

PBIS/AMP Update

November #2 2021

District's Strategic Plan:

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.

A large portion of the information contained within monthly updates will be borrowed from other locations. I will always cite the location where the information is gathered and encourage you to look up the original source if you desire more information. The updates will be sent out district-wide. If you have questions or I can be of assistance please don't hesitate to call or email.

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"If kids come to us from strong, healthy, functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important." — Barbara Colorose



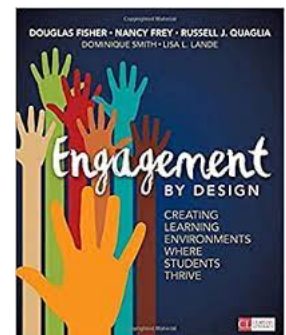
Within this newsletter

- The Inviting Classroom: Chapter 2 of *Engagement by Design* written by Douglas Fisher, Nancy Frey, Russell Quaglia, Dominique Smith and Lisa Lande
- Self-Care
- PBIS/SWIS Updates, To Dos and How Tos

Chapter Two

Chapter Two of this book describes how and why it is important to build relationships with students. Based upon data taken from the book:

- Only 67% of students feel accepted for who they are at school.
- More than a quarter (27%) of students don't think their teachers expect them to be successful.
- Only 64% of students find school to be a welcoming and friendly place.
- 52% of students believe their teachers know their name.
- 22% of students tell us they have difficulty fitting in at school.
- Only 62% of students report that teachers help them learn from their mistakes.
- 26% of students share they have never been recognized for something positive at school.



- Only 58% of students believe teachers respect students.
- 43% of students report that adults in their school listen to students.
- 58% of students say they feel comfortable asking questions in class.
- Only 73% of students think their teachers believe in them.

“Every child needs an adult who is crazy about him (or her) in order to grow up.”
 ~ Urie Bronfenbrenner

There is “evidence that teacher-student relationships facilitate learning and are worth the time and investment.” Yet research tells us that we determine which students are high achievers and which are low achievers and then interact with them differently. Low achieving students often:

- Get less wait time to answer questions
- Are criticized more often
- Are seated farther away from the educational staff
- Are given less eye contact

“Lower expectations are manifested in subtle ways,” although educational staff often believe their expectations are consistently high. Different expectations often correlate to race, ethnicity, ability, and/or socioeconomic status. Sometimes, we may even “love” our low-achieving students to death by removing any challenge.

The CIA office still has 21 *Engagement by Design* books. It is worth the time it takes to read it. If you would like a copy of the book, please email me and I will send one through school mail. This will be on a first come first serve basis, although I only gave away 9 last time.

Healthy Habits

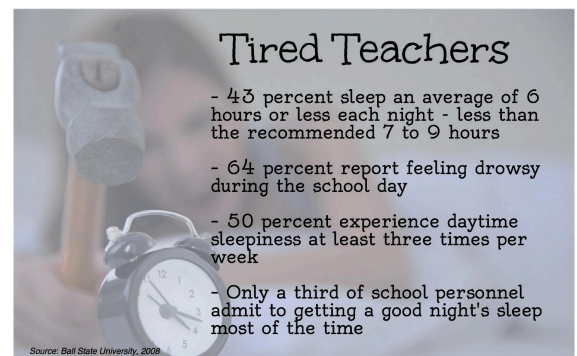
Staying up late is common among educators. We are often under a time crunch and/or have multiple roles and way too much to do. However, sleep deprivation can diminish creativity, focus and even weaken your immune system. If you want to stay alert and be at your best, getting enough sleep each night is an absolute must. You can improve your quality of sleep by creating a bedtime routine including:

- Going to sleep at the same time each night, and getting up at the same time each morning, even on the weekends.
- Not taking naps after 3:00 and not napping longer than 20 minutes.
- Staying away from caffeine and alcohol late in the day.
- Avoiding nicotine completely.
- Getting regular exercise, but not within 2-3 hours of bedtime.
- Not eat a heavy meal late in the day.
- Making your bedroom comfortable, dark, quiet, and not too warm or cold.
- Following a routine to help you relax before sleep.

You can also improve your sleep by ditching technology use before bed. In a study by Brigham and Women’s Hospital, people who read a book before bedtime slept better and felt more alert in the morning compared to those who took a tablet to bed with them.

PBIS/SWIS To Dos and How Tos

A student’s reasons for acting out are rooted in one of two motivations: getting something or avoiding something, specifically activities, attention, or stimulus. We use perceived motivation to plan function-



based behavioral intervention. **Each referral** adds a piece of necessary information for understanding the function of a student's behavior. If a teacher marks "other" or "unknown" motivation we don't have the needed information to establish a viable intervention plan. **It's better to take your best guess than it is to leave this information out.** If you would like to explore how often your school staff are using the "other" or "unknown" perceived behavior options utilize the drill down method below.

To Drill Down for "Other Motivation"

- On the Dashboard click on Drill Down

Perceived Motivation

- Avoid Adult
- Avoid Peer(s)
- Avoid Tasks/Activities
- Avoid Work
- Obtain Adult Attention
- Obtain Items/Activities
- Obtain Peer Attention
- Other
- Unclear/ Don't know
- Unknown Motivation

- Under Perceived Motivation, on the left, double click "Other," "Unclear," and "Unknown"
- Click Generate
- Graph Type will allow you to explore different aspects of Motivation
- If you need assistance with a Drill Down, please email Tina S. or myself.

PBIS Apps Home SWIS Suite SAMI

SWIS Suite School-wide Systems

Dashboard Add Referral View Reports Drill Down Tools

Include in Dataset

School Year - 2021-22

Perceived Motivation - Other

Generate Save Report Template Clear

Summary

Referrals	24
Students	20
Staff	13

To the left, is a summary example of an elementary school, in our district. To date in this school year, at this school, there have been 24 minor/major referrals entered with other, unclear, or unknown motivation. A highly informative article on the importance of using perceived motivation to establish intervention

plans can be found at the PBISApps website: <https://www.pbisapps.org/articles/motive-motivate-motivation-why-are-my-students-doing-that>