PBIS Update

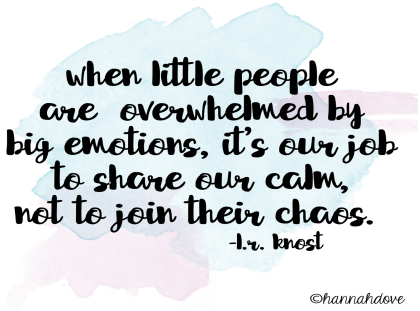
Sweetwater School District Number One
March 2021 #1

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.



Schools use their SWIS data to look for red flags, patterns, and trends. Additionally, researchers look for common themes in SWIS data. As a result of this research, PBISApps is able to publish national trend data based on the referrals entered in SWIS during the previous school year. This report may be generated for all referrals, major referrals (ODRs), or minor referrals.
Within this newsletter, I have shared instructions for individual schools to examine their Average Referrals Per Month in comparison to national trend data. The graphs may be generated for any school by following the steps listed. Generating the report requires an administrator or an individual with SWIS reporter access. Additionally, Tina Searle or I would also be happy to generate the report for a PLC or AMP team.

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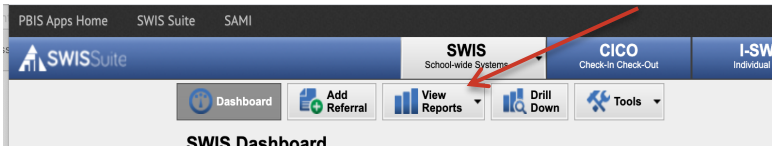
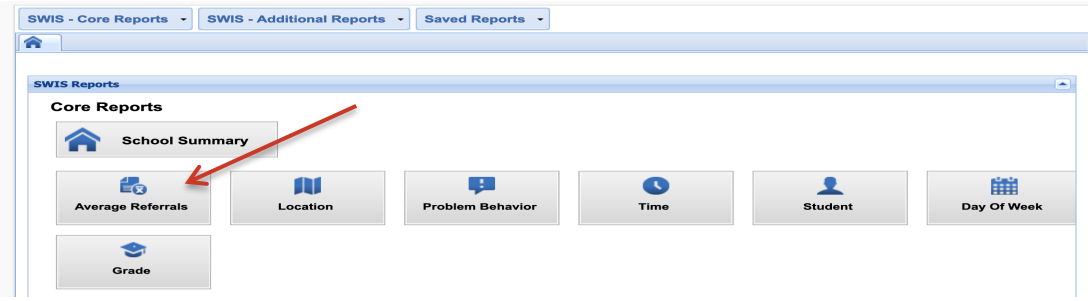
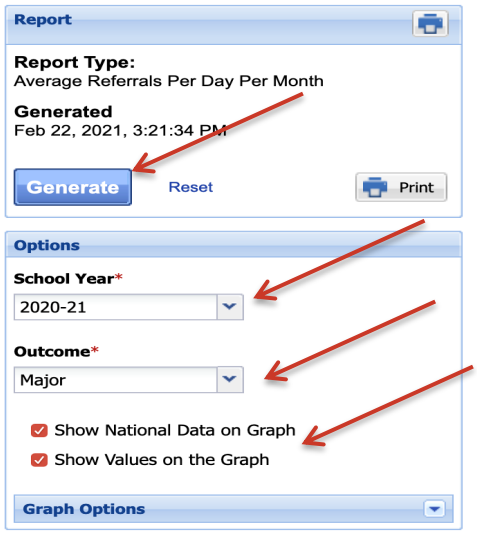
Average Referrals Per Day Per Month - National Data on Graph

Step 1 - Click on View Reports



Step 2 - Click on Average Referrals



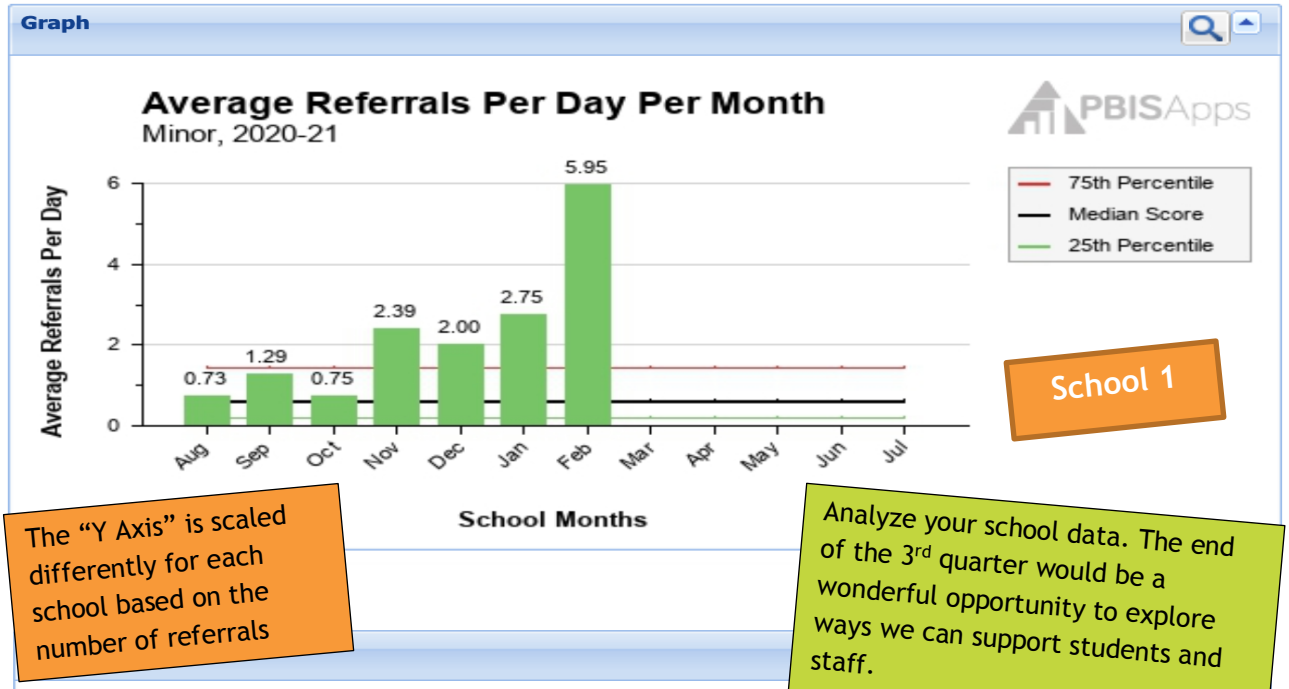


Step 3 - Select

1. Year
2. Outcome (all, major (ODRS), miner)
3. Show National Data on Graph
4. Show Values on the Graph
5.

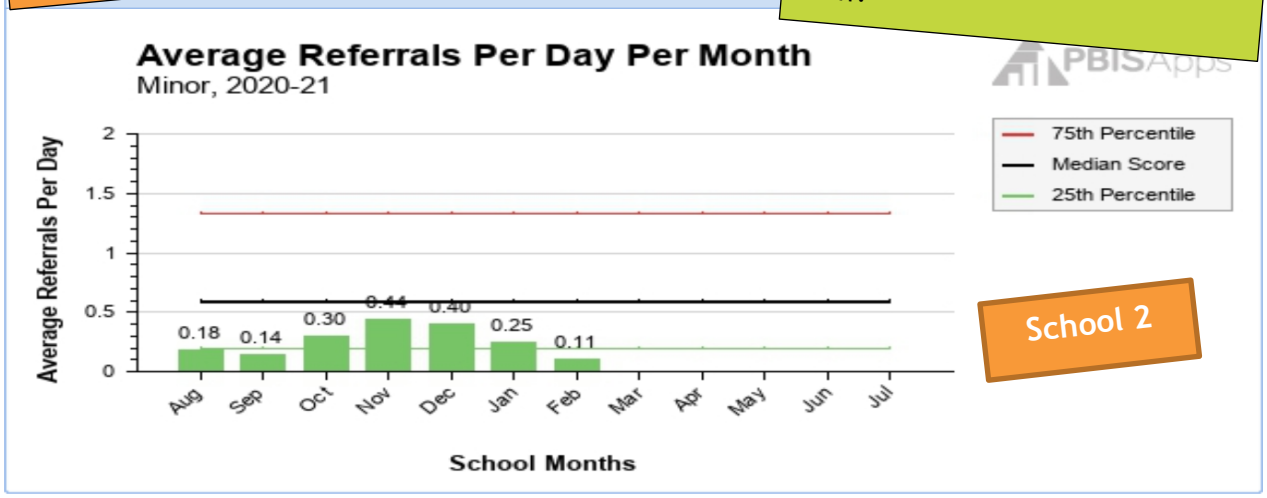
Step 5 - Click on Generate

There are two samples below. Both screen shots are generated from Sweetwater School District Number One K-4 schools. During the 2019 – 2020 school year SWIS had 3351 participating K-6 schools, 925 6-9 schools,519 9-12 schools and 338 Prek-8 schools. *The green line on the graph represents the 25th percentile.* ***The black line on the graph represents the median and*** *the red line on the graph represents the 75th percentile.* The mean enrollment for the k-6 schools was 457. This national trend data enables us to compare our schools to all SWIS schools. The reports generated are for classroom-based referrals. The goal is to implement PBIS so effectively, within your school, that you are below the median or even better below the 25 percentile ☺



The "Y Axis" is scaled differently for each school based on the number of referrals

Analyze your school data. The end of the 3rd quarter would be a wonderful opportunity to explore ways we can support students and staff.



A referral, isn't a punishment, it tells a small story about a student's behavior that someone saw and how that person reacted to it. Referral data is helpful to:

- predict teacher perceptions
- predict student perceptions
- identify classroom or common area management concerns
- predict student behavioral and academic outcomes
- identify chronic behavior or management issues.

Nevertheless, for SWIS information to be beneficial it must be utilized and shared. Please don't hesitate to call or email Tina Searle or myself if we can assist you in anyway.

Mandt Moment

Mandt is the system selected by the District's to encourage intentional and positive interaction with others. Mandt teaches:

1. Building healthy workplace relationships – with a focus on dignity, respect and trust
2. Proactive interaction – with a focus on prevention
3. The crisis-cycle – with a focus on de-escalation

Simply put the Mandt system teaches how to:

1. Keep interactions between people from becoming incidents
2. Keep interactions from becoming crises
3. De-escalate crises as quickly and safely as possible

I will be including Mandt Moments, taken from the Mandt system, within the monthly PBIS newsletters.

Mandt Tip – When students (or adults) are unable to predict what is going on around them, they often become stimulated and may escalate. Staff must strive for consistent and predictable dealings with students, parents, and staff. All people should be treated with respect, dignity, kindness and integrity. All students and staff should be able to say,

In this place and with these people I feel safe.

Self-Care – Compassion

This information on self-compassion comes from the web site Greater Good in Education and the book From Behaving to Belonging by Julie Causton and Kate Macleod. When you make a mistake or have a bad day, do you treat yourself as you would a friend/family member, or do you beat yourself up with harsh criticism? Self-compassion is defined as the practice of quieting our inner critic, replacing it with a voice of support, understanding, and care for oneself.
Self-compassion entails three main components:

- Self-kindness—we are gentle and understanding with ourselves rather than harshly critical and judgmental.
- Recognition of our common humanity—we feel connected with others in the experience of life rather than isolated and alienated by our suffering.
- Mindfulness—we hold our experience in balanced awareness, rather than ignoring our pain or exaggerating it.

Far from encouraging people to lower their standards for themselves, self-compassion has been shown to enhance well-being, increase happiness, and boost motivation. In addition, it has been shown to be a protective factor against depression, suicidality, and post-traumatic stress.

- Self-compassionate individuals tend to set goals related to personal learning and growth rather than trying to impress others. They are more likely to have higher self-efficacy, or confidence in their ability to succeed, and lower fear of failure.
- When self-compassionate individuals do fail, they use healthier coping strategies and are better able to bounce back.

- People who are more self-compassionate are more likely to take responsibility for their past mistakes, while at the same time being less upset by them
- Self-compassion helps people to stay motivated to exercise, quit smoking, and maintain healthy diets, while also relating to healthier body image.

Teach students to talk to themselves with kindness.

Practice the following with students. Encourage them to treat themselves kindly. Ensure we are treating them kindly. 7 % of the words we use (words), 38 % of how we sound when we say what we say (vocal element) and 55% of our body language (non-verbal) determine whether a person believes what we say.

Harmful Self-Talk	Kind and Encouraging Self-Talk
1. I'm so stupid. 2. I'll never have any friends. 3. There's no way I'll pass this test. 4. No one cares about me or how I feel.	1. This is really hard for me right now. 2. I feel lonely right now. 3. I'm feeling anxious. I can study hard and ask my teacher and friends for help. 4. I deserve to be cared about and understood.

Staff/Teacher Self-Compassion-Self-Care

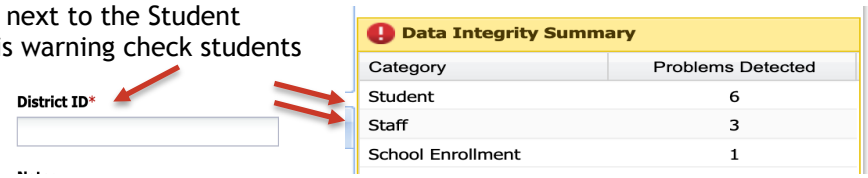
Mindfulness is a fundamental aspect of teacher self-compassion. When you are aware of how you feel and what you need, you can better meet the needs of your students. Educators often feel the need to save students from dismal futures and to set them on the path to success. This mindset in turn leads to educators giving too much and not taking time to take care of themselves, which can then lead to educator burnout.

So, what can educators do to practice self-compassion?

- Allison Abrams suggests treating yourself as you would a small child. If you see a child is hurt (emotionally or physically), how do you react? What do you say or do to help them? Think about applying such care to yourself when you notice you're sad, stressed or emotionally unwell.
- A healthy diet is also a crucial aspect of an educator's self-care routine. Eating the right foods at the right time can optimize brain performance. Eating a healthy diet can help you stay energetic and engaged between meals, boost performance and improve feelings of self-worth and a sense of accomplishment.
- According to teacher Paul Murphy at Teacher Habits, if there's one thing teachers can do to be more efficient, it's to stop staying late at school. Many teachers think more hours makes them more productive and better able to support their students, but it actually leads to burnout. In order to do their job to the best of their ability, teachers must be well-rested and achieve a work-life balance that is fulfilling both personally and professionally.
- In addition, teachers should also avoid taking work home with them whenever possible. This of course requires a delicate balance between getting things done more efficiently at work, and knowing when to take breaks. Although it can be tempting to take work home, Advancement Courses says that a clear separation of home life and work life is an important aspect of self-care.

PBIS/SWIS To Dos and How Tos

- March 5th will be the end of the third quarter. It is a district expectation that SWIS data be shared at a minimum once a quarter. If you require assistance in generating reports or sharing the data please don't hesitate to send Tina Searle and I an email.
- Please correct any Student Data Integrity Errors. These are usually Duplicate Student Identification Numbers. If you need assistance fixing these please contact Tina S. or myself. You can avoid this error by adhering to the Duplicate Student Identification warning that pops up when entering a new student. This will be in red next to the Student Identification box. If you get this warning check students listed as inactive or archived. Once you locate the student switch their status to active.



- Please also correct any Staff Data Integrity errors.
- Please do not attempt to fix School Enrollment errors at this time.