

Breakout #1

Reflect on the following prompts:

Trauma-Informed Lens

Scenario

Johnny:

- Latino boy
- Speaking very loudly in small group;
- Appears to be some conflict in group (Johnny yells something to a peer);
- Johnny gets up and goes to corner of room;
- Kicks empty water jug and curses.

As a group, come up with a list of some responses to Johnny's behavior that would and would not be trauma-informed.

| Trauma-Informed Responses | Not Trauma Informed |
|--|---|
| How could we respond to Johnny's behaviors <u>using a trauma-informed approach</u> ? | What kind of responses to Johnny's behavior would NOT be trauma-informed ? |

Breakout #2

Positive Behavioral Intervention (PBIS) Lens

As a group:

1. Choose ONE of the following challenging behaviors:
 - Treating peers disrespectfully
 - Inappropriate language
 - Refusal to engage with learning
 - Disruption to class / Disrespect for others' learning time
 - Inappropriate cell phone use
 - Arriving Late / Leaving Early / Leaving w/o Permission
 - Destruction of school property
2. Then, develop clear, specific, **positive behavioral expectations** associated with that challenging behavior.
 - a. What do you WANT students to do instead of that challenging behavior?
Be as SPECIFIC as possible.
 - b. What would you want to SEE or HEAR?
 - c. Where would you put visual reminders (posters) for this?

Example:

Challenging behavior: Refusing to politely follow directions from any staff member

Positive behavioral expectation: Be Respectful. If a staff member gives you instructions, TURN and face them, take a deep breath, LISTEN to what they have to say, ASK a question if you're confused, and FOLLOW their request right away.

If you finish early, reflect as a group on how you could incorporate this practice into your classroom or school.
