

# PBIS Update

Sweetwater School District Number One  
January 2020

## District First Semester 2018-2019 2019-2020 Comparison

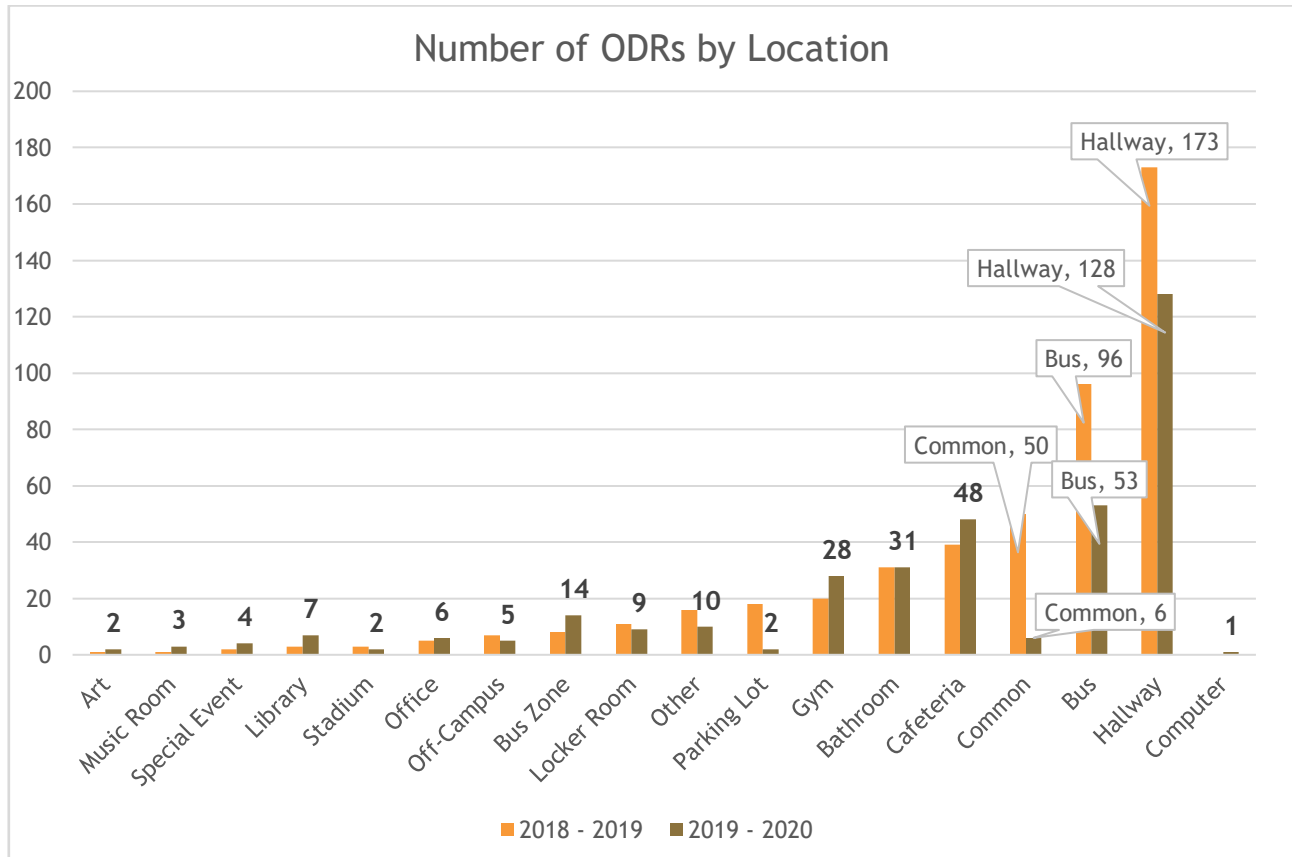
Within this newsletter, I have shared first semester 2018-2019 and 2019-2020 District level SWIS Office Discipline Referral (ODR) and suspension data. This data was compiled utilizing individual school core reports as well as building suspension data. For this information to be beneficial it is essential be shared and utilized. As you review this data, **as well as your individual school data**, please take a few moments and drill down.

1. Search for specific student related red flag item.
2. Analyze what, where, when, who, why.
3. Generate a referral summary.
4. Generate a precise problem statement.
5. Generate a goal/solution.

*"The student is not an interruption of our work, the student is the purpose of our work." -William W. Purkey*

## District SWIS data Referrals by Location

The locations of classroom and playground are included within a separate chart on the second page.



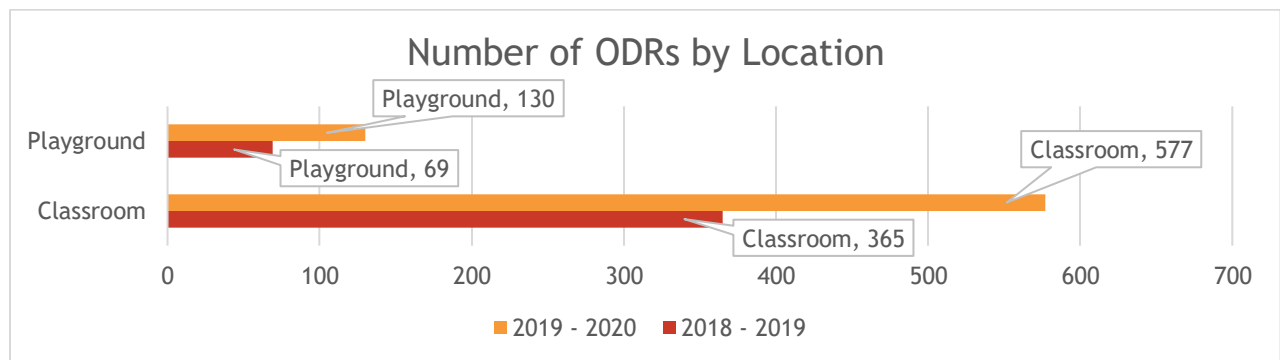
### The District Strategic Plan states

Sweetwater County School District #1 will nurture a positive learning climate and culture.

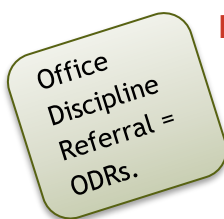
- Promote positive behaviors and relationships among students, staff, families and the community.
- Ensure schools are safe and secure.
- Proactively support physical, mental and emotional health.

To ensure we maintain a positive learning climate and culture throughout our district, we have commitment to the PBIS process and philosophies. The goal of **PBIS** is to establish a climate in which appropriate behavior is the norm. This is achieved through teaching behavioral expectations and celebrating student success. We employ a preemptive approach, as opposed to waiting for misbehavior to occur before responding. **As you can see from the chart, on the first page, we have a great deal to celebrate!**

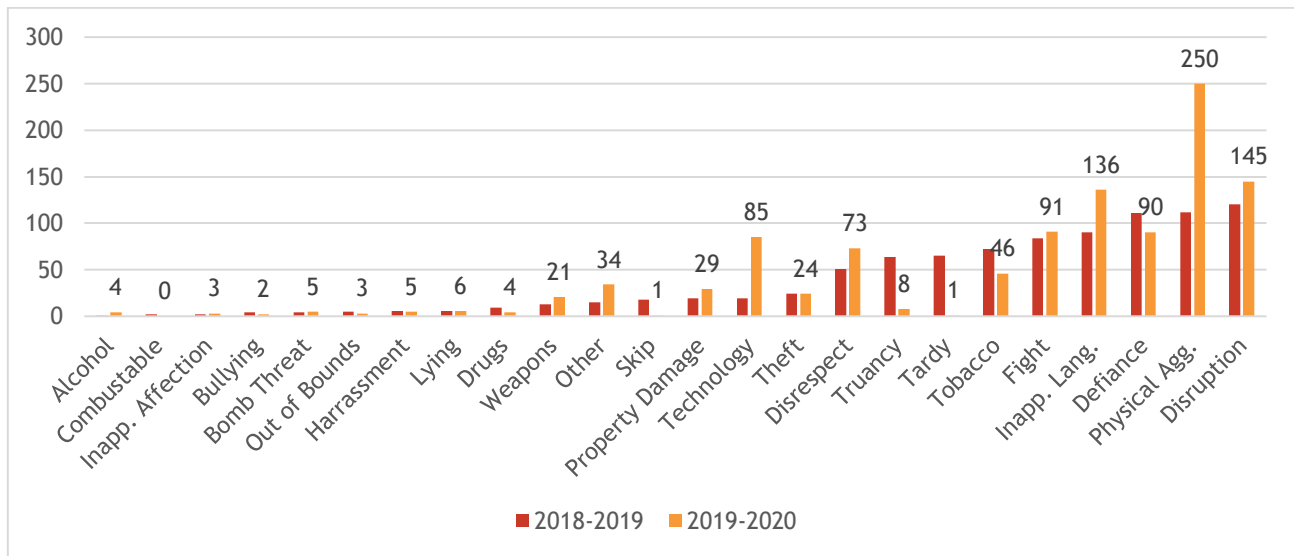
### District SWIS data Referrals by Location (Classroom and Playground)



The locations of playground and classroom continue to be areas of district concern. I have attached the Playground Active Supervision Checklist to this email. This document comes from Systematic Supervision: Creating a Safe and Positive Playground Iris Media, Inc. (2004). It is a valuable tool when evaluating playground supervision practices and establishing proactive playground systems. If your school or team would like assistance drilling down for these areas please don't hesitate to send Tina Searle and myself an email.



### District SWIS data Referrals by Problem Behavior



As you can see from the above chart, Physical Aggression significantly increased from the first semester of the 2018-2019 school year to the first semester of the 2019-2020 school year. Below I have included an article on working with emotionally unpredictable students. This article is taken directly from

Strategies for Working With Emotionally Unpredictable Students. (n.d.). Retrieved from <https://www.interventioncentral.org/behavioral-interventions/challenging-students/strategies-working-emotionally-unpredictable-students>.

## Strategies for Working With Emotionally Unpredictable Students

### Stage 1: Frustration

Warning Signs: The student may...

- bite nails or lips
- grimace
- mutter or grumble
- appear flushed or tense
- seem 'stuck' on a topic or issue

Strategies to prevent or reduce the intensity of student frustration:

- Antiseptic bounce: Send the student from the room on an errand or task.
- Permit student to go to quiet spot within or outside of classroom on 'respite break' (brief cool-down period).
- Teach the student appropriate ways to seek help when stuck on academic assignment.
- Spend 5 minutes talking through issue with student (or send student to another caring adult)
- Give student an 'IOU' to meet with adult to talk over issue at more convenient time.
- Teach student to recognize signs of emotional upset and to use 'self-calming' strategies.
- Teach the student how to negotiate with instructors about assignments or work expectations.
- Use motivation strategies to make learning more inviting (see Finding the Spark)

### Stage 2: Defensiveness

Warning Signs: The student may...

- lash out verbally at others.
- withdraw (emotionally or physically).
- challenge the authority of the instructor or other adult.
- refuse to comply with adult requests or to follow classroom routines.
- project blame onto others.

Strategies to prevent or reduce the intensity of student defensiveness:

- Avoid discussions of "who is right" or "who is in control".
- Approach the student privately, make eye contact, address the student in a quiet voice about his or her behavior.
- Use humor to 'defuse' conflict situation.
- Consider an apology if you have inadvertently wronged or offended the student.
- Impose appropriate consequences on peers if they are provoking the student through teasing, taunts, verbal challenges, or physical horseplay.
- Help the student to identify appropriate range of responses for the situation and to select one.
- Permit student some 'leeway' on assignment or classroom expectations (as an acknowledgement of the life- or situational stress that they might be experiencing).
- Teach the student non-stigmatizing ways to get academic help, support in the classroom.
- Direct the student to write down the main points of his or her concerns. Promise that you will read through the student's account and meet individually to discuss the problem.
- Use effective 'teacher commands' to direct the student: (1) keep each command brief, (2) state command directly rather than in "Could you please..." format, (3) use businesslike tone, avoiding anger and sarcasm, (4) avoid lengthy explanations for why you are making the request,
- Use planned ignoring (NOTE: This strategy works best when the student lacks an audience).

### Stage 3: Aggression

Warning Signs: The student may...

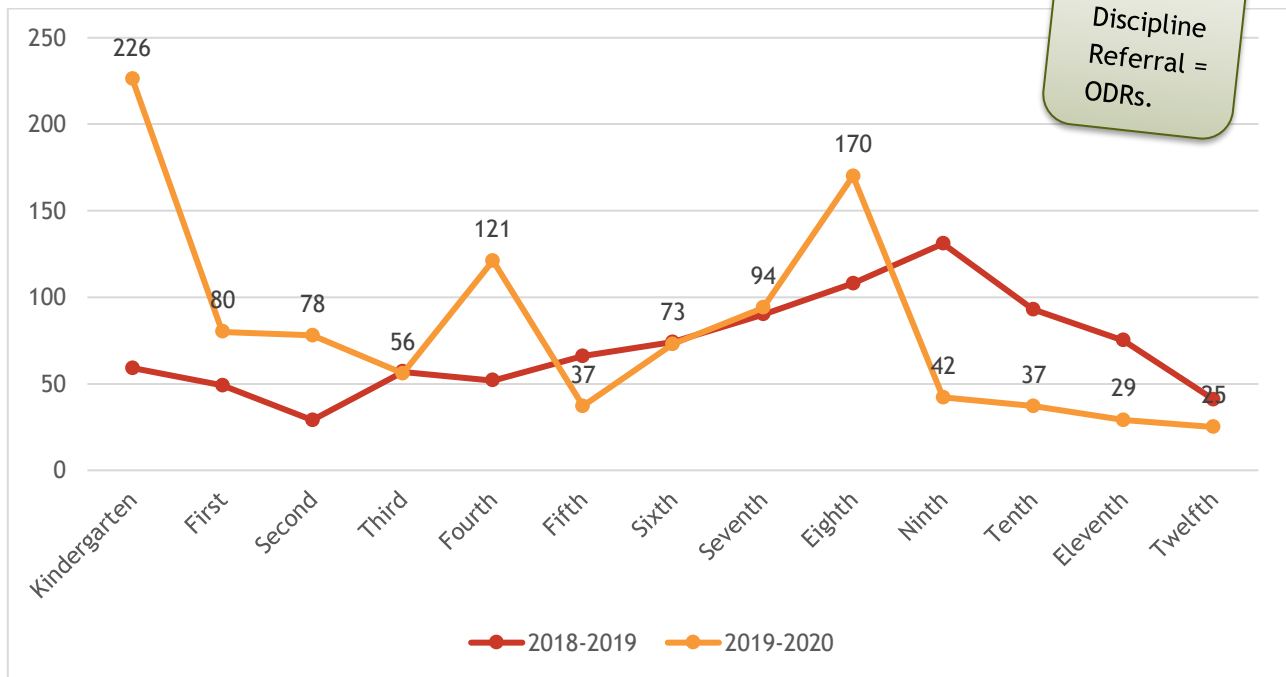
- make verbal threats.
- use abusive language.
- assume threatening posture (e.g., with fists raised).
- physically strike out at peers or adults.

Strategies to react to, prepare for or respond to student verbal or physical aggression:

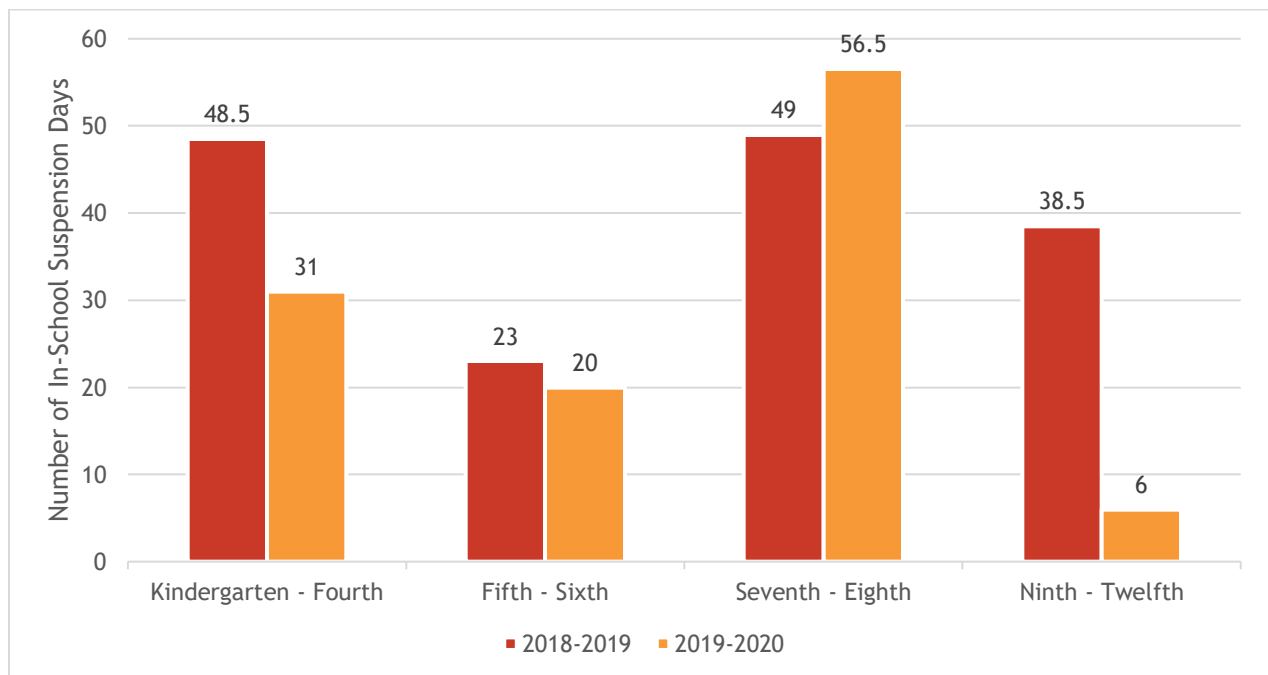
- Remove other students or adults from the immediate vicinity of student (to protect their safety, eliminate an audience)
- Adopt a 'supportive stance': step slightly to the side of the student and orient your body so that you face the student obliquely at a 45- to 90-degree angle.
- Respect the student's 'personal space.' Most people interpret the distance extending outward from their body to a distance of 2-1/2 to 3 feet as a bubble of 'personal space.' To both ensure your physical safety and reduce the student's sense of threat, always stand at least a leg's length away from the student.
- Use supportive 'paraverbal' and non-verbal communication. Children are adept at 'reading' our moods and feelings through non-verbal signals such as facial expressions, and body language. Maintain a calm tone of voice and body posture to project acceptance and support for the student.
- Do not block the door. Unless you have a compelling reason to do so (e.g., with very young children), try not to block the upset child's access to the door as you approach the student. The student may interpret a blocked exit as a threat and attempt to go around or even through you to escape.

During our November and January AMP trainings, we reinforced having a team and having a plan. Working with emotionally unpredictable students is both physically and emotionally exhausting for the staff involved. Have a Team! Have a Plan!

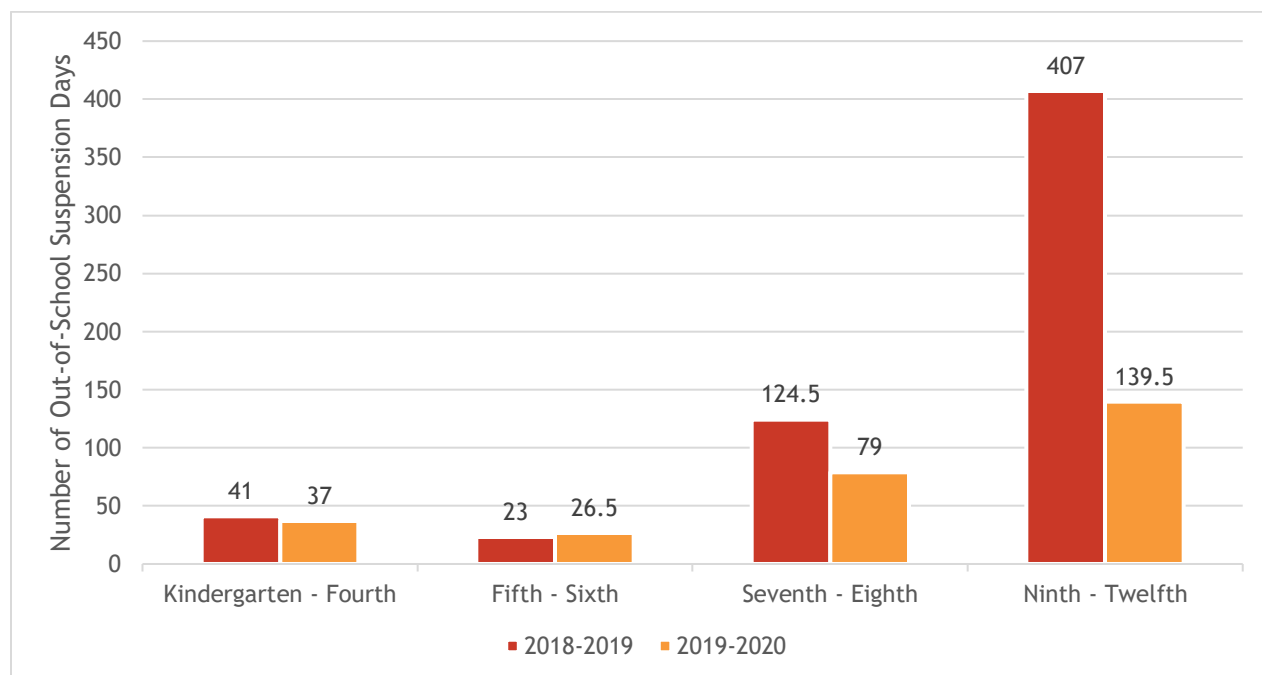
### District SWIS data Referrals by Grade



### District SWIS data In-School Suspension Days



### District SWIS data Out-of-School Suspension Days



## Self-care

Why would I include the topic of self-care in this newsletter? Well...as a whole, educators aren't great about taking care of themselves. We work too many hours, don't get enough sleep or exercise, eat too many unhealthy foods, and don't spend enough time doing things that refresh and energize us. Too many in education have reached the conclusion that this lifestyle is just part of the job; there simply isn't enough time to be a good at our jobs and take care of ourselves. Self-care is something we'll get to over breaks or in the summer, right? Education is consistently recognized as an incredibly high-stress career, which is only compounded by the fact that many of us are not doing things that would help us manage the stress.

### Taking care of yourself is the best gift you can give your students.

1. Make a list of the things you like to do that feed your heart, your body, your mind, and your soul.
2. Get out your calendar and make time for yourself EVERY day.
3. Give up all guilt about taking time for yourself, or for taking time to be with people who boost your energy and your joy.
4. Keep a gratitude journal.
5. Ask for help when you need it. After all, you aren't asking for anything you would not be happy to give. Allow others the blessing of giving to you.
6. Laugh and learn from your mistakes— another great gift to yourself and others.

There is strength in numbers. It can be helpful to get other teachers involved in your plan for self-care. Try the suggested activity below:

In a faculty meeting or with a PLC group, take time to set personal goals and encourage each other. In small groups

1. First, spend a few minutes on your own identifying three to five personal goals for self-care. Write each down. This can serve as a guide for your self-care plan moving forward.
2. Share your individual self-care goals within your small group. When sharing, be as specific as possible. Think about ways you can track your progress. For example: if you plan to walk three times a week, mark the days in your calendar and then check off each time you walk, to track your success.

3. Brainstorm ways to help keep self-care a priority. Are there specific things you could do to encourage yourself and each other?
4. Make an agreement in your small group to check in regularly regarding one another's progress and provide encouragement and support for the group members to follow through.

Research shows that taking time on a regular basis to plan and attend to self-care can greatly decrease stress and increase self-efficacy. Educators have many time constraints and busy schedules. Often taking just a few minutes for sharing and offering mutual support can make all the difference. When educators come together and connect, it builds a sense of group cohesiveness. In fact, research shows that a sense of belonging serves as a protective factor in decreasing overall stress.

The idea that there isn't enough time to be a good teacher and take care of yourself is a myth. So, remember to stop and take time to care for yourself so you can care for your students!

The above activity was taken from <https://www.positivediscipline.com/articles/self-care-teachers>.

### **PBIS/SWIS To Dos**

- December 21<sup>st</sup> was the end of the second quarter. It is a district expectation that SWIS data be shared at a minimum once a quarter.