • Keep your hands, feet and objects to yourself at all times
<ul style="list-style-type: none"> • Raise your hand for permission to speak 	<ul style="list-style-type: none"> • Always do your best 	<ul style="list-style-type: none"> • Use all materials for their intended use
<ul style="list-style-type: none"> • Listen and follow all directions 	<ul style="list-style-type: none"> • Follow directions the first time 	<ul style="list-style-type: none"> • 2 feet and 4 chair legs are always on the floor
<ul style="list-style-type: none"> • Use kind words and encourage each other 	<ul style="list-style-type: none"> • Ask for help when needed and at appropriate times 	<ul style="list-style-type: none"> • Walk at all times

Classroom Expectations for Social Studies



Be Responsible	Be Respectful	Be Safe
<ul style="list-style-type: none"> • Come prepared with materials 	<ul style="list-style-type: none"> • Use appropriate language and volume 	<ul style="list-style-type: none"> • Use classroom materials appropriately
<ul style="list-style-type: none"> • Follow directions 	<ul style="list-style-type: none"> • Actively listen when others are talking 	<ul style="list-style-type: none"> • Keep your hands and feet to yourself
<ul style="list-style-type: none"> • Clean up after yourself and throw away trash 	<ul style="list-style-type: none"> • Treat books and equipment with care 	<ul style="list-style-type: none"> • Respect others' space and property

Distance Learning Matrix



VIRTUAL CLASSROOM EXPECTATIONS

BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
Limit food/drinks around technology	Use your school issued technology for academic purposes	Wash your hands before and after using the laptops
Use approved websites	Aviators always practice academic honesty	Limit the sharing of technology
Use your teacher's virtual office hours wisely <ul style="list-style-type: none">• Be prepared with specific questions• If you are in a video chat do not speak over other students (mute your mic when someone else is speaking)	Complete assigned work by your teacher Practice positive digital citizenship <ul style="list-style-type: none">• Privacy of Others• No Screenshots / Videos	Return the technology in the condition you receive it (including the charger)

Behavioral response process

Minor Offense Form:

Minor Offenses: Cal Aero Student Referral Form

Instructions for Teachers:

- 1) Attach three (3) Incident Logs to this document.
- 2) Fill out the Student's name, classroom information, date, and time.
- 3) Check the appropriate boxes describing the problem behavior and possible function. Include additional comments as needed.
- 4) Deliver the white page of this duplicate form to the Main Office.
- 5) Do not send students to the main office with this form. An administrator will call out the student to address the form submission, then return the form to you after the student is seen.

Student Name _____ Grade _____ Date _____ Teacher/Staff Member _____

Problem Behavior		
<input type="checkbox"/> Was not Respectful	<input type="checkbox"/> Was not Responsible	<input type="checkbox"/> Was not Safe
<input type="checkbox"/> Defiance	<input type="checkbox"/> Academic dishonesty	<input type="checkbox"/> Not working with others
<input type="checkbox"/> Disagreeing inappropriately	<input type="checkbox"/> Disrupting instruction	<input type="checkbox"/> Property misuse
<input type="checkbox"/> Disrespectful/profanity to peers	<input type="checkbox"/> Dress code violation	<input type="checkbox"/> Running/Horseplay
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Excessive talking	<input type="checkbox"/> Other:
<input type="checkbox"/> Other:	<input type="checkbox"/> Not on task	
	<input type="checkbox"/> Phone misuse	
	<input type="checkbox"/> Other:	
Potential Function of Problem Behavior		Additional Comments
<input type="checkbox"/> Attention seeking from:	<input type="checkbox"/> Avoidance of:	
<input type="checkbox"/> adult	<input type="checkbox"/> group work	
<input type="checkbox"/> peer(s)	<input type="checkbox"/> peers	
	<input type="checkbox"/> scheduled event	
<input type="checkbox"/> Gain an	<input type="checkbox"/> seat work	
<input type="checkbox"/> activity	<input type="checkbox"/> tasks	
<input type="checkbox"/> item	<input type="checkbox"/> Other:	

Referring Teacher's Signature _____

(For Office Use Only) The following action(s) was taken by and Administrator [Name: _____]	
<input type="checkbox"/> Assigned target skill development	<input type="checkbox"/> Assigned detention:
<input type="checkbox"/> Conferenced with parent/guardian	<input type="checkbox"/> Benched In Office w/instructional support
<input type="checkbox"/> Contacted parent/guardian	<input type="checkbox"/> No Contact Contract
<input type="checkbox"/> Counseled student	<input type="checkbox"/> Other action taken:
<input type="checkbox"/> Provided corrective teaching and facilitated student reentry	<input type="checkbox"/> Reinforce the student's behavior contract
<input type="checkbox"/> Retaught/practiced the behavior skill	<input type="checkbox"/> Reinforced the teachers/school's incentive system
<input type="checkbox"/> Warned student	<input type="checkbox"/> Restricted or lost privilege/activity:
	<input type="checkbox"/> Sent to another classroom w/instructional support
Comments:	

White: Main Office

Yellow: Teacher

Behavioral response process

Major Offense Form:

MAJOR Offense: Cal Aero Student Referral Form

Instructions for Teachers:

- 1) Fill out the Student's information, and the date and time of the incident.
- 2) Check the appropriate boxes describing the major offense and possible function.
- 3) Describe in detail what you witnessed and/or what took place.
- 4) Deliver this referral to an Administrator or the Front Office if an Administrator is unavailable.
- 5) The Administrator overseeing this discipline referral will contact you with the outcome of the referral.

Student Name _____ Grade _____ Time _____ Date _____

Major Offense (Ed Code)	Detailed Description of Incident
<input type="checkbox"/> Bullying <input type="checkbox"/> Committing an obscene act <input type="checkbox"/> Destruction of property <input type="checkbox"/> Ethnic/culturally inappropriate language <input type="checkbox"/> Fighting or Assault <input type="checkbox"/> Plagiarism <input type="checkbox"/> Possession of stolen property <input type="checkbox"/> Profanity toward faculty or staff <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Threatening others <input type="checkbox"/> Weapon <input type="checkbox"/> Other: _____ _____	<i>Include the location, time, faculty, staff, and/or students involved:</i>
Possible Function for Problem Behavior <input type="checkbox"/> Attention seeking from: <input type="checkbox"/> adult <input type="checkbox"/> peer(s) <input type="checkbox"/> Avoidance of: <input type="checkbox"/> group work <input type="checkbox"/> peers <input type="checkbox"/> seat work <input type="checkbox"/> scheduled event <input type="checkbox"/> tasks <input type="checkbox"/> Gain an <input type="checkbox"/> activity <input type="checkbox"/> item <input type="checkbox"/> Other: _____	

Referring Faculty/Staff Printed Name _____

Referring Faculty/Staff Signature _____ Date: ____ / ____ / 20____

White: Minor Referral

Yellow: Teacher

Saving Video

This video is being saved to Google Drive.

General Tips:

Avoid *“The new normal”*

Despite how it looks, this IS school. If you treat it so, they will follow

Separate school from home



Encouraging RESPONSIBILITY

- Routine
- Timers
- Check-ins
- Breaks
- Student communication with teacher
- Participation
- Privacy
- Email boundaries



Encouraging RESPECT

- Timer
- Check-ins
- Food/drink
- Language
- Emails
- Chat box
- Privacy
- Screenshots
- Self-respect



Encouraging SAFETY

- Internet safety
- Food/drink
- Emotional well-being
- Communication with teacher
- Relaxing and calming activities
- Email
- Screenshots
- Privacy



Set Routines

Elementary Routine Example	Secondary Routine Example
<p>Get Ready to Learn Wake up, get ready for the day, & eat breakfast</p>	<p>Get Ready to Learn Wake up, get ready for the day, & eat breakfast</p>
<p>Morning Check-in Review morning schedule & expectations. Check-in (How are you doing today? Do you have any questions?)</p>	<p>Morning Check-in Together, set schedule & expectations. Check-in (How are you doing today? Do you have any questions?)</p>
<p>Morning Movement* Consider a walk outside, yoga, "hike" inside on the stairs, etc.</p>	<p>Morning Exercise* Choose an exercise activity to do in the home or outdoors</p>
<p>Structured Learning[‡] Establish times for core academic activities, like reading, math, writing</p>	<p>Morning Distance Learning[‡] Support the student in engaging in distance or remote learning activities</p>
<p>Lunch Check-in Eat healthy lunch, review afternoon schedule & expectations. Check-in (How are you doing? Do you have any questions?)</p>	<p>Lunch Check-in Eat healthy lunch, discuss afternoon schedule & expectations. Check-in (How are you doing? Do you have any questions?)</p>
<p>Afternoon Learning Activities Consider a virtual field trip, art, music, science, or other fun learning activity</p>	<p>Afternoon Distance Learning Support the student in re-engaging in distance or remote learning activities</p>
<p>Afternoon Movement Consider a walk, dance party, or similar active movement options</p>	<p>Afternoon Exercise Choose an exercise activity to do in the home or outdoors</p>
<p>Social Connection[§] Connect with family members or friends via social media, phone, etc.</p>	<p>Social Connection[§] Connect with family members or friends via social media, phone, etc.</p>
<p>Evening Family Time & Bedtime Maintain typical evening routines to connect with each other</p>	<p>Evening Family Time & Bedtime Maintain typical evening routines to connect with each other</p>

Home Example

	Virtual Classroom	Mealtime	Bedtime
Be Respectful	Keep background noise to a minimum when engaged in lesson	Be kind to family members during conversation Put your dishes in the sink	Be polite when reminded about bedtime
Be Responsible	Do your best work Turn in your homework when it is due	Wash your hands before helping with meal preparation and/or eating	Go to bed on time
Be Safe	Keep open drink away from computer keyboard	Keep feet on the floor	Wash your hands before brushing your teeth

Rewards

- Pick a movie to watch as a family
- Choose one of your chores for mom/dad to do
- Pick dinner
- Extra time (outside, video games, art, etc.)



Your turn!

Create a
PBIS-style
Matrix for
your home:



FAMILY MATRIX OF EXPECTATIONS

Be Safe					
Be Responsible					
Be Respectful					

Social Emotional Learning

SEL consists of five key skills:

- Self-awareness - recognition of one's own emotions, personal goals, and values
- Self-management - regulation of one's own emotions and behaviors
- Social awareness - understanding of and compassion for others' backgrounds or cultures
- Relationship skills - ability to establish and maintain healthy relationships
- Responsible decision-making - making positive choices involving one's own behavior

A Vision for Schoolwide SEL

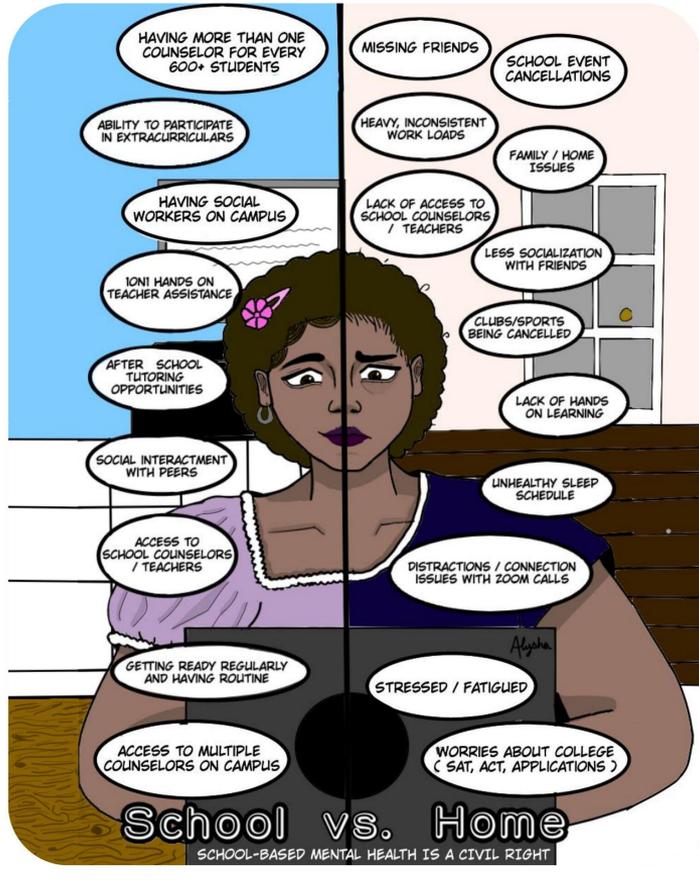
Educators, students, families, and community members work together to support the healthy development of all students.

All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers.

Students are contributing in positive ways to their school and community.

SUMMARY OF STUDENT MENTAL HEALTH SURVEY RESULTS

YOUTH
LIBERTY
SQUAD



- 22% of students reported receiving mental health services before the pandemic.
- 32% of students who were not receiving services feel they may now need services.

Thus, over half of California's students could need mental health support.

- 65% of students rated their mental wellness at 7 or above on a scale from 1-to-10 pre-pandemic.
- Less than 40% of students rated their current COVID-19 mental wellness at the same level.

23% of students rated their mental wellness at a three or less, up from 7.2%

- Some of the most frequent words by students to describe their mental state were boring, lonely, overwhelming, and anxious.
- Students expressed that they're overwhelmed with school work, the well-being of their families, general uncertainty, and missing out on their high school experiences.

SEL Data

Dartmouth study

- College students were more anxious, depressed, and sedentary during the initial outbreak of COVID-19 than they were during similar academic terms in other years, according to a multiyear study using mobile sensing.

According to Forbes

- 20% of college students are more depressed.
- 11% are more anxious.
- 16% are more lonely.
- Study shows unprecedented increase in mental health challenges among undergraduates

How to talk with your child

- Keep it short and simple
- Never use scare tactics
- Be a good listener
- Ask open ended questions

Ask...

- What was the best / worst part of your day?
- How did you take a break today?
- How have you connected with other people today outside of school?



What is something you will try at home?



https://docs.google.com/forms/d/e/1FAIpQLSdFWk7Ktew2k0NNQBO2R0df94wUtrnfOaldoNcHi8e5AkDPaw/viewform?usp=pp_url

Thank you!

Before you



THINK

T = Is It True?

H = Is It Helpful?

I = Is It Inspiring?

N = Is It Necessary?

K = Is It Kind?

RESOURCES

PBIS at home packet