

Creating a Welcoming Environment For All

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Long Beach, CA

Our work together....

- Define a Culture of Wellness and Wellbeing
- Discuss ways to build relationships to ensure school is a welcoming place for all
- Realize the tools you currently have that are instrumental in creating a “Culture of Wellness”

Current National Data: Principal Concerns

Areas Characterized as an Extreme or High Concern by 50% or More Principals, 2018

Area	% of principals
Increase in the numbers of students with emotional problems	73.7
Student mental health issues	65.5
Students not performing to their level of potential	62.3
Providing a continuum of services for students who are at risk	61.6
Student assessment	57.2
Student poverty	56.5
Instructional practices	55.8
Teacher performance/effectiveness	55.1
Professional development of staff	55.0
Fragmentation of principal's time	53.5
Management of student behavior	52.5
Financial resources	50.8

Source: [The Pre-K-8 School Leader in 2018: A 10-Year Study](#), from the [National Association of Elementary School Principals](#) and the [University Council for Educational Administration](#).

Lets start with vocabulary..

Culture of Wellness

- What does that mean to you?
 - Turn and talk

Culture: the set of shared attitudes, values, goals, and practices that characterizes an institution or organization

Wellness: the quality or state of being healthy in body and mind, especially as the result of deliberate effort.

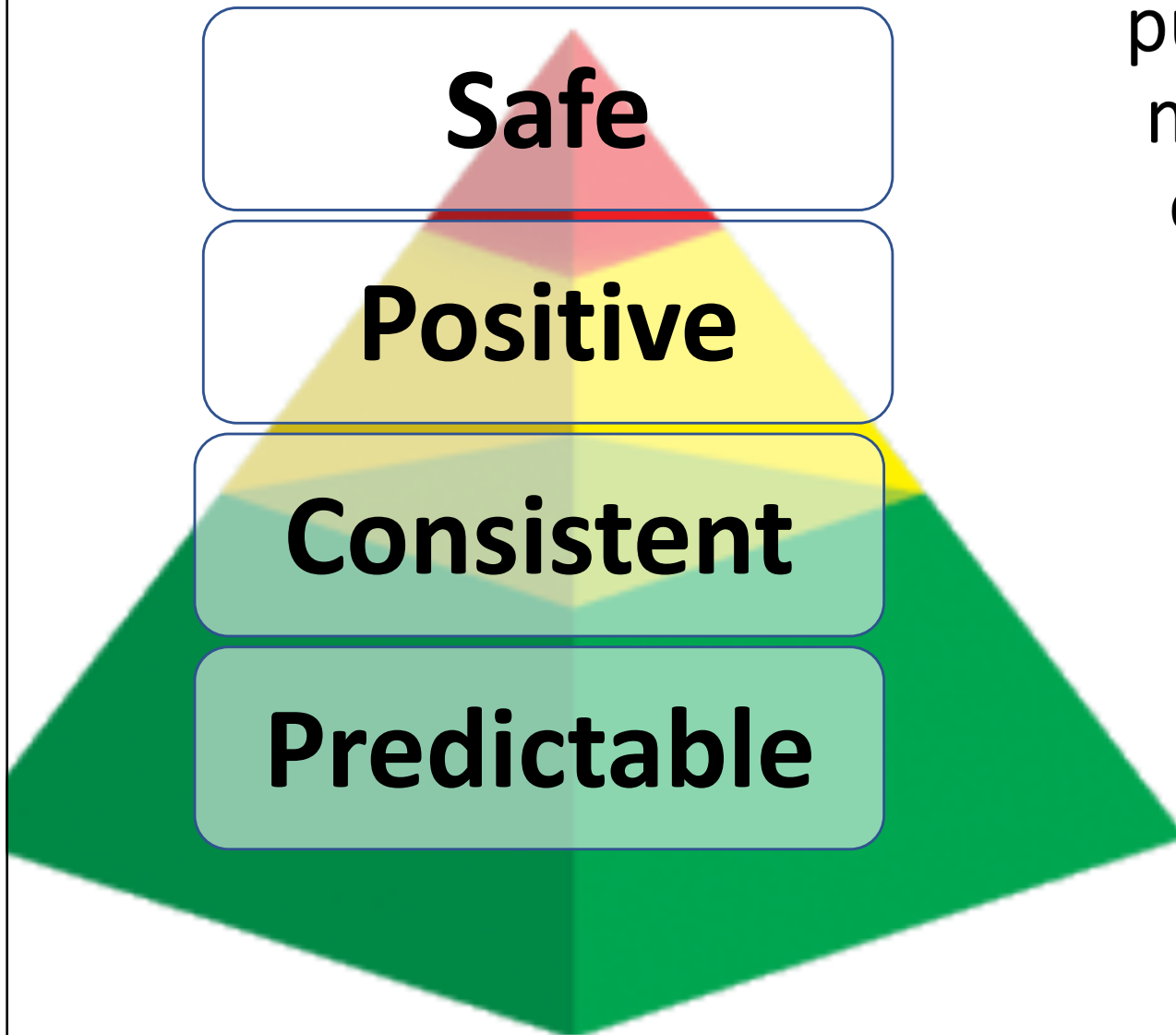
What does this mean to you
and why is it important?

You've got
to
"Maslow"



before you can
"Bloom"

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading



The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments.

What does science tell us about wellbeing?

- Brain forms and changes across life span
- Continuous interplay between body, mind, spirit, behavior and genetics.
- Sensitive periods
 - Birth to 2
 - 4-6 years
 - Adolescence
- We can intentionally train our brains to improve well being and greater good.
- “Well being is a skill”

*Center for Healthy Minds,
University of Wisconsin Madison*

Wellbeing

Should central role of education be building and improving wellbeing ?

How would academic achievement improve if we had students, youth, educators in environments that fostered emotional health and wellbeing?

How would that impact healthcare?

Justice system, Poverty, Homelessness, Drug Use?
Unemployment?

Protective Factors (CDC, SAMHSA, NIMH, FBI...)

Individual

- Positive connection to adults
- Engagement in meaningful and prosocial activities
- Positive self-concept and peer role models
- Youth disapproval of substance use (deviant behavior)
- Highly developed social skills/competencies

School/Community

- Caring school climate
- Student participation in extracurricular activities
- Opportunities for school-student connectedness
- Positive and clear expectations
- Predictability
- Presence of caring adults

Ensuring our Schools serve as Protective Factors:

Messaging in our Curriculum

- Be mindful of assignments and activities that ask students to write about or act out traumatizing experiences, like simulations.
- *To Kill a Mockingbird* and learning about what it was like for people of color ‘back then.’ At the same time, they are experiencing racism in school and in their communities in the present tense.”
- Emergency drills
- Media/news can be trigger traumatic responses for some of our students just by association
- Free and Reduced Lunch = Brown bags

Classroom Practices that we may want to revisit

- Homework
 - Considerations: support at home, materials at home, peace at home
- Cost response and exclusionary practices
- Parent signature *I travel a lot and sometimes my daughter has my permission to sign her name* 😜
- Reframe: “Be Responsible” think about the experiences kids have outside of school that are necessary to demonstrate ‘schools definition of responsible’

Tools to Build a Culture of Wellness

Trauma Informed Supports at Tier 1

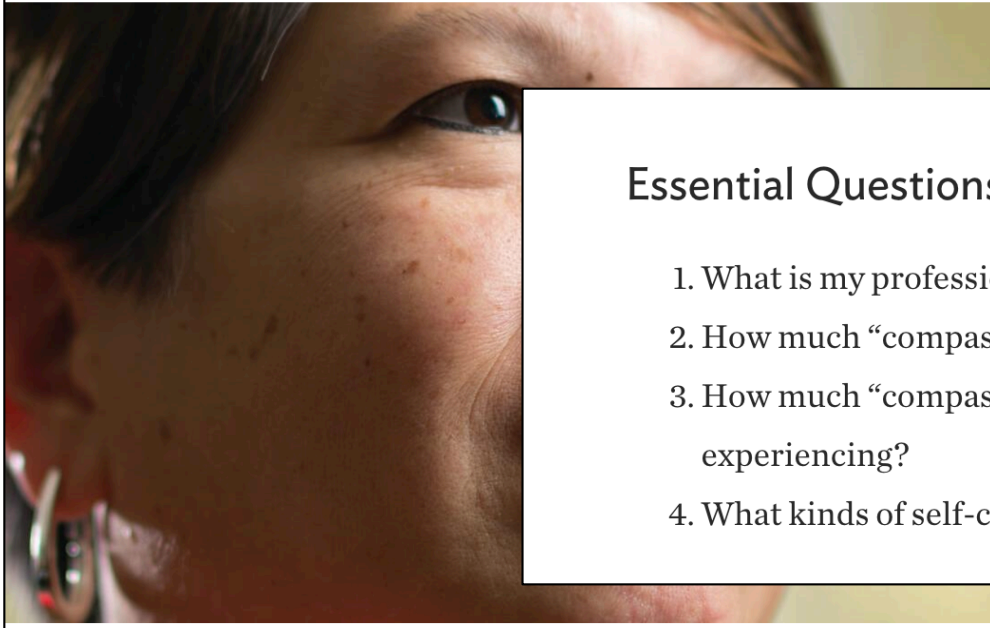
- What is in your toolbox already?
 - Relationships and self-care
 - Teaching matrix
 - Classroom and SW practices
 - Student engagement!



Relationships, relationships, relationships

- [Take care of yourself first!](#)

The Professional Quality of Life (ProQOL) is a self-assessment tool that assesses the positive and negative effects of helping other people who are experiencing or have experienced trauma and suffering.



Essential Questions

1. What is my professional quality of life?
2. How much “compassion satisfaction” am I experiencing?
3. How much “compassion fatigue”—burnout and secondary trauma—am I experiencing?
4. What kinds of self-care do I need in order to be resilient in my work?

Vicarious Trauma/Secondary Trauma

- When empathy for a student's suffering leads to internalizing or frightening realities not personally experienced we call this vicarious (secondary) trauma
- Constant demands to care for others may cause fatigue, emotional stress, or apathy. When trauma repeatedly overwhelms our ability to function normally we may experience compassion fatigue.

High levels of compassion fatigue can, overtime lead to:

- Burnout: physical and emotional exhaustion, involving the development of negative self concept, job attitudes and loss of concern and feeling for our students, their parents and our colleagues

Compassion
Fatigue
At its finest!



Burnout

Top 7 Signs you are Too Stressed

It is important to smile and laugh!

Laughing releases chemicals that lift your mood and put positivity into your troubles and stressors.

1. You've wondered if your cell would float if hurled into a river.
2. You start using a pencil instead of pen when scheduling dates.
3. Medical journals/Case files have become your "light bedtime reading".
4. Your best friends think you've moved because they haven't heard from you in so long.
5. You consider Red Bull part of a balanced diet.
6. You fall asleep during trips to the dentist, it's the only break you get.
7. It takes you 6 days of vacation to feel relaxed, and after 6 minutes back at the office, you forget you even went on vacation!

Self Care

A blue umbrella with a black handle and a black top button. The umbrella is open and contains several self-care tips. The background is a light teal color.

Taking time for yourself

Staying hydrated

Putting your health first

Going outside

Being genuine

Acknowledging your feelings

Fueling your body

Practicing forgiveness

REMEMBER...

- Self Care is not a sign of weakness
- Self Care is not selfish
- Engaging in self-care should NOT give you a sense of guilt or shame.



How Do I Make Time For Self-Care?



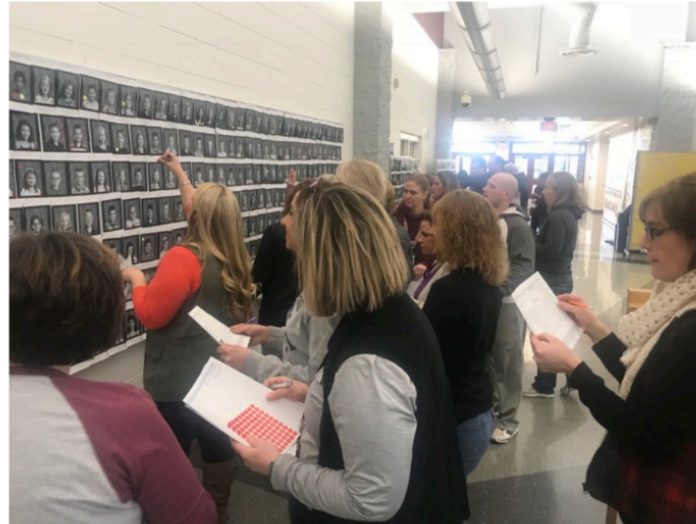
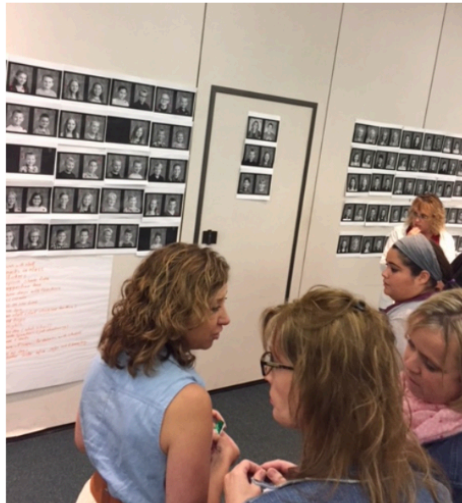
- Make yourself a priority.
- Take a victory lap.
- Surround yourself with good people.
- Update your workspace.
- Recharge and reboot.

Relationships build caring connections

- Start with “getting to know them...”
- Letting them know something about you.



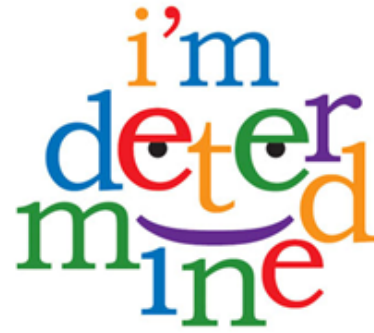
Ensuring all students connect with at least 1 adult



1 pagers



Name: Nicholas Wayne Silvey
Address: Glade Hill, VA



Date: November, 2012

My Strengths

- English
- Social Studies
- Learning
- Writing Poetry

My Preferences

- A good foundation to grow from
- A lack of disturbance
- A constant and perfect schedule



My Interests

- Writing poetry on the spot
- Dreaming of a better world
- Making a better world
- Music

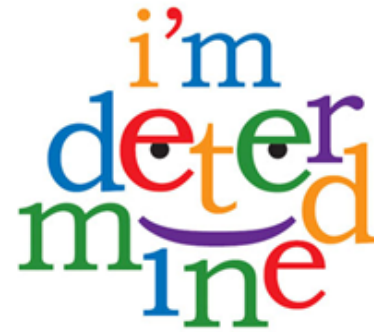
My Needs

- Printed notes
- Visual/Audible Learning
- A structured environment
- Predictability-knowing what is coming next



Name: Erica Rachael Fiel

Date: November, 2012



My Strengths

- Talking & Communication
- Prepare & Organize
- The professional way I can present myself.
- Creativity

My Preferences

- Study Guides
- Things in Outlined Form
- Color Coded
- Computer Form



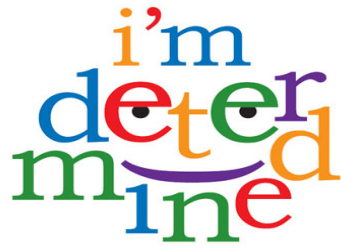
My Interests

- ASL
- Style
- Bible

My Needs

- Support
- Visual and Oral Understanding
- Extra Time
- Organized Notes...etc.





My Good Day Plan

Good Day

Now

Action

Support

What happens on a Good Day?

Does it happen now?

What needs to happen to make it a Good Day?

Who can help me?

- 
- 
- 
- 

- ❖ Hot cocoa every morning before school: once in awhile
- ❖ Head phones to listen to calm music on bus ride to school – not happening now
- ❖ Greeted at bus drop-off by class buddy – not happening now
- ❖ Morning task list – tried earlier in year and dropped

- ❖ Hot cocoa packet and mug by the microwave each night before bed
- ❖ Purchase headphones
- ❖ Talk with classroom teacher
- ❖ Reformat checklist – add graphics; hang on bulletin board near door

- ❖ Mom 
- ❖ Mom 
- ❖ Case manager
- ❖ Classroom teacher

Have you Embedded Relationships in the Classroom?

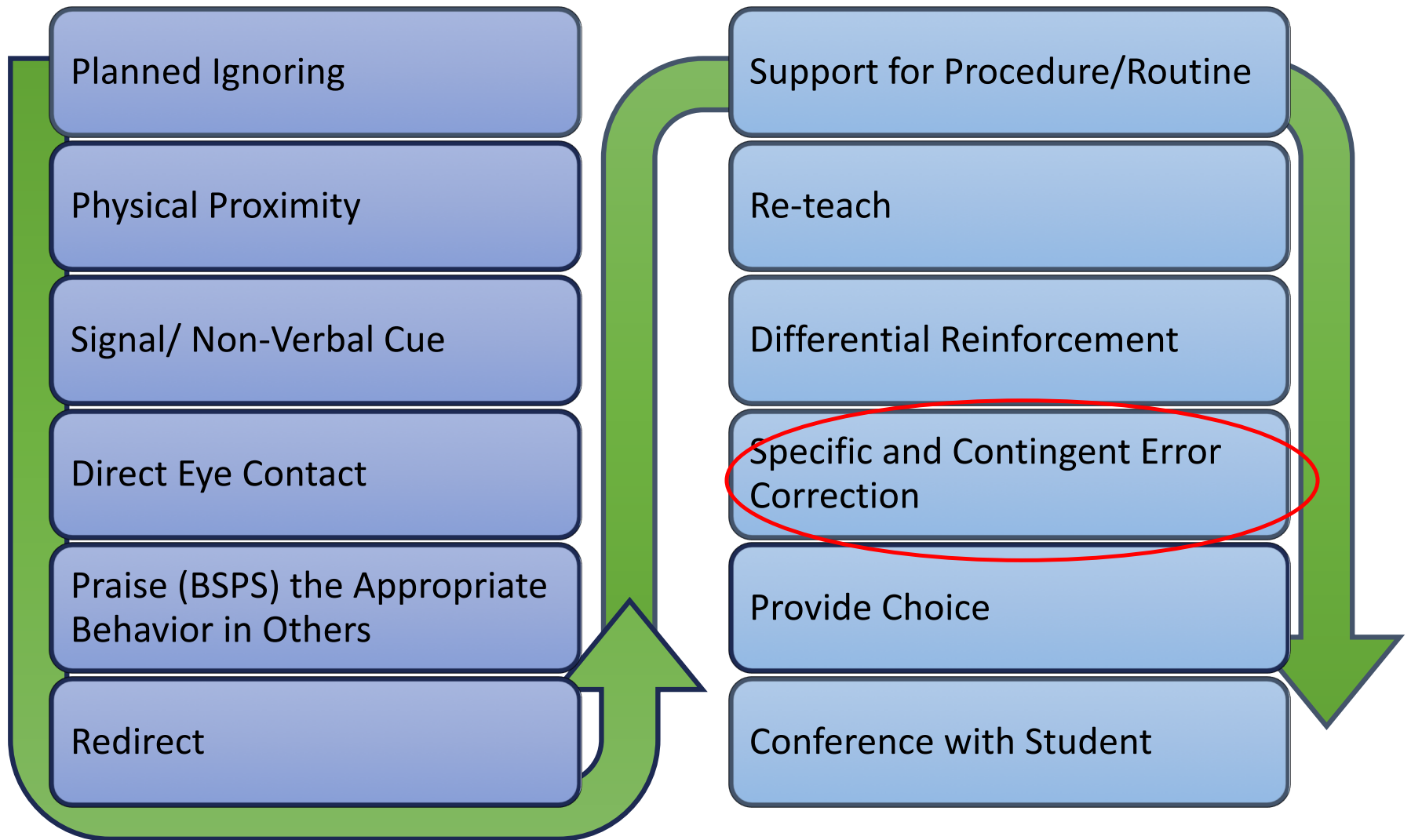
- Greeting at the door
- Community building circles
- Knowing students name (even students that you don't teach)
- Learning to pronounce your students' names
- Activities that help you get to know your students outside of school

Default to TEACHING (& RE-teaching)

- High rates and types of Opportunities to Respond
 - Differentiated response supports all students to engage in ways comfortable
 - Provides processing time, which allows neural networks to be strengthened
- Dignified Error Correction
- Behavior Specific Praise

The SAME way we teach and correct Academic Behavior is how we teach and correct Social Behavior

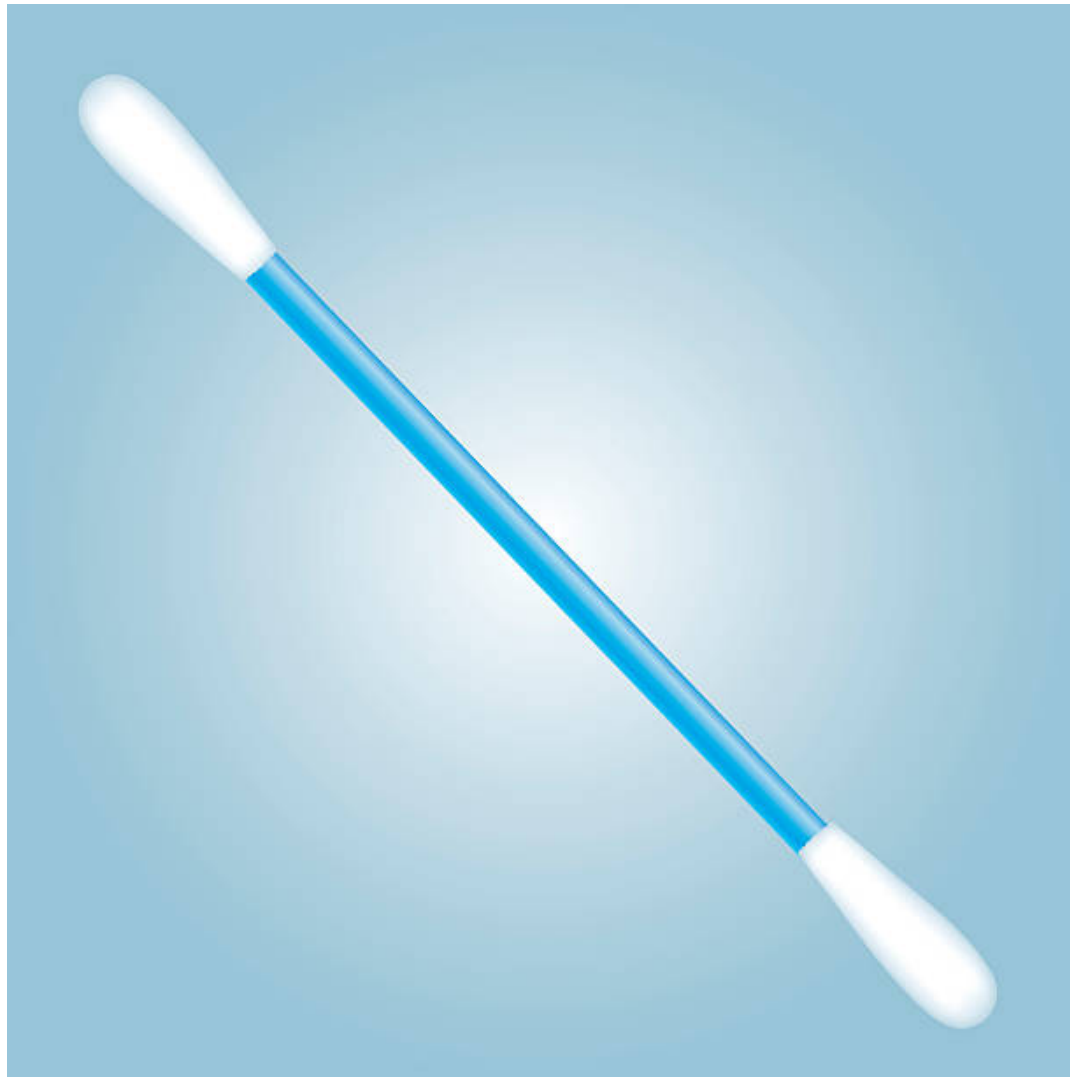
Continuum of Strategies to Respond to Inappropriate Behavior



Building Relationships

- Consider the backgrounds of the students (fight or flight? Trust? Negative learning history)?
- Have Patience – This is the LONG GAME. It can take time and is more purposeful than with other students
- Stay calm, communicate concern and care
- Show respect (even when they do not – you are MODELING)

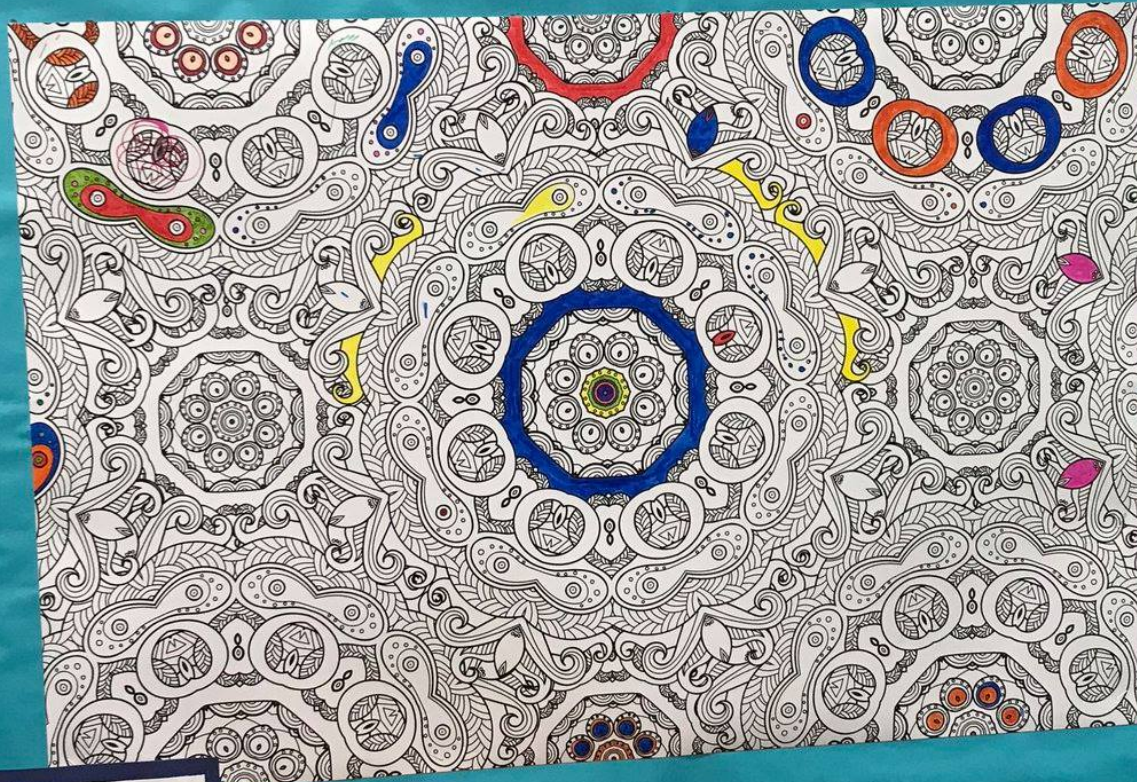
Quit Taking it Personal



Practices That Build a Culture of Wellness



THE DESTRESS CORNER



Need a Break?

Feel free to color during class
down-time or during passing
period!

The Magic of the Matrix

A pair of white gloves is shown against a dark background. The top glove is open, with fingers spread, as if releasing something. The bottom glove is cupped, holding a glowing, colorful matrix of light particles. The particles are in shades of yellow, green, blue, and purple, and they appear to be swirling and moving. The overall effect is magical and ethereal.

- Use your matrix to build a 'culture of wellness'
- Consolidate language into one document (framework)

Teaching Matrix

Secondary SETTING

Respectful Environment

1. Expectations

NATURAL CONTEXT
(Settings/Social Emotional wellness)

3. Specific Behaviors

		Classrooms	Hallways	Bruin Block	Cafeteria	Library/Computer Lab	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Use computers responsibly.	Listen/watch.	Watch for your stop.
	Respect Others	Use social media for 'good'	Use normal voice volume. Walk to right.	Invite those who are alone to join a club you are in.	Invite people who are alone to join in your conversation.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Stay seated.
	Respect Property	Recycle. Clean up after self.	Use equipment properly. Put litter in garbage can.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up trash from bleachers	Wipe your feet.

Teaching Matrix						Respectful Environment		
		All Settings	Halls	Playgrounds	If you see Disrespect			
Expectations	Respectful	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	STOP: Interrupt & model respect, rather than watch or join in	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Achieving & Organized	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others. Invite those who are alone to join in.	WALK: Invite people who are being disrespected to to join you and move away.	Whisper. Return books.	Listen/watch Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Responsible	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Stop: Interrupt, Say "that's not ok." Walk: walk away Don't be an audience Talk: REPORT to an adult	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

Are we teaching students how to get help?

Warrior Way	Classroom Rules
Be Responsible	Stay on task Clean up
Be Respectful	Raise hand Listen to speaker Follow directions Use appropriate voice level
Be Safe	Walk quietly Hands and feet out of aisles

School-wide Expectations

Classroom rules

When you feel upset ...

Recognize what you're feeling "I feel..."

Stop and take a few deep breaths

Ask for a break if you need a moment

Express your feelings **appropriately**

Talk to someone if you need help

Tell an adult if your worried about your safety (or someone else's)

1-800-Suicide

A few additional examples:

- Parent-teacher conference
 - MVLA district
- AUTHENTIC family engagement
 - Invite them!
 - Make the material accessible
- Current opportunities for welcoming families
 - Open house
 - Athletic/drama/community events
- Others

NEST lunch (post Bruin Block schedule)

School connectedness

Relationship building with adult outside your core teachers

Opportunity for students to invite students

BRUIN Block ~ What's OPEN?
TUESDAY

Maroon		Gray	
<u>Art</u> Mader-Wasko DRENNING	<u>Science</u> Allyn Bourgeois Groh Limbacher Roth	<u>Art</u> [REDACTED]	<u>School Counselors</u> Swonger (B107) Treasor (D207)
<u>AVID</u> Casey		<u>English</u> Baden Goldberg Harris, D. Stewart-Mason	<u>Social Studies</u> Anderson DeCosmo Lewis Pfisterer Slack Steven Villwock
<u>English</u> Chih Sinclitico Whewell	<u>School Counselors</u> McGair (D207) Smith (B107)	<u>FACS</u> Holloway	
<u>HPED</u> Bell Hamilton Yeatman (FACS)	<u>Special Education</u> Kronz Pregagnani Vignac	<u>Math</u> Bostic Burrows Higgins Rowe Skrickus	<u>Special Ed</u> Delviscio Lee Tomchik
<u>Math</u> Hanratty McNulty Riley Rundle	<u>Tech Ed</u> Olsen Patterson Vigna	<u>Music</u> Suh	<u>WCL</u> Dickerson Barrett Dobbs, D.
<u>Music</u> Fullerton Shatt (B-Days) Tambascio	<u>WCL</u> Dickerson Kerdock O'Sullivan Perrotta	<u>Science</u> Carpita (A-days) Jallepalli Stemmler	
CLUBS: Yoga (Aux Gym), Key (D104), Interact (B204), Sea Perch (B110)		CLUBS: Model UN (A216), NHS Tutoring (A220), Book Club (Media)	
STUDY HALLS: D120, D229		STUDY HALLS: D210, D206	
COMPUTER LABS: D115, D117, D215		COMPUTER LABS: D115, D117, D215	

BRUIN Block ~ What's OPEN?
FRIDAY

Maroon		Gray	
<u>Art</u> Cartwright Russo	<u>Music</u> Bennett Heist Shatt (B-Days)	<u>English</u> Baden Davis Dobbs, L. Levy	<u>School Counselors</u> Gerardi (D207) Lewnes (B107)
<u>Business</u> Ruck	<u>Science</u> Cosh Jallepalli Stemmler	<u>HPED</u> Skrenchuk	<u>Social Studies</u> Agre Anderson Hussey Slack
<u>English</u> Culp Fischer Giroux Grainger Harris, D. Sinclitico Whewell	<u>Social Studies</u> Houston Keller Sipe Steven	<u>Math</u> Berry Bostic Hanratty Oliva Riley Rundle	<u>Special Ed</u> Carey Tomchik Vojtech
<u>FACS</u> Pettit	<u>Special Ed</u> Lee	<u>Music</u> Werntz	<u>Tech Ed</u> Cloyd Patterson Vigna
<u>HPED</u> Bell	<u>Tech Ed</u> Gray Olsen	<u>Science</u> Allyn Fleming Bourgeois Carpita (A-Days) Groh Harrod Limbacher Roth	<u>WCL</u> Dallanegra Loetz
<u>Math</u> Emerson Harris, R. Rowe Shelby Skrickus	<u>WCL</u> Dickerson O'Sullivan		
CLUBS: 2018 (D116), 2019 (D218), 2020 (D201), 2021 (A104) Physics (A207), NHS (A220)		CLUBS: Film (B208)	
STUDY HALLS: D106, D101		STUDY HALLS: D124, D205	
COMPUTER LABS: D115, D117, D215		COMPUTER LABS: D115, D117, D215	

Have you Embedded Relationships School-Wide?

Into your:

1. Classroom practices?
2. School-wide matrix?
3. Acknowledgement system?
4. Discipline system?

Take a few minutes and discuss. If you don't have examples yet this is the time to start brainstorming!

You Too 2 Can Build a Culture of Wellness

“School-wide change has to begin with individuals, It might start with 2 teachers and what goes on in their classrooms won’t eliminate global injustices, but it is a foundation on which the work can grow.”

Paul Gorski

We invite you to...

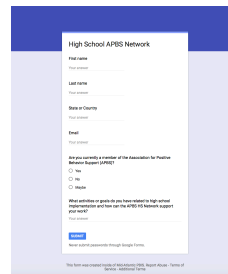
- Join the APBS Network 1 of 3 ways

1. Registration link:

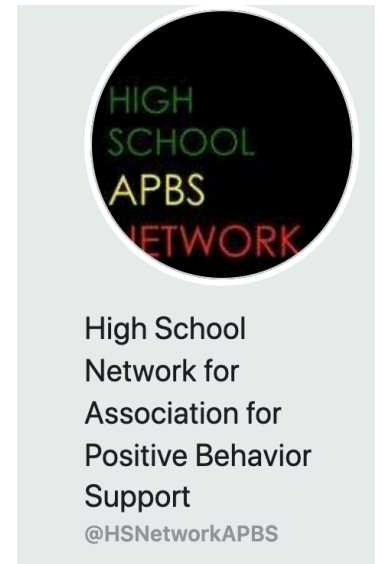
<https://goo.gl/forms/M6NKaqTSMKGKnCB53>

2. Email apbshs@usf.edu

3. Scan



- ‘Like’ the Facebook page
 - Polls will be posted so you can request webinar topics
- Participate in webinars and meetings
- Share with colleagues & get the good word out
- Join the RDQ here at the Forum and HS Network Lunch in Miami @ APBS Conf.



High School Network for Association for Positive Behavior ...



17th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

Miami, FL

Hyatt Regency Miami

March 11-14, 2020

For more information, visit:
conference.apbs.org

APBS

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

REFLECT *the “why”*

ENCOURAGE *the dialogue*

CELEBRATE *the change*

**AUTHENTIC
ENGAGEMENT**