PBIS/AMP Update

October 2020

Our District's 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.

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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PBIS Online

School-Wide Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework for improving social-emotional competence, while increasing academic achievement, and decreasing unsafe behavior in schools. Just as in a brick and mortar school, PBIS can be used to make virtual education more effective. In virtual education, as within the classroom, the first step is to define and teach expected behaviors. Ensure you have communicated, modeled, and provided examples/non-examples of online behaviors. Monitor the behaviors and positively acknowledge expected behaviors while responding to misbehaviors with re-teaching or reminders.

The following is a sample of a virtual behavior matrix taken from PBIS.org.

We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	• Choose a distraction-free space • Use kind words and faces • Use equipment as intended	• Ask in chat if you need help • Use kind words and faces	• Use kind words and faces	• Use "stop-leave-talk" when you hear disrespect • Encourage others to participate • Use kind words and faces
Respectful	• Video optional • Audio off • Use chat with classmates for first 5 minutes	• Video optional • Audio off • Answer questions in chat box on cue • Answer polls promptly	• Video on at all times • Audio on • Listen attentively • Answer questions out loud on cue	• Video optional • Audio on • One speaker at a time: wait or use chat to respond when others are talking • Respect others' cultures, opinions, and viewpoints
Responsible	• Be on time and ready to learn • Start class charged or plugged in • Have materials ready	• Ask questions (voice or chat) when you have them • Be present – avoid multitasking	• Ask questions out loud when you have them • Be present – avoid multitasking • Try your best	• Encourage each other to stay on topic • Complete the work together • Use "Ask for Help" button if you have questions • Be present – avoid multitasking

Keep in mind that students that are engaged are more likely to demonstrate the expected behaviors, online or in the classroom. Providing students with Opportunities to Respond is an easy and effective method for encouraging engagement. Here are some ideas for using Opportunities to Respond in the virtual classroom:

• Ask students to respond to a multiple-choice question in the chat box
• Have students make their own response card that they can hold up in front of their camera
• Prepare a Google Survey to assess learning of a concept
• Have students can display a thumbs up or thumbs down
• Utilize polling on a question or reaction to a comment

Psychological First Aid - Listen, Protect, Connect, Model, Teach

As many as one in three children may be experiencing mental health challenges due to the pandemic and/or economic recession. This has thrust educators into a role for which most have received little training: supporting the psychological and emotional well-being of

children in distress. Children more than ever need a trusted adult with whom to share their feelings and frequently a teacher, para professional, bus driver or administrator is most likely that individual. The following are tips to designed to develop the ability to respond to students "in the moment". The Hyperlink is active and will take you the full Psychological First Aid's response strategy.

Psychological First Aid's Listen, Protect, Connect five-step crisis response strategy:

- **Listen:** Pay attention to what students say to you and others (and how they behave) to get a sense of what they have experienced and what may be distressing them.
- **Protect:** Talk with students and do activities that help them feel better and show that you care.
- **Connect:** Check in which your students regularly, talk with other people in their lives, and activate school clubs and after-school activities to ensure students have a community of supportive peers and adults.
- **Model:** Use verbal and nonverbal cues that model calm and mutual care.
- **Teach:** Help your students learn positive coping skills, engage them in problem solving life's challenges, and ensure that they have small successes at school.

Educator Self-care - Secure your own oxygen mask first before assisting children

Recognizing signs of stress within ourselves can be a first step toward self-care. The following is taken from an article entitled Self-Care: How to Protect Your Mental Health During Uncertain times. Link Recognizing Signs of Stress in:

Our behavior
- An increase or decrease in your energy and activity levels
- An increase in your alcohol, tobacco use, or use of illegal drugs
- An increase in irritability, with outbursts of anger and frequent arguing
- Having trouble relaxing or sleeping
- Crying frequently
- Worrying excessively
- Wanting to be alone most of the time
- Blaming other people for everything
- Having difficulty communicating or listening
- Having difficulty giving or accepting help
- Inability to feel pleasure or have fun

Our Body
- Having stomachaches or diarrhea
- Having headaches and other pains
- Losing your appetite or eating too much

- Sweating or having chills
- Getting tremors or muscle twitches
- Being easily startled

Our Emotions
- Being anxious or fearful
- Feeling depressed
- Feeling guilty
- Feeling angry
- Feeling heroic, euphoric, or invulnerable
- Not caring about anything
- Feeling overwhelmed by sadness

Our Thinking
- Having trouble remembering things
- Feeling confused
- Having trouble thinking clearly and concentrating
- Having difficulty making decision

Self-Care Tip

Please take a moment and read this self-care tip from Sophie Gray.

"I'd say my number one tip is to get ready for your day, whether that be breakfast, journaling, meditation, or working out before looking at your phone," Sophie Gray of WayofGray.com says. "I recommend being off of your phone for at least 30 to 60 minutes in the morning! I like to do this because I can check in with myself first, before checking in with others."

PBIS/SWIS To Dos and How Tos

- October 16th was the end of the first quarter. It is a district expectation that SWIS data be shared at a minimum once a quarter. A straightforward way of accomplishing this is to print your school's Core Reports and complete a data review utilizing these reports. These reports include; average referrals, location, problem behavior, time, student, day of the week, and grade. If you require assistance in generating these reports you can send Tina Searle and I an email.
- Tina Searle and I have updated student information and completed student imports for Eastside, Pilot Butte, Desert View, NorthPark, Farson, Black Butte, Sage and Overland. We are currently working on RSHS and Walnut. The goal is to ensure accurate student information as well as encourage the usage of online minor referrals. If you have questions regarding the online referral process please don't hesitate to email us.
- When entering a new student into SWIS use the student's WISER Identification Number not the District Student Identification Number.
- Staff should be updated as needed yearly. This includes inactivating staff that have moved, adding new staff, and making any name changes necessary.