

PBIS

CHEAT SHEET

QUESTION TO ASK YOURSELF

- What school-wide positive behavioral expectation is this student struggling with?
- Have I caught this student "doing good" today/this week/this month?
- What positive behavioral expectations can I re-teach this student?
- What is the function of the behavior (what is the student getting or avoiding)?

CORE BELIEF ABOUT BEHAVIOR

Students do what they do to get something they want or to avoid something they don't want. Behaviors can be TAUGHT & shaped by strategically using attention & rewards.

THINGS TO DO:

Develop, teach, & re-teach Positive Behavioral Expectations.

Use verbal and visual reminders of positive behavioral expectations.

Reinforce/reward positive behaviors.

SOCIAL-EMOTIONAL

CHEAT SHEET

QUESTION TO ASK YOURSELF

- Where are this student's strengths and challenges within social-emotional skills. Examples: Identify emotions, express emotions, identify needs, communicate needs, identify strengths in others, empathize, negotiate with peers.
- What social-emotional skills can I name and model for this student during this interaction and in the future.
- What skills does the student need to develop in order to meet our positive behavioral expectations?

CORE BELIEF ABOUT BEHAVIOR

Behaviors are influenced by our thoughts, feelings, and our social-emotional skills. Social emotional skills can be explicitly developed through teaching, modeling, and practice in developmentally appropriate ways.

THINGS TO DO:

Use feeling worksheets to help student identify emotions.

Teach students skills to change their thoughts and feelings.

- Positive self-talk
- Read positive quotes
- Relaxation strategies
- Mindfulness

Model (e.g., "When I'm upset, I feel better when I take some time to journal...")

TRAUMA-INFORMED

CHEAT SHEET

QUESTION TO ASK YOURSELF

- Am I experiencing a fight-flight-freeze response right now?
- Is this student experiencing a fight-flight-freeze response right now?
- What does my tone of voice and body language communicate right now?
- How can I create a space where this student feels safe now and in the future?

CORE BELIEF ABOUT BEHAVIOR

Behaviors may be a symptom of trauma exposure or toxic stress, and can include an autonomic physiological stress response (fight, flight, freeze). Behaviors can be influenced by creating safe environments and responding to student misbehavior with calm and curiosity.

THINGS TO DO:

Don't take behaviors personally.

Take 5 deep breaths **BEFORE** conversation to ground yourself.

Co-regulate. Offer to do a mindful moment or relaxation activity **together** before you attempt to re-teach expectations or ask questions.

Pay attention to your tone of voice, body posture, and positioning in room.

CULTURALLY-RESPONSIVE

CHEAT SHEET

QUESTION TO ASK YOURSELF

- How is my identity and cultural background different from this student's? How might those differences shape my perception of acceptable behavior?
- What stereotypes exist about this student's culture or ethnic identity?
- Am I adding any barriers to accessing opportunity and academic success for this student?

CORE BELIEF ABOUT BEHAVIOR

Culture influences behaviors. Biases, stereotypes, and cultural worldviews influence our perception of inappropriate behaviors, AND structural disadvantage (historical trauma, poverty, racism, etc...) are forms of trauma.

THINGS TO DO:

Remain aware of (and curious about) cultural and identity differences between you and your students.

Reflect on your own personal biases.

Examine policies and procedures through an equity lens by asking if historically marginalized students/families will be disproportionately burdened.

RESTORATIVE PRACTICES

CHEAT SHEET

QUESTION TO ASK YOURSELF

- What relationships/people were impacted by this student's behaviors?
What needs to be done to make things right?
- Would the person/people harmed by this student's behavior like to share how they were harmed?
- How can I support the student who caused harm to determine the best way to repair their relationship to the school, the person/people impacted, etc...
- How have I been impacted by this student's behaviors?

THINGS TO DO:

Separate the behavior from the person. "YOU are a key part of our community...that behavior is not."

Ask student who caused harm:

What happened?

What were you thinking at the time?

What do you think about it now?

Who was impacted by your choices?

How were they impacted?

What do you need to do to make things right?

Ask the people harmed similar questions related to their needs.

Build positive relationships with all students and staff via circles.

CORE BELIEF ABOUT BEHAVIOR

Behaviors occur within the context of relationships. When a person's behavior causes harm to their community, that person has an obligation to repair the harm done to the community and/or people most impacted by a person's harmful choices. People who are harmed by another person's actions have a right to be a part of the process of determining what they need in order to move forward.

PUTTING IT ALL TOGETHER- RESPONDING TO MISBEHAVIOR IN SCHOOLS



TAKE A BREATH BREAK

Take 5 deep breaths before discussing behavior problems with a student. Assess self & student for fight/flight/freeze response? Move your body to "metabolize" the stress response. Pay attention to voice tone and body.



REFLECT ON BIAS

Reflect on what biases/stereotypes exist that may influence people's perceptions of this student's behavior. Reflect on how your own cultural worldview might differ from this students.

MODEL BREATHING & CHECK IN WITH STUDENT

"I'm a little overwhelmed, and I want to be very present for our conversation. I'm going to take 5 deep breaths to help me "self-regulate" before we discuss what happened. Then I'm going to drink some water to help my body reset. You're welcome to join me."

"On a scale of 1-5, 1 being the worst ever and 5 being the best ever, how are you doing right now/today/week?"
"What emotion are you feeling right now (point to emoji)."

Listen, reflect back, and validate.



PBIS

Emphasis on positive behavioral expectations!
Re-teach positive behavioral expectations & listen for opportunities for positive reinforcement. Acknowledge any positives you've noticed while you've been conferencing with the student. Make sure the immediate consequence does not inadvertently reinforce the behavior you're attempting to change.

SOCIAL-EMOTIONAL

Emphasis on skills! Ask students what they can do differently to manage their thoughts and feelings next time. Provide student with a list of strategies to help them regulate their emotions and offer tools or sentence prompts for communicating their needs (I feel, I need...) ID social-emotional skills to help better respond to difficult situations in the future.

RESTORATIVE PRACTICES

Emphasis on repairing relationships! Ask students Restorative Questions: "What happened, what were you thinking, what do you think now, who was impacted, how were they impacted, and how can you make thing right?"

Check in with the person who was harmed as well and ask similar questions. Develop agreement to make things right.