BACK TO BASICS
Supporting Students & Staff Through PBIS After Collective Trauma
May 26, 2021
ONLINE TRAINING EXPECTATIONS:

**SELF**
- Self-monitor - (Are you participating? Engaged as a learner? Talking during allotted times?)
- Stretch, break, stand as needed
- Be patient with yourself

**OTHERS**
- Be patient with others
- Use mute until you plan to speak
- Room for every voice
- Use kind words and facial expressions

RESPECT...
Special Thanks

- **Lucille Eber**: Midwest PBIS Network & **Susan Barrett**: Mid-Atlantic PBIS Network
- National PBIS Technical Assistance Center
- Wisconsin Department of Public Instruction
- The National Child Traumatic Stress Network (NCTSN)
May Institute

- May Institute is a nonprofit organization that is a national leader in the field of applied behavior analysis, serving individuals with autism spectrum disorder and other developmental disabilities, brain injury and neurobehavioral disorders, and other special needs.

- Designated and funded by OSEP in September 2003 as one of ten universities and agencies in conjunction with the University of Oregon as the National Technical Assistance Center on Positive Behavior Interventions and Supports (www.pbis.org)
House Keeping

- **CEU’s:** The CHECK IN and CHECK OUT codes will be provided in the CHAT BOX during the first and last 5 minutes of the presentation.
  - You will need CEU HELPER to receive credits. [Https://ceuhelper.com/](https://ceuhelper.com/)
  - If you have any issues let our chat box monitor Tobey know and she can assist you.

- **Questions:** Please use the Q&A feature. Your questions may be answered in the Q&A box or live.

- **Resources:** Listed after each section and at the end.

- **Handouts:** Presentation slides and recorded video will be available on the [May Institute Website in the PBIS Online Learning section.](https://www.mayinstitute.org/services-for-schools/pbis/educator-virtual.html) (Shared in CHAT BOX)
Today’s Presenters

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Today’s webinar is attended by folks from **32 US States** plus **Canada** and **St. Croix**

WELCOME!
Purpose of the Webinar

• Provide you with resources and ideas for supporting students and staff upon returning from a disrupted year

• Support the adaptation of PBIS and Trauma Informed Care in schools and agencies to meet the needs of students/individuals and staff

• This presentation will primarily focus on Tier 1 Supports in relation to collective trauma/chronic stress
Trauma from a PBS/ABA Perspective

- The stimuli that were paired with the trauma, called triggers, become a motivating operation for positive and negative reinforcement contingencies.

- Contact with contingencies that use these stimuli (triggers) will increase motivation to engage in problem behaviors that provide escape or comfort.

- Motivating operations (MO) are environmental variables that: alter the effectiveness of some stimulus, object, or event as a reinforcer, and alter the current frequency of all behavior that has been reinforced by that stimulus, object, or event.

- Triggers also elicit the emotions (physiological arousal) experienced by the trauma.

- Trigger analysis (functional behavior assessment) and intervention (both respondent and operant) are indicated to weaken these physiological fear responses.
Unit of Analysis

- Student/Individual
- Classroom/Program Room
- School/Program
- District/Agency
Definition of Trauma

“Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual’s functioning and physical, social, emotional, or spiritual well-being”

(Substance Abuse and Mental Health Services Administration [SAMHSA], Trauma and Justice Strategic Initiative, 2012, p. 2).
What is trauma?

Trauma refers to extreme or chronic stress that overwhelms a person’s ability to cope & results in feeling vulnerable, helpless & afraid.

- Can result from one event or a series of events.
- Event(s) may be witnessed or experienced directly.
- Experience is subjective.
- Often interferes with relationships; self regulation; & fundamental beliefs about oneself, others & one’s place in the world.

Eber & Barrett, 2017

http://sspw.dpi.wi.gov/sspw_mhtrauma
13 of every 30 students in a classroom experience toxic stress from 3 or more Adverse Childhood Experiences (ACEs)

Eber & Barrett, 2017
Trauma affects learning

Adversely affects students’ ability to ...

- Acquire language & communication skills
- Understand cause & effect
- Take another person’s perspective
- Attend to classroom instruction
- Regulate emotions
- Engage the curriculum
- Utilize executive functions
  - Make plans
  - Organize work
  - Follow classroom rules

Eber & Barrett, 2017
Trauma affects school performance

Lower scores on standardized achievement tests (Goodman et al, 2011)

Substantial decrements in IQ, reading achievement & language (Delaney-Black et al, 2002)

2.5x more likely to be retained (Grevstad, 2007; Sanger et al, 2000; Shonk et al, 2001)

Suspended & expelled more often (Grevstad, 2007; Sanger et al, 2000; Shonk et al, 2001)
Collective Trauma

Examples: wars, natural disasters, mass shootings, terrorism, pandemics, systematic and historical oppression, recessions, and famine or severe poverty (Aydin, 2017; Chang, 2017; Hirschberger, 2018; Saul, 2014).

Those from marginalized or financially disadvantaged backgrounds are more likely to be impacted by the collective trauma (NCTSN)
Collective Trauma

Although some experience the trauma with more intensity all are affected in some way.
### TRAUMA/STRESS & Covid-19

#### Common Reactions of Children
- Fearful of new situations
- Separation anxiety
- Fear of the darkness or animals
- Clinging to parents
- Baby talk
- Loss of bladder or bowel control, constipation
- Speech difficulties (e.g., stammering)
- Loss of appetite
- Become passive and quiet
- Thumb-sucking
- Irritability
- Aggressive behavior at home or school
- Competition with younger siblings for parental attention
- Night terrors, nightmares, fear of darkness
- School avoidance
- Withdrawal from peers
- Loss of interest, poor concentration and attention in school
- Headaches or other physical complaints
- Fears about weather, safety, recurrence
- Thinks about many frightening moments during and after the events

#### Common Reactions of Adolescents
- Sleep disturbance
- Appetite disturbance
- Rebellion in the home
- School problems (e.g., fighting, withdrawal, loss of interest, attention-seeking behaviors)
- Physical problems (e.g., headaches, vague pains, skin eruptions, bowel problems, psychosomatic complaints)
- Loss of interest in peer social activities
- Poor performance
- Withdrawal and personal isolation, extreme avoidant behavior
- Changes in peer group or friends
- Agitation or decrease in energy level
- Irresponsible and/or delinquent behavior
- Use of alcohol and drugs

#### Common Reactions of Adults
- Sleep problems
- Avoidance of reminders
- Excessive activity level
- Crying easily
- Increased conflicts with family
- Hypervigilance
- Isolation, withdrawal
- Fatigue, exhaustion
- Gastrointestinal distress
- Appetite change
- Somatic complaints
- Worsening of chronic conditions
- Depression, sadness
- Irritability, anger
- Anxiety, fear
- Despair, hopelessness
- Guilt, self-doubt
- Mood swings

#### Common Reactions of Older Adults
- Depression, withdrawal, apathy
- Decline in physical health with an increase in physical complaints
- Disorientation, confusion, and memory losses
- Agitation, impatience, anger, and irritability
- Appetite and sleep disturbances
- Reluctance to leave home
- Relocation adjustment problems
- Worsening of chronic illnesses
- Sleep disorders
- Somatic symptoms
- Multiple medication needs
- Despair about losses
- Apathy
- Anxiety with unfamiliar surroundings
- Embarrassment about receiving “hand outs”

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Higher baseline state of arousal

- Persistent physiological state of alarm
  - *(constant “yellow alert”)*
- Likely to be more reactive than peers, as external stressors are introduced (e.g., complicated task at school, disagreement with a peer)
  - *Fight, flight, freeze*
- Over-reading possibility of threat leads to lower brain functioning & impulsive acts
  - *e.g., striking out physically or verbally, leaving the classroom, shutting down*
- Student views his/her actions as defensive & justified

WI Department of Public Instruction Trauma-Sensitive Schools Resources
http://sspw.dpi.wi.gov/sspwmhtrauma
Adapted from Chris Dunning
A Behavioral Explanation of Trauma Reactions

**Antecedent**

- Retraumatizing Events
  - Unexpected changes to schedule
  - Reprimands that may lead to feeling threatened, attacked, vulnerable or shame

**Behavior**

- Fight, flight, freeze

**Consequence**

- Obtain or Escape
  - People (e.g. Attention),
  - Things/Activities (e.g. classwork, coping mechanisms)
  - Sensations (e.g. relief from discomfort, distraction)
How do we see students?

**Behavior is the language of trauma, especially for children**

**Uninformed view**

- Anger management problems
- May have ADHD
- Choosing to act out & disrupt classroom (e.g., disrespectful or manipulative)
- Uncontrollable, destructive
- Non-responsive

**Uninformed response**

- Student needs consequences to correct behavior or maybe an ADHD evaluation

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Eber & Barrett, 2017

WI Department of Public Instruction Trauma-Sensitive Schools Resources

http://sspw.dpi.wi.gov/sspw_mhtrauma

Adapted from Daniel & Zarling (2012)
How do we see these students?

*Behavior is the language of trauma, especially for children*

**Trauma-informed view**

- Maladaptive responses (in school setting)
- Seeking to get needs met
- Difficulty regulating emotions
- Lacking necessary skills
- Negative view of world (e.g., adults cannot be trusted)
- Trauma response was triggered

**Trauma-informed response**

- Student needs to learn skills to regulate emotions & we need to provide support

Eber & Barrett, 2017

WI Department of Public Instruction Trauma-Sensitive Schools Resources

http://sspw.dpi.wi.gov/sspw_mhtrauma

Adapted from Daniel & Zarling (2012)
PBIS at all Three Tiers

**Antecedent**
Prevent
- Create supportive / proactive environments that reduce/prevent re-traumatization

**Behavior**
Teach
- Appropriate strategies for regulating and expressing emotions
- Appropriate communication skills (e.g. help & break)

**Consequence**
Reinforce
- Appropriate behaviors
- Using calming strategies
- Communication skills

MayInstitute
Shaping Futures. Changing Lives
Which Tier? Depends on your Data

**Tier 3 – Intensive** mental health supports designed to meet the unique needs of students who already display a concern or problem.

**Tier 2 – Targeted** mental health supports provided for groups of students identified as at risk for a concern or problem.

**Tier 1 – Universal** supports that all students receive. Promoting wellness & positive life skills can prevent or reduce mental health concerns or problems from developing.
# Trauma Practices & PBIS

## Continuum of Practices

<table>
<thead>
<tr>
<th>Level of Intensity</th>
<th>PBIS Framework</th>
<th>Trauma-Informed Practices</th>
</tr>
</thead>
</table>
| Prevention & Skill Building (Tier 1) | - Define/teach expectations  
- Proactive behavior management by making adjustments in the environments  
- Consequence systems with emphasis on proactive reinforcement of desired behavior  
- Establishment of rapport with students  
- Collection and use of data  
- Universal Screening | - School climate policies that promote safe climate  
- Instruction in Social-emotional learning, mental health literacy & suicide prevention  
- Predictable routines  
- Opportunities for choice  
- Adults model emotional regulation  
- Comprehensive School Counseling model  
- Sensory opportunities to manage anxiety  
- “Calm zones”  
- Universal Screening for Trauma |
| Early Intervention (Tier 2) | - Check-in/Check-out  
- Check & Connect  
- Behavior Contracts  
- Targeted Screening  
- Social Skills Curricula  
- Mentoring  
- Collection and use of small group data | - Adult mentors  
- Small groups for Social/Emotional Learning & Trauma-focused Cognitive Behavior Therapy  
- Building Consultation Team  
- Staff awareness of higher-risk groups  
- Pupil services accessible and approachable  
- Screening for Trauma  
- Parent & Caregiver education |
| Intensive Intervention (Tier 3) | - Functional assessment  
- Function-based multi-component supports  
- Wraparound and person-centered support (e.g., RE-NEW)  
- Use of least to most intrusive hierarchy of interventions | - Function-based multi-component supports  
- Wraparound and person-centered support  
- Staff avoiding “trauma triggers”  
- Lethal means restriction  
- Case management  
- Coordination with community-based treatment  
- Language based teaching approaches with multiple forms of communication (more visual)  
- Parent & Caregiver training and support |

Massachusetts Flexible Framework for Trauma Sensitive Practices in Schools  
(Massachusetts Advocates for Children: Trauma & Learning Policy Initiative, 2013)
Planning: Back to PBIS Basics

A SCHOOL GUIDE FOR RETURNING TO SCHOOL DURING AND AFTER CRISIS: A Guide to Supporting Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework

A DISTRICT GUIDE FOR RETURNING TO SCHOOL DURING AND AFTER CRISIS: A Guide to Supporting Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework

School Reentry Considerations: Supporting Social, Emotional, Social and Mental and Behavioral Health Amidst COVID-19

March 2021
Connect
CONNECT

- **Staff → Student**
  School Connectedness

- **Student → Student**
  Reconnect with friends and peers

- **Staff → Staff**
  Morale Boosting Activities

- **School → Families**
  Home Support

- **School → Community**
  Referrals to Community Support Resources
A student’s belief that the adults care about his/her/their learning as well as about the student as an individual (APA, 2014; CDC, 2009)

What is it?

- Strong relationship with:
  - School attendance
  - Staying in school longer
  - Grades
  - Test scores

- **Strong protective factor** against
  - Substance use,
  - School absenteeism,
  - Early sexual initiation,
  - Violence & Unintentional injury
  - Emotional distress, Disordered Eating, Suicidal Ideation and Attempts (CDC, 2009; Pierre, 2020)

Benefits of:

- School Connectedness
Staff to Student Connections

Relationship Builders
- Providing time for students to spend with prior teachers
- Welcome students each day and every class
- Individual check-ins with students
- Use language that focuses on student’s assets to promote safety and inclusion
  - *Use acknowledgements as an opportunity to engage in pleasant interactions*

Teaching Practices & Systems
- Facilitate trust and safety by teaching and reinforcing expectations and routines.
- Integrate SEL lessons into your daily routines and classes:
- Provide venues for students to voice their concerns
- Engage students in decision making processes that impact the school culture and climate

(APA, 2014; ASCA & NASP, 2020; CDC 2009; Center for PBIS, 2020)
Student to Student Connections

- Provide time for students to spend with current/prior classmates (incl back to school events)
- Use peer buddies
- Implement year-long homerooms or advisories
- Foster opportunities for students to work together (Peer assisted learning; Group projects)

(ASCA & NASP, 2020; Center on PBIS, 2020)
Staff to Staff Connections

- Smile at each other 😊
- Establish mentor relationships, especially for newer teachers (new to building and new to the profession)
- Create time and opportunities for informal socializing (built into the school day and after school) to get to know each other personally
- Establish systems for staff to support each other (e.g. tap in/tap out; buddy classrooms)
- Establish opportunities for teachers to provide each other positive feedback (catching each other doing good)

(ASCA & NASP, 2020; Pendergast, 2020)
School to Family Connections: Engagement

- Provide varied opportunities and means for communication to occur
  - Communicate with families regularly and proactively to build strong, positive relationships
  - Use inclusive language (including in forms)
  - Establish clear avenues for seeking support for their child

- Provide opportunities for families to be actively involved in their student’s academic and school life
  - Homework assignments and projects that align with family and student interests
  - Share their child’s data!
  - Send positive notes home
  - Invite parents to your PBIS team

- Parent Workshops (SEL/Academic)

(APA, 2014; ASCA & NASP, 2020; CDC 2009; Center on PBIS, 2020; Flamboyan Foundation, ND)
School to Community Connections

- Create trusting and caring relationships that promote open communication within the broader school community
  - Develop relationships with your local departments of children and families, mental health agencies, childcare agencies, religious institutions, etc.
  - Invite them to be a part of your problem-solving processes as key stakeholders

The Interconnected Systems Framework (ISF): Key Messages

- Single System of Delivery
- MH is for ALL
- Beyond Access: Fidelity & Outcomes
- MTSS: Teams, Data, Screening Continuum of EBPs

(APA, 2014; CDC 2009; Eber, 2019)
Assessing School Connectedness: School Climate Survey

Student Assessment
- Elementary (11 items)
  - School Connectedness
  - School Safety
  - School Orderliness
  - Peer and Adult Relations
- Middle/High (9 items)
  - Teaching and Learning
  - Relationships
  - Safety

Teacher & Family
- School Personnel (29 items)
  - Staff Connectedness
  - Structure for Learning
  - School Safety
  - Physical Environment
  - Peer/Adult Relations
  - Parental Involvement
- Family (21 items)
  - Teaching and Learning
  - School Safety
  - Interpersonal Relationships
  - Institutional Environment
  - Parent Involvement
Connecting Resources

- The Reparative Power of Relationships - [https://www.edutopia.org/article/reparative-power-relationships](https://www.edutopia.org/article/reparative-power-relationships)

- Center on PBIS Family: [https://www.pbis.org/topics/family](https://www.pbis.org/topics/family)

- Classroom Family Engagement Rubric: [https://www.pbis.org/resource/classroom-family-engagement-rubric](https://www.pbis.org/resource/classroom-family-engagement-rubric)


- School Climate Survey: [https://www.pbisapps.org/resources/publications#school-climate-survey.manual](https://www.pbisapps.org/resources/publications#school-climate-survey.manual)

- School Re-Entry Considerations: Supporting Student Social and Emotional Learning & Mental and Behavioral Health Amidst Covid-19: [https://www.nasponline.org/x55418.xml](https://www.nasponline.org/x55418.xml)
Screen
Back To Basics: Screen

- Implement formal and/or informal screening (e.g. daily check-ins)
- Create an efficient referral system
- Prioritize screening during first few weeks of school and repeat through the year
- Review data at regular intervals to identify students who may need additional support.
Screening: Implementation in 3 Phases  
(Dvorski, Girio-Herrera, & Owens, 2014)

- PLANNING
- SELECTING A SCREENING TOOL
- CREATING LINKS FOR FOLLOW-UP
Screening & Identification

Teacher Nomination for Assistance:
- *Short/simple*
- *Designed for quick response*

Currently Available Data
- ODR/Classroom Minors
- Attendance
- Academic Indicators/Grades
- Visits to the Nurse/Guidance

**Universal Screening Instruments:**
- Behavioral & Emotional Screening System (PreK-12)  Kamphaus & Reynolds, 2008
- Behavior Intervention & Monitoring Assessment System (K – 12) McDougal, Bardos, & Meier, 2016
- Systematic Screen for Behavior Disorders (K-6)  Walker & Severson, 1990
- Strengths & Difficulties Questionnaire (K-12)  Goodman, 2001
Elementary
There is an adult in the school who will help me if I need it.
• Strongly Disagree/Somewhat Disagree/Somewhat Agree/Strongly Agree

Secondary
I know an adult at school that I can talk with if I need help.
• Strongly Disagree/Somewhat Disagree/Somewhat Agree/Strongly Agree

(Georgia DOE, 2014)
Discipline Referral

M--- Elementary School

Referral ID: 68965782

Staff
S., Meeghan

District ID
9220

Referral Type
Minor

Student
Xxxx, C.

District ID
147435

Grade
3

IEP
Yes

504
No

Date
January 21, 2021

Time
8:45 AM

Location
Distance Learning

Problem Behavior
Other

Perceived Motivation
Other

Others Involved
None

Action Taken
Conference with Student

Seclusion / Restraint
No

Custom Fields

Did teacher contact parent about incident?
No

Does administrator need to meet with student?
No-documentation only

Minor Other: SEL check in with support staff
Hannah B

Notes
asked if a peer wanted to meet with a member of the support team. C jumped in and said, "I had a rough night last night, can I talk to someone?" - HB met with him, did not want to discuss what had happened but said talking about other things often helps him.
Overcoming Roadblocks

**Identified need will exceed our capacity.**
- Set triaging data rules in advance.
- Review existing resources and capabilities.
- Review surveillance data.
- Start small, then adapt and scale up.

**Our community does not like the idea.**
- Involve multiple stakeholders in planning.
- Use existing community and parent forums.
- Start by screening for resilience and strengths.
- Start small, then adapt and scale up.

**Obtaining consent from parents will exceed our capacity.**
- Use passive consent and opt-out procedures.
- Share a consistent message in multiple formats.
- Engage parents in developing your message.
- Start small, then adapt and scale up.

**What will we screen for?**
- Set triaging data rules in advance.
- Review existing resources and capabilities.
- Review surveillance data.
- Start small, then adapt and scale up.

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National Center for School Mental Health (NCSMH, 2020). School Mental Health Quality Guide: Screening. NCSMH, University of Maryland School of Medicine.
Greeting at the Door

https://youtu.be/10jgcyfC2r8

https://youtu.be/956br98qWbE
Upon introduction of teacher greeting, duration of on-task behavior increased across subjects.
Upon introduction of teacher greeting and brief review of the expectation, the latency to on-task behavior decreased across subjects.
The PGD showed decreases in disruptive behavior and increases in percentage of time academically engaged.

Positive Greetings at the Door consisted of:
- Positive connecting with each student
- Delivering pre-corrective statements to the whole class
- Privately providing pre-corrective statements and individual encouragement to those students who struggled the day before
- Delivering behavior specific praise to certain students to reinforce desired behavior of being on time
Greeting Students On-Line

- Greet each student by name as they enter your virtual classroom
- Smile
- Give a positive comment or encouragement
- Virtual high 5, fist bump, elbow bump
- Ask them to share something they did, saw, ate, drew...since you last saw them.

ENGAGE – ENCOURAGE – WELCOME - SUPPORT
Screening Resources


- Positive Greetings at the Door: https://www.pbis.org/resource/positive-greetings-at-the-door

- Screening Resources https://www.pbis.org/search?query=Screening+tools

- Screening Tools
  - https://www.ci3t.org/screening
  - https://www.umb.edu/birch/online_learning


- School Mental Health Quality Guide: Screening http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Screening-1.27.20.pdf
Support
Back To Basics: Support for Students

Create safe, predictable, environment

- Consistent Schedule: Across Day, Class and Routines
- Crosswalk expectations between home, school, and community
- Build in self care as a part of the community culture
  - Mindfulness Breaks
  - Social activities
- Update safety and crisis plans
Maximize structure and predictability

- **High classroom structure** (e.g., amount of teacher directed activity) (Huston-Stein, Friedrich-Cofer, & Susman, 1977; Morrison, 1979; Susman, Huston-Stein, & Friedrich-Cofer, 1980)
Sample elementary schedule incorporating SEL

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<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Mindful Minute:</td>
<td>Rapport Building:</td>
<td>Yoga Poses:</td>
<td>Team Building:</td>
<td>Mindful Minute:</td>
</tr>
<tr>
<td>Breathing</td>
<td>What is your favorite...?</td>
<td>Tree, mountain, crescent moon,</td>
<td>Stack attack &amp; Ping</td>
<td>Gratitude</td>
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<tr>
<td></td>
<td></td>
<td>dancer poses</td>
<td>Pong bounce</td>
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<tr>
<td>Home &amp; Community King Pride</td>
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<tr>
<td><strong>Morning Routines</strong></td>
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<tr>
<td>Be Respectful</td>
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<tr>
<td>Be helpful to others</td>
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<tr>
<td>Say &quot;please&quot; and &quot;thank you&quot;</td>
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<tr>
<td>Be helpful to others</td>
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<tr>
<td>Do your best job</td>
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| **Chores**                  |
| Get up on time              |
| Brush teeth                 |
| Comb hair                   |
| Turn off lights             |
| Complete Tuesday Folder     |
| Eat Breakfast               |
| On time at Bus Stop         |

| **Meal Times**              |
| Use nice tone of voice      |
| Follow Directions           |
| Be helpful to others        |
| Do your best job            |

| **Homework Time**           |
| Listen to others            |
| Say "please" and "thank you"|
| to those who cooked/served you|

| **Family Time**             |
| Spend time with others      |
| Take turns during games/conversations |
| Listen                     |
| Limit electronic time      |

| **Bed Time**                |
| Follow directions           |
| Say Goodnight               |
| Read one story              |
| Allow others to sleep       |

| **Community**               |
| Follow adult directions     |
| Without complaining         |
| Accept "no" for an answer   |
| Say please, thank you and excuse me |
| Use inside voice            |

| **Be Responsible**          |
| Start chores promptly       |
| Complete chores             |
| Help set the table          |
| Eat nutritious              |
| Clean up your area after eating |
| Wash your hands before eating |
| Wash/Wipe face after eating |

| **Be Safe**                 |
| Wear appropriate clothes    |
| Follow directions on cleaning supplies |
| Use & store supplies correctly |
| Follow Adult Directions     |
| Use utensils (fork, knife, spoon) appropriately |
| Eat with utensils           |
| Wash your hands             |

| **Homework Time**           |
| Know what assignments you have |
| Have all materials ready     |
| Complete your homework       |
| Have an adult look over your finished work |
| Return library books on time |

| **Bed Time**                |
| Go to bed at designated time (8-10 hours of sleep/night) |
| Brush teeth                 |
| Water and Restroom break    |
| Backpack ready              |
| Clothes ready               |
| Set your alarm              |

| **Community**               |
| Notify adults of spills/emergency/problems |
| Help with family            |
| Be pleasant                 |
| Be neat                     |
| Use appropriate language    |

| **Be Safe**                 |
| Keep school items in a safe place (away from younger children) |

| **Homework Time**           |
| Say kind words to each other |
| Play safely                 |

| **Bed Time**                |
| Stay in bed                 |
| Put electronics in other room |

| **Community**               |
| Walk in stores/buildings    |
| Stay by adult               |
| Use crosswalks              |
| Stay on sidewalk when available |
| Cross roads safely          |
| Don't talk to strangers     |
Simple Classroom Supports

- **Writing about Anxiety for Ten Minutes** – The University of Chicago has found that writing about your anxiety for ten minutes reduces anxiety. Many teachers have the students do this and then take the writing and crumple it up and throw it away in a process of acknowledging “I am done with worrying about that.” ([http://news.uchicago.edu/article/2011/01/13/writing-about-worries-eases-anxiety-and-improves-test-performance](http://news.uchicago.edu/article/2011/01/13/writing-about-worries-eases-anxiety-and-improves-test-performance))

- **Deep Breathing** – Teach students how to regulate themselves by using deep breathing. It brings oxygen to the frontal cortex instead of leaving the student with only the brain stem to do the thinking. ([http://www.pbisworld.com/tier-1/deep-breathing/](http://www.pbisworld.com/tier-1/deep-breathing/))

- **Calming Area/Blue Beanbag** – Having a calming area for student to go to is extremely beneficial for helping them to learn to self-regulate and self-calm. Include a blue pleather/vinyl bean bag for students who are extremely agitated. Blue is a calming color, and the pleather/vinyl is critter resistant and cool on the skin. For a student who is starting to become upset it is like a cool hug. This helps lower body heat and calm. Paring it with breathing exercises adds another layer to self-calming.

- **Music (60 bpm)** – Music research has taught us that our hear rates will match the music we are listening to. Also, research on students with aggressive behaviors tells us their hear rates jump up to 147 beats per minute (on average) a full 45-90 seconds prior to aggressive act. If we can intervene, by playing 60-bpm music (the resting heart rate) the students will be calmer. Go to Youtube.com and search for 60 beats per minute music. ([http://www.shortlist.com/entertainment/music/scientists-discover-most-relaxing-tune-ever](http://www.shortlist.com/entertainment/music/scientists-discover-most-relaxing-tune-ever))

- **Nature Pictures** – A university of Michigan research study found that looking at 7 minutes of nature pictures reduced anxiety before a test. This link ([http://tinyurl.com/60bpmMusic](http://tinyurl.com/60bpmMusic)) is paired with nature pictures. You can use this with or without the music before a test or anytime you need to bring the energy level down.

Adapted from Behavior Doctor Seminars – Laura A. Riffel, Ph.D. www.lbehaviordoctor.org
## Wellness options Choice Board

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dump the Worries</strong></td>
<td><strong>Think Positively</strong></td>
<td><strong>Write About It</strong></td>
</tr>
<tr>
<td>![Image of a person with a head]</td>
<td>![Image of a light bulb]</td>
<td>![Image of a notebook and pen]</td>
</tr>
<tr>
<td>Write down your worries on a paper. Crumple and throw it out. Tell yourself you’re letting your worries go.</td>
<td>Shine a light on positives. Think about two positives about your situation.</td>
<td>Make an entry in your journal. Write a friend or family member a note. Make a list.</td>
</tr>
<tr>
<td><strong>Stretch It Out</strong></td>
<td><strong>Puzzle It Out</strong></td>
<td><strong>Breathe It Out</strong></td>
</tr>
<tr>
<td>![Image of people doing yoga]</td>
<td>![Image of a puzzle piece and a magnifying glass]</td>
<td>![Image of a cloud]</td>
</tr>
<tr>
<td><strong>Oodles of Doodles</strong></td>
<td><strong>Activate Your Senses</strong></td>
<td><strong>Give Gratitude</strong></td>
</tr>
<tr>
<td>![Image of a child drawing]</td>
<td>![Image of a list of senses]</td>
<td>![Image of a heart]</td>
</tr>
<tr>
<td>Draw a picture or color a page of a coloring book. Focus on details.</td>
<td>What are 5 things you see? 4 things you feel? 3 things you hear? 2 things you smell? 1 thing you taste?</td>
<td>Make a gratitude list for a person, a favorite thing, an experience, etc.</td>
</tr>
</tbody>
</table>

The Boggs Center, Rutgers
In partnership with NJDOE OSE

May Institute
Shaping Futures. Changing Lives
Incorporate SEL into Behavioral response procedures and documents
Back To Basics: Support for Staff

Revisit and update your SYSTEMS

- Establish time for PBIS team to plan for return to school update matrix, lesson plans, review discipline system
- Ensure training time for staff to develop trauma informed responses
- Develop co-teaching plans with counselors
- Provide resources on incorporating SEL activities
- What additional supplies are needed?
  - Fidget toys
  - Materials to create visuals
  - Chill zone materials
- Build in self care as a part of the community culture for staff
- Clear avenue to access EAP and other community mental health supports
Support Resources

- Support for Trauma Informed Schools - [https://traumaawareschools.org/](https://traumaawareschools.org/)


- How to Support Teachers’ Emotional Needs Right Now - [https://greatergood.berkeley.edu/article/item/how_to_support_teachers_emotional_needs_right_now](https://greatergood.berkeley.edu/article/item/how_to_support_teachers_emotional_needs_right_now)

- 3 Ways to Support Students’ Emotional Well-Being During the Pandemic - [https://www.edutopia.org/article/3-ways-support-students-emotional-well-being-during-pandemic](https://www.edutopia.org/article/3-ways-support-students-emotional-well-being-during-pandemic)

- In Schools, Finding Hope at a Hopeless Time - [https://www.edutopia.org/article/schools-finding-hope-hopeless-time](https://www.edutopia.org/article/schools-finding-hope-hopeless-time)

Teach
Back To Basics: Teach

Explicitly teach expectations

- Integrate SEL into classroom routines
- Ensure active teaching, practice, and review of virtual expectations happens DAILY for the first 4-6 weeks to ensure consistency.
- Support teachers in implementing high leverage Evidence Based Practices to maximize learning and to integrate Social Emotional Behavioral teaching.
  - Greeting
  - Acknowledging/Feedback with a 4 to 1 ratio
  - Active Supervision
  - Student engagement
- Teach students how to access tools for de-escalation
## Adapted Schoolwide PBIS Matrix
For in person environments

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Arrival</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>All Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>• Greet staff and other students</td>
<td>• Follow teachers’ instructions</td>
<td>• Positively acknowledge adults and peers</td>
<td>• Eat your own food</td>
<td>• Keep hands, feet, and objects to yourself</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Wait patiently in line</td>
<td>• Encourage others</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>• Arrive to school on-time</td>
<td>• Listen attentively</td>
<td>• Keep moving to class</td>
<td>• Clean area before and after eating</td>
<td>• Use appropriate social distance (i.e., 6’, 4 squares)</td>
</tr>
<tr>
<td></td>
<td>• Bring all necessary materials</td>
<td></td>
<td></td>
<td></td>
<td>• Follow your schedule</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>• Wait your turn for temperature scan</td>
<td>• Disinfect desk/table before &amp; after use</td>
<td>• Follow 1-way direction arrows</td>
<td>• Wash/sanitize hands before and after eating</td>
<td>• Wear COVID face mask</td>
</tr>
<tr>
<td></td>
<td>• Alert adult if not feeling well upon arrival</td>
<td></td>
<td></td>
<td>• Remove mask only while eating</td>
<td>• Disinfect hands after touching doors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Only use your own school supplies</td>
</tr>
</tbody>
</table>
# Teaching Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playground</th>
<th>Lunch</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful</td>
<td>Be on task.</td>
<td>Walk.</td>
<td>Have a plan.</td>
<td>Invite those sitting alone to join in</td>
<td>Study, read, compute.</td>
<td>Sit in one spot.</td>
<td>Watch for your stop.</td>
</tr>
<tr>
<td></td>
<td>Give your best effort.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be prepared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help/share with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td>Recycle.</td>
<td>Pick up litter.</td>
<td>Use equipment properly.</td>
<td>Use my breathing technique Listen to my signals</td>
<td>Push in chairs.</td>
<td>Pick up.</td>
<td>Wipe your feet.</td>
</tr>
<tr>
<td></td>
<td>Clean up after self.</td>
<td>Maintain physical space.</td>
<td>Put litter in garbage can.</td>
<td></td>
<td>Treat books carefully.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PBIS FRAMEWORK & SEB CROSSWALK

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Specific Behavior or Social Emotional Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Keep hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>I tell an adult when I am worried about a friend.</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Use the signal to ask a public or private question.</td>
</tr>
<tr>
<td></td>
<td>Make sure everyone gets a turn.</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Turn in all work on time</td>
</tr>
<tr>
<td></td>
<td>Check in with my feelings during the day</td>
</tr>
</tbody>
</table>

*SEB = Social, Emotional, & Behavioral*
Updated in-person behavioral expectations & safety protocols need explicit teaching in context & lots of practice.
Teaching SEL Skills

THE ADVENTURES OF TAXI DOG: STORYBOOK

WHAT HAPPENS IN THIS LESSON?
The class reads the Adventures of Taxi Dog storybook. Students meet the various characters and begin to emotionally identify with them.

SEL COMPETENCIES:
- Self-awareness
- Social awareness

OBJECTIVES:
- Students learn about the relationship between Jim and Maxi and gain knowledge necessary to understand the video stories (for example, learn about cities, taxes, and pet adoption)
- Students understand how Maxi feels in given situations

MATERIALS:
- The Adventures of Taxi Dog book
- Map of the USA to show New York City or other cities (optional)
- Chart paper
- Maxi puppet (optional for teacher to introduce when reading the story)

*Materials for TRAFFIC LIGHTS and ROAD TRIPS can be found at the end of the lesson plan in the CUSTOMIZATION section

- INTRODUCE MATERIAL - 5 MINUTES
- ACTIVITY AND DISCUSSION - 20 MINUTES
- WRAP UP - 5 MINUTES

Define Simply

Model

Adjust for Efficiency

Monitor & Acknowledge Continuously

Practice in Setting
Acknowledging Appropriate Behavior

Effective strategies are...

- Clear and specific
- Contingent (dependent) on desired behavior
- Applied immediately
- Teacher/Adult initiated
- Focus on improvement and effort
- Provided frequently during acquisition
- Sincere and appropriate for student’s age

(Conroy, Sutherland, Snyder, Al-Hendawi, & Vo. 2009, Kern & Clemens, 2007; Simonsen, 2008)
Reset Station

https://youtu.be/DQbuu5ufHyA
Top 10 De-Escalation Tips

1. Be Empathic and Non-Judgmental
2. Respect Personal Space
3. Use Non-Threatening Non-Verbals (Face/Body)
4. Avoid Overreacting
5. Focus on Feelings
6. Ignore Challenging Questions
7. Set Limits
8. Choose Wisely What You Insist Upon
9. Allow Silence for Reflection
10. Allow Time for Decisions
Teaching Resources

- Teaching Social-Emotional Competencies within a PBIS Framework - https://tinyurl.com/asww77vp
- Trauma-Informed Teaching Strategies - https://tinyurl.com/4fdtfbp9
- A Trauma-Informed Approach to Teaching Through Coronavirus - https://www.learningforjustice.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
- Essential Trauma-Informed Teaching Strategies for Managing Stress in the Classroom (and Virtual Classrooms) - https://resilienteducator.com/classroom-resources/trauma-informed-teaching-tips/
Back To Basics: Monitor

- Monitor student behavior and provide feedback
  - Revisit and revise acknowledgement systems to address challenging behaviors (in person, hybrid, and online)
- Monitor engagement in social and learning activities
- Regularly review academic and SEB data to monitor progress
- Use instructional coaches or peers to support learning in remote classrooms
Actively & continuously supervise

**Move**
- Obvious
- Positive
- Unpredictable
- View all student videos

**Interact**
- Remind/ pre-correct
- Positively acknowledge
- Use names
- Monitor Chat Box

**Scan**
- Head up
- Make Eye contact
- Overt body position
- Visit Breakout Rooms

Active Supervision (Colvin, Sugai, Good, Lee, 1997):
Community Data

COVID-19 Cases

- Breakdown of poor residents within races (income below poverty level) in Boston, MA
- Unemployment rates
- Poverty rates

Monitoring & Evaluating PBIS PRACTICES

Use data to monitor the **implementation & effectiveness** of PBIS practices

Linked with meaningful outcome goals

Communicates purpose

Guides action planning

Used to measure and demonstrate progress

1. Reduce re-traumatization
2. Align Trauma Support and PBIS

Keep students and staff feeling Safe and Connected

Plan PD for staff in TIC and add Trauma practices to matrix

Review Data; ODR’s, counselor visits, nurse visits, attendance

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Share Progress

Collect Data!

Present the data in a user-friendly fashion (i.e., graph)

Use the data to make decisions
Monitoring Resources


- Alignment of the PBIS Framework and Trauma Informed Classrooms/ Trauma Sensitive Schools https://intranet.bloomu.edu/documents/mcdowell/pk12/AlignmentPBISTraumaInfCare.pdf


- Measuring Progress Towards Becoming a Trauma Informed School - https://tinyurl.com/cmjeyaje

- Data Analyst’s Worksheet - https://www.pbis.org/resource/data-analysts-worksheet

Planning: Back to PBIS Basics

- Monitor Outcomes/Consequences
- Connect to Address Antecedents
- Screen to identify
- Teach, Prompt, & Reinforce New Skills, Strategies, & Protocols
- Support to Address Antecedents
- Positive, Predictable, & Safe Learning Environments
- Students’ Social Emotional, Behavioral, & Academic Growth
Consider your PBIS Implementation Level

Guidance on “Supporting PBIS Implementation Through Phases of Crisis Recovery” (Goodman et al, 2021)

Figure 1. Key actions by implementation level and crisis response phase.
Thank You for Joining Us

- CEU Check Out code is in CHAT BOX
- Please complete evaluation link in the CHAT BOX. We would love your feedback! 😊
- Keep a look out for our PBIS Tip of the Month – June’s will be out soon on Assessing and Action Planning.
- Our next webinar on High Leverage Classroom Practices will be in September

Questions? Comments?
References & Resources

■ **Returning to School After Crisis Guides: School/District/State**
  - [https://www.pbis.org/search?query=Returning+after+crisis](https://www.pbis.org/search?query=Returning+after+crisis)

■ **Interconnected Systems Framework:**
  - [https://www.pbis.org/search?query=mental+health](https://www.pbis.org/search?query=mental+health)
  - [https://www.pbis.org/resource/integrating-a-trauma-informed-approach-within-a-pbis-framework](https://www.pbis.org/resource/integrating-a-trauma-informed-approach-within-a-pbis-framework)

■ **Wisconsin Department of Public Instruction Trauma Resources:**
  - [https://dpi.wi.gov/sspw/mental-health/trauma/modules](https://dpi.wi.gov/sspw/mental-health/trauma/modules)

■ **National Center for Trauma-Informed Care and Alternatives to Seclusion and Restraint (NCTIC).**
  - [https://www.samhsa.gov/nctic](https://www.samhsa.gov/nctic)

■ **Government Websites**
  - Division of Violence Prevention and [Adverse Childhood Experiences (ACE) Study at CDC](https://www.cdc.gov/violenceprevention/acestudy/)
  - [Office for Victims of Crime at the Department of Justice](https://www.ojp.gov/ovc/)
  - [National Center for PTSD at the Department of Veterans Affairs](https://www.ptsd.va.gov/)
  - Pediatric Trauma and Critical Illness Branch at the [National Institute of Child Health and Human Development](https://www.nichd.nih.gov/
  - Coping With Traumatic Events at the [National Institute of Mental Health](https://www.nimh.nih.gov/)

■ **Other Organizations**
  - American Professional Society on the Abuse of Children
  - Children’s Mental Health Report at the Child Mind Institute
  - HealTorture.org
  - International Society for Traumatic Stress Studies
  - National Children’s Advocacy Center
  - Sidran Institute
References


References


- Scheuermann, B., Ph.D., & Billingsley, G., Ph.D. (2020). *Managing Student Discipline in Online Learning* [PDF]. San Marcos: Texas State University - San Marcos: Department of Curriculum and Instruction.