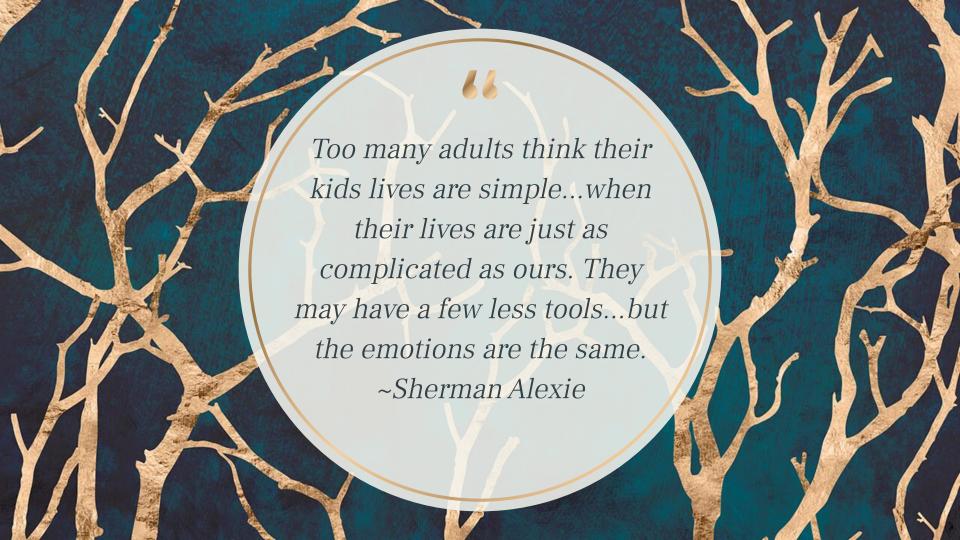# PBIS:

An Introduction

for Teachers

Learning Objectives

- ○ Describe the basics of PBIS, including tools for classroom management and intervention
- ○ Discuss strategies for helping students manage intense emotions.
- ○ Understand the characteristics of anxiety and list basic coping strategies to use when anxiety arises

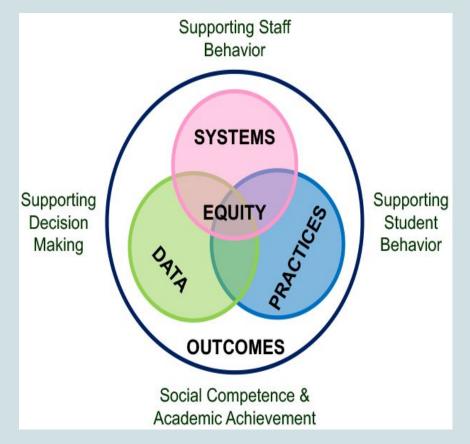## https://tinyurl.com/PBIS4teachers

Too many adults think their kids lives are simple...when their lives are just as complicated as ours. They may have a few less tools...but the emotions are the same.
~Sherman Alexie

1.

What is PBIS?

What is PBIS?

First up, another acronym: **P**ositive **B**ehavioral **I**nterventions and **S**upports

- It is a **three-tiered framework** for improving and integrating all of the data, systems, and practices affecting student outcomes every day.
- It is a way to support everyone – especially students with disabilities
- PBIS isn't a curriculum or a one-day professional development training. It is a commitment to addressing student behavior through systems change

What is your reaction to this graphic?
Share with an elbow partner.

How is this connected to MTSS?

- It is part of MTSS, not a replacement for it
- It is focused on behavior, but focuses first on adult behaviors as a foundation to address student behaviors
- Prioritizes the use of classroom management, tier one interventions, and systematic tier one instruction in prosocial behaviors
- True PBIS implementation is a group effort!!

To learn more about the overall umbrella of MTSS, talk with your campus MTSS coordinator or visit the TEA [site](#).

PBIS Tools

- Insight

A child's behavior is not always what it seems
Behavior is communication

What we see: Behavior

What we don't see:
What's under the surface

SOCIAL SKILLS · BASIC NEEDS · PHYSICAL SAFETY · NEED TO BELONG · SECURITY · THOUGHTS · EXECUTIVE FUNCTIONING · HUNGER · ATTACHMENT · ENVIRONMENTAL STRESSORS · SLEEP · NEED FOR CONNECTION · ATTENTION · POWER · SENSORY NEEDS · EMOTIONS · SELF-ESTEEM · DEVELOPMENTAL LEVEL · ANGER · SADNESS · NEED FOR ATTENTION · FEAR

Remember This Guy?

"No significant learning occurs without a significant relationship." – James Comer

- Relationship Building
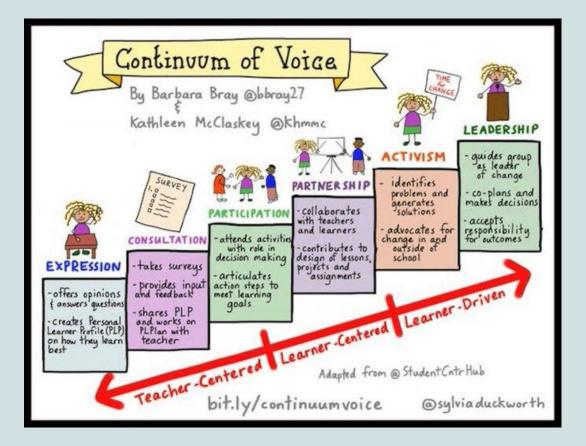
PBIS Tools

- Co-Regulation & Structured Redirection

We can't pour from an empty vessel

OUR CALM

- Our students count on us to have calm to share with them.
- We need to be regulating ourselves to be available to co-regulate with others.
- When we take care of ourselves, we take care of our students.
- What are your restorative practices?

OUR STUDENTS' CALM

YELLOW
On the edge
Emotion
and Reason
Are Battling
For Favor

RED
Overwelmed
Emotion
Is Favored
Over
Reason

GREEN
Calm
Reason
Is Favored
Over
Emotional
Intensity

LIGHT BLUE
On the edge
Emotion
and Reason
Are Battling
For Favor

BLUE
Detached
Intense Emotion
Is Numbed
And Favored
Over Reason

Emotional Intensity Meter
Don Elium, MA MFT 2015

Clear is kind.

UNCLEAR
IS UNKIND.

- Explicit Routines & Instructions

PBIS Tools

- ○ Creativity and Differentiation
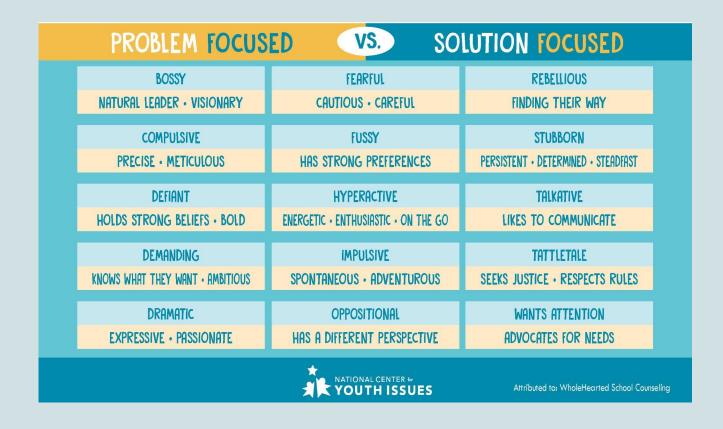
If the only tool you have is a hammer, **you tend to see every problem as a nail**

Abraham Maslow

Continuum of Voice

By Barbara Bray @bbray27
&
Kathleen McClaskey @khmmc

EXPRESSION
- offers opinions & answers questions
- creates Personal Learner Profile (PLP) on how they learn best

CONSULTATION
- takes surveys
- provides input and feedback
- shares PLP and works on PLPlan with teacher

PARTICIPATION
- attends activities with role in decision making
- articulates action steps to meet learning goals

PARTNERSHIP
- collaborates with teachers and learners
- contributes to design of lessons, projects and assignments

ACTIVISM
- identifies problems and generates solutions
- advocates for change in and outside of school

LEADERSHIP
- guides group as leader of change
- co-plans and makes decisions
- accepts responsibility for outcomes

TIME for CHANGE

Teacher-Centered   Learner-Centered   Learner-Driven

Adapted from @StudentCntrHub

bit.ly/continuumvoice   @sylviaduckworth

- ○ Student Voice & Agency

PBIS Tools

Using a "solution focused" lens that respects the dignity of the student

PROBLEM FOCUSED	VS.	SOLUTION FOCUSED
BOSSY — NATURAL LEADER · VISIONARY	**FEARFUL** — CAUTIOUS · CAREFUL	**REBELLIOUS** — FINDING THEIR WAY
COMPULSIVE — PRECISE · METICULOUS	**FUSSY** — HAS STRONG PREFERENCES	**STUBBORN** — PERSISTENT · DETERMINED · STEADFAST
DEFIANT — HOLDS STRONG BELIEFS · BOLD	**HYPERACTIVE** — ENERGETIC · ENTHUSIASTIC · ON THE GO	**TALKATIVE** — LIKES TO COMMUNICATE
DEMANDING — KNOWS WHAT THEY WANT · AMBITIOUS	**IMPULSIVE** — SPONTANEOUS · ADVENTUROUS	**TATTLETALE** — SEEKS JUSTICE · RESPECTS RULES
DRAMATIC — EXPRESSIVE · PASSIONATE	**OPPOSITIONAL** — HAS A DIFFERENT PERSPECTIVE	**WANTS ATTENTION** — ADVOCATES FOR NEEDS

NATIONAL CENTER for YOUTH ISSUES

Attributed to: WholeHearted School Counseling

What are the common PBIS resource hubs?

- https://www.pbis.org/pbis/tiered-framework
- https://www.pbisworld.com/
- https://www.interventioncentral.org/behavioral-intervention-modification

Solution Tree/HRS Resource:

Behavior: The Forgotten Curriculum

What Resources has MISD gathered?

- MOI Classroom Culture and Environment
- MISD Lives Kind Behavior Resources

2.

Relationship Building & Managing Feelings

A CHILD WITH AN INTENSE CAPACITY FOR FEELING CAN SUFFER TO A DEGREE THAT IS BEYOND ANY DEGREE OF ADULT SUFFERING, BECAUSE IMAGINATION, IGNORANCE, AND THE CONVICTION OF UTTER HELPLESSNESS ARE UNTEMPERED EITHER BY REASON OR BY EXPERIENCE.

- E. M. DELAFIELD -

What is your reaction to this quote?
Share with an elbow partner.

FEELINGS ARE TEMPORARY

Angry   Angry Open   Happy   Happy Open

Disgusted   Disgusted Open   Fearful   Fearful Open

Neutral   Neutral Open   Sad   Sad Open

Characteristics of Emotions

- Comprised of both thoughts AND physical sensations
- They are about things that matter to us
- We experience emotions as happening to us, not chosen by us
- Emotions filter our information and knowledge based on memory
- Once we become conscious of our emotions, we can more fully choose how to respond
- We signal emotion through mostly nonverbal means

"Anger and opposition can be a cover for shame and a fear of not measuring up. Sadly, kids who exhibit these behaviors push away the people from whom they most need support."
~Erina White

What do students need from us? CONNECTION!

THE KIDS WHO NEED THE MOST LOVE WILL ASK FOR IT IN THE MOST UNLOVING OF WAYS.

"Stay Curious, Not Furious"

Anger= "Umbrella" Emotion

fear

sadness

shame

embarrassment

hurt

betrayal

The next time you are angry, ask yourself:

"What am I really feeling?"

+

"What is driving my anger?"

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Help students take stock of their emotions.

Provide some cool down space or invite them to write/draw/color

Select Words Carefully!

- You want me to know how important this is to you.
- I can tell that you feel strongly. Let's take a deep breath together.
- I wonder if there's another way to look at this.
- I'm right here with you.
- I'm noticing that you are…it makes me wonder if your body needs to get a drink of water/stretch/etc.?
- I remember when you chose to….and….happened.
- What do you think would help you right now?

When words freeze…

- Use alternate responses:
  - Thumbs up or down
  - Write on a sticky
  - Point to the feeling face/emoji
- Normalize the freeze "Sometimes my mind goes blank too. Let's wait a second and then if it's still blank, we'll move on"

Remember that Negative Self Talk can be BRUTAL

Listen for & diffuse thinking traps:
    -All or nothing
    -False dilemma
    -Filtering
    -Mindreading
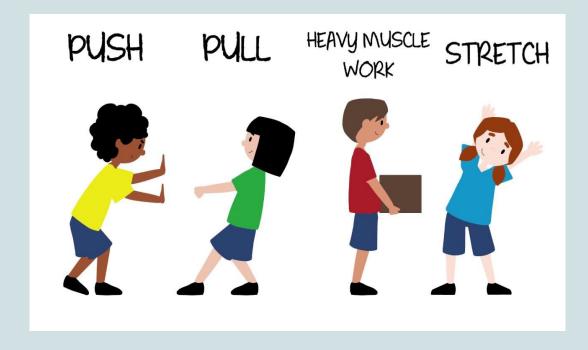
What is Proprioception?

Sense of body movement and pressure

Calming to the nervous system

PUSH PULL HEAVY MUSCLE WORK STRETCH

Read more [here](#)

Ever notice how kids wrap up in hoodies and blankets? Are they seeking proprioceptive input?

Control Room Metaphor
Jennifer Norris Nielson

- Every Control Room is different—give examples (factory, space ship, post office)

- Different areas to control—body, studies, relationships, area of concern

- Imagine monitors, dials or switches to make adjustments, safety switch, etc.

- Look for Toolbox, Control Manual, Engineer Helper to give instructions for change

Feel Better to Do Better™

Teach your students how to feel better so they can do better.

www.kidThink.info

We may have to explicitly teach coping skills and help students apply them as needed. We don't have to do it alone.

Important Reminders

- Allow space and time for the emotions to be translated into words, don't talk over the student
- Resist the urge to "fix it"
- Do not provide assurances about the reactions of others (such as parents, friends, or other teachers)
- Do not guarantee confidentiality
- Follow our procedures, slow down, and team together!
- Give yourself grace and take active care of yourself after you intervene. Debrief as needed.
- Other ideas?

3.

Basics of Anxiety

my anxiety: something is wrong

me: what is it

my anxiety: something

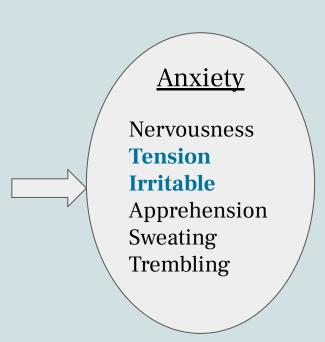me: can you give me a general idea

my anxiety: s o m e t h i n g

Anxiety Disorders Statistics

1. Most common emotional/behavioral disorder in childhood

2. Incidence 10-15% of children and adolescents

3. About 8% of teens ages 13-18 have an anxiety disorder, with symptoms commonly emerging around age 6

4. 7.1% of children aged 3-17 yrs (approximately 4.4 million) have diagnosed anxiety

5. Studies estimate that **50%** of people diagnosed with Major Depression, experienced an untreated anxiety disorder first.

6. The CDC reports that about **75%** of youth diagnosed with major depression also have clinically significant anxiety!

What is Normal Anxiety?

Situation or Trigger:

- Preparing for an exam

- First day of school

- Performing at a school concert or theatre show

- Moving to another home

- Being called on in class
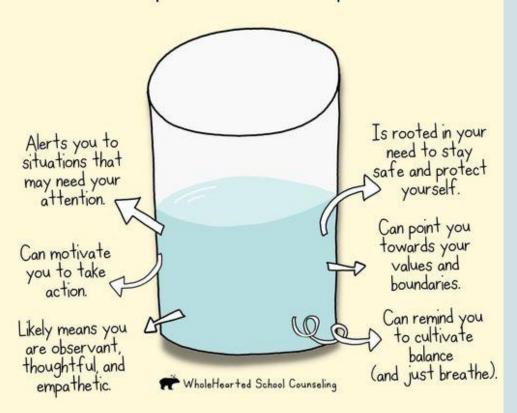
- Change of plans/illness

<u>Anxiety</u>

Nervousness
Tension
Irritable
Apprehension
Sweating
Trembling

What we consider to be normal responses:

- Transient - part of our survival instinct

- Does not significantly interfere

- Does not prevent a person from reaching their goals

When Does Anxiety Become a Problem/Disorder?

- Most children and adolescents use anxiety to help them make good decisions

- Anxiety can become problematic when we have increased levels of distress, becomes chronic, and begins to interfere with everyday living.

- It becomes a problem when anxiety makes the decision for you, interferes with your life, and/or causes distress

- Anxiety "blooms" when we OVERestimate the threat, and UNDERestimate our ability to cope.

Reframing Anxiety

ANXIETY
The Cup Is Half Full Perspective

Alerts you to situations that may need your attention.

Can motivate you to take action.

Likely means you are observant, thoughtful, and empathetic.

Is rooted in your need to stay safe and protect yourself.

Can point you towards your values and boundaries.

Can remind you to cultivate balance (and just breathe).

WholeHearted School Counseling

FIND YOUR GLIMMERS

Synergy Parenting / LeliaSchott.com

Glimmers are the opposite of triggers.

If a trigger brings us into an anxious state, glimmers are what bring us back to an anchored state.

What helps you to feel safe & connected?

What *NOT* to Say

Don't say: "Just calm down."
Instead: Ask open-ended questions.

Don't say: "There isn't anything to worry about."
Instead: Show curiosity & empathy.

Don't say: "We've all got problems."
Instead: Take a back seat for now and just listen.

Don't enable anxiety-maintaining behavior, like completely avoiding social situations.
Instead: Help them make a plan

Perspectives from Adults with Anxiety

4.

Closing Thoughts

"

Helping people is difficult and unpredictable, and our interventions don't always work, but successes are possible, and these victories are incredibly important.

~Nicholas Kristof