

PBIS Trauma-Informed Practices for Young Students

Activity Workbook Day 2

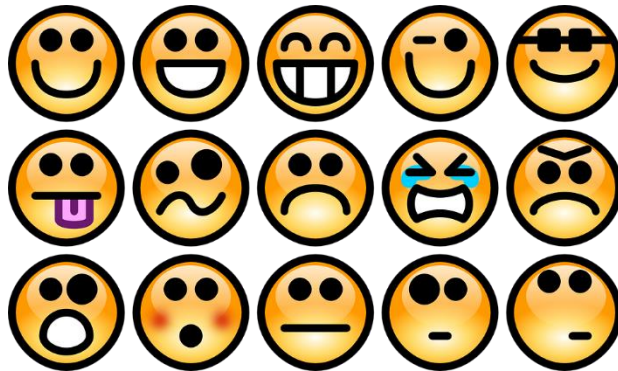
August 18, 2020 9:30 a.m. to 12:30 p.m. PST



VISUAL SCHEDULE:

Time	Activity
9:30	Checking In Calming Kits
10:00	The Role of Co-Regulation and Discipline
10:30	Discussion Method Ten Tenets of Behavior: What Every Teacher Needs To Know!
11:20	Match Game Classroom Routine Behavior Support Guide
12:15	Simulation Closing Activity Thoughts/Questions/Actions

What are you putting in your Calming Kit?



When I feel	This is what I do
When I feel	This is what I do
When I feel	This is what I do

The Role of Emotion Co-Regulation in Discipline

Eutopia, October 15, 2019

I once heard that it is critical that a teacher's brain should resemble a thermostat rather than a thermometer when it comes to disciplining a student. What does this mean? Like a thermostat, the teacher needs to maintain a steady temperature throughout a moment of conflict, with a goal of creating conversation and a plan of action with a student who understands their choices and the consequences of those actions. The teacher needs to model the behaviors they want to see and to model self-care and respect during the discipline process.

Our schools are currently seeing a dramatic increase in students of all ages carrying in anxiety, adversity, and trauma from a variety of adverse childhood experiences (ACEs). Social and emotional learning programs are critical for addressing these emotional and mental challenges, but we must also rethink our discipline procedures and policies. We need to understand that traditional discipline works best with the children who need it the least and works least with the children who need it the most. Discipline ideally is not something we do to students—it should be a quality we want to develop within them. For students with ACEs, traditional punishments can unintentionally retraumatize and reactivate their stress response systems. Recent research in school discipline is grounded in the neuroscience of attachment, which emphasizes the significance of relationships. Those relationships begin with an adult in a regulated, calm brain state. It takes a calm brain to calm another brain—this co-regulation is something that students with ACEs may have missed out on. Their school can be an environment where they feel safe and connected even when they make poor choices.

This doesn't mean giving students a pass for misbehavior: There are still consequences for poor choices, but regulating the feelings and sensations a student is experiencing is the initial step, one that is critical for a sustainable change in behavior.

Emotions are contagious, and when a teacher is able to model a calm presence through their tone, facial expression, and posture, students are less likely to react defensively. When the teacher listens to what is beneath the behavior, focusing on the student's feelings, this type of validation says to the child that the teacher sees them and is trying to understand. When the teacher takes deep breaths, gets a drink of water, and creates space for reflection for a minute or two, they are modeling the regulation skills they want to see from students.

CO-REGULATING BEHAVIOR WITH STUDENTS

If I'm the teacher, co-regulation—the process of helping a student who has made a poor choice of behavior to regain their composure—begins with the awareness of my own sensations and feelings when I am disciplining the student. It entails a willingness to regulate my own brain before I act on that discipline. Personally, I try to commit to three quick routines that feel doable to calm me in a short period of time: taking three deep breaths, texting a friend or [pulling an affirmation](#) from a prepared jar, and stretching and moving for a minute.

It's much better to wait for a few minutes when we're feeling irritated and angry before we discipline, and this is also excellent modeling for students. Students read our nonverbal communication, so paying attention to our facial expression and posture in addition to our tone of voice is critical when teaching the behaviors we want to see.

Focusing on the student's sensations and the feelings that lie beneath the behavior help us to understand the root causes and patterns of a behavior we might discover when there is rising irritation and anger. I may have a minute or two to redirect—by suggesting that the student go and get a drink of water or take a couple of deep breaths to calm down with me before we talk about the problem. Creating a friend-in-need system could be helpful so each student has a buddy or even another adult in the building to go to when they begin to feel agitated. For the friend-in-need system, teachers ask students to select one or two peers or adults at the school who they trust and feel comfortable with if they need to take a break and be in another environment or talk through those challenging moments. This is preventative discipline and a way for students to have options when they begin to feel negative. These calming strategies are taught ahead of time and become a part of our procedures and classroom agreements or guidelines. Validation is a powerful way to calm an agitated and angry student. It's calming to be understood and felt by another. Validation opens the door for teacher and student to discuss choices and consequences and to create a plan of action for the next time there's a conflict.



10 Things We Should Know About Behavior

1. Behavior is learned and serves a specific purpose. Students are NOT born with bad behaviors



2. Behavior is related to the context within which it occurs.



3. For every year that a behavior has been in place, you should plan to spend at least one month of consistent and appropriate intervention to see a change in behavior. PTR-YC recommends keeping interventions in place for a period equal to the history of the challenging behavior.



4. Students do NOT learn when presented contingent aversive consequences; they learn better ways of behaving by being taught directly and receiving positive feedback... ...we can improve behavior by 80% just by pointing out what one person is doing correctly.



5. We know we can improve behavior by 80%, yet we use it less than 10% of the time. Remember SUCCESS Ratio (5:1)) and how to make this part of our daily behavior.



6. When we want compliance from our children, we should whisper in their right ear and offer them equal choices.



7. All behavior falls into two categories: Kids are either trying to gain something or escape something by their inappropriate behaviors.



8. Things kids are trying to get:
Attention- (adults or siblings)
Access (preferred items)
Sensory input (proprioceptive input)



9. Kids are trying to escape these things:
Work or Tasks
Attention from Adults or Peers
Pain (emotional or physical)
Sensory overload (too much coming in)



10. Your reaction determines whether a behavior will happen again or not. To change child behavior- we have to change adult behavior.



Classroom Routine Behavior Support Guide

Section I: D.A.S.H.

Define the Challenging Behavior

- 📌 Observable: The behavior is an action that can be seen.
- 📌 Measurable: The behavior can be counted or timed.

What is the challenging behavior that occurs most for this student?

Nonexamples: "TK Jackie is a pain!" "She is aggressive." "Her behavior is atrocious."

Example: *Pushing & hitting; Throwing toys/objects; grabbing hair; pinching arms; Forcing her body into the personal space of others (looks like hugging but is forceful with squeezing)*

Answer ABC WH-Questions

WHERE/WHEN (the Routine) does the problem behavior most likely to occur? Check only one box.

<input type="checkbox"/>	Whole group/Start of day activities/Circle Time
<input type="checkbox"/>	Academic Learning Centers/Seat Work/Small Group
<input type="checkbox"/>	Free Time/Unstructured Activities
<input type="checkbox"/>	Recess
<input type="checkbox"/>	Snacks/Meals
<input type="checkbox"/>	Transitions: Clean Up
<input checked="" type="checkbox"/>	Transitions: Line Up

WHY might the child be doing this?

What happens right after the behavior occurs?	
<i>She is given repeated directions to line up. She continues to push/hit other students. She doesn't comply so I send her to a quiet space.</i>	
What do you think the function of the behavior might be?	
Request/Obtain: <input type="checkbox"/> object <input type="checkbox"/> activity <input type="checkbox"/> person <input type="checkbox"/> help <input type="checkbox"/> social interaction <input type="checkbox"/> information <input type="checkbox"/> sensory stimulation	Escape/Avoid: <input type="checkbox"/> demands <input type="checkbox"/> activities <input type="checkbox"/> person <input type="checkbox"/> sensory stimulation

See the behavior (optional)

Observe the behavior during routines specified and/or observe to verify information

Hypothesis: a final summary of WHERE, WHEN + WHY behavior occurs

When _____

Then _____

As a result, _____

Therefore, _____

Section II:

Classroom Routine: TRANSITIONS – Line Up

Choose one strategy for PREVENT – TEACH - RESPOND

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?

Page #	Classroom Routine Menus
5	Whole group/Start of day activities/Circle Time
6	Academic Learning Centers/Seat Work/Small Group
7	Free Time/Unstructured Activities
8	Recess
9	Snacks/Meals
10	Transitions: Clean Up
11	Transitions: Line Up

Classroom Routine: **TRANSITIONS – Line Up**

Why might the child be doing this? **TO REQUEST/OBTAIN**

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<ul style="list-style-type: none"> Praise children for lining-up Use an if then statement “if you line-up then when we come back you can be the leader or the caboose” Use a fun “transition activity”, such as “move like a frog to ___” or “hop on one foot to ___” or sing a song about where we are going Have children do an academic activity in line (count up, name things in a category) Shadow child as they line up and walk to next activity Have child select a peer to line-up with State line-up expectations before the need to line-up 	<ul style="list-style-type: none"> Teach the expectations for lining up and walking in line Teach fun “transition activity”, such as “move like a frog to ___” or “hop on one foot to ___” or sing a song about where we are going Teach child to ask peers what they want Teach child an academic game to play in line 	<ul style="list-style-type: none"> Remind child of the expectation to keep hands/feet to themselves Shadow the child and praise them, “I like how you are walking in line.” Validate the behavior, “I understand you want to be first, we take turns being first” Validate the child’s feelings, “I know it makes you mad when ___is in front of you in line, you could ask to switch places”

Why might the child be doing this? **TO ESCAPE/AVOID**

What can I do to prevent the problem behavior?	What new skills should I teach ?	How can I respond if the problem behavior occurs?
<ul style="list-style-type: none"> Warn that transition is about to happen in 5 minutes Use a timer, set it for 5 minutes, and let the child know when the bell rings activity is finished Shadow child through transition to line-up and to next activity Prompt child with visual classroom schedule and/or first-then visual schedule to indicate transition Have the child walk with a peer buddy Give choices of where to line-up , who to line-up by, or what song they want to sing etc. Use a fun “transition activity”, such as “move like a frog to ___” or “hop on one foot to ___” or sing a song about the next Praise child for going to next activity 	<ul style="list-style-type: none"> Teach child to follow visual schedule and predict when the activity will happen again Teach child to follow transition signal (verbal cues, timer or bells) Teach child to choose a peer to line up with, a place in line, or song/action they want to do in the line Teach child song/action to go along with lining up or walking in line 	<ul style="list-style-type: none"> Remind the child of a special job/choice they get to make Use visual schedule to remind of something fun following activity, or use first then schedule “First ___, then ___ “after next activity Redirect and ignore behavior when possible Praise peers who are following expectations Re-cue child to make a choice

Section III:
Progress Monitoring:

FIDELITY: After two weeks, answer fidelity questions for all practices defined in the plan.

Practice/Strategies	Was practice implemented as intended?	Did the child respond as intended?	Was the practice implemented as frequently as intended?
Prevent:	YES NO	YES NO	YES NO
Teach:	YES NO	YES NO	YES NO
Respond:	YES NO	YES NO	YES NO

OUTCOME: After two weeks, how would you rate the challenging behavior overall? (1-worse, 2 no improvement, 3 improving)

Date: 1 2 3	Date: 1 2 3	Date: 1 2 3	Date: 1 2 3	Date: 1 2 3
Date: 1 2 3	Date: 1 2 3	Date: 1 2 3	Date: 1 2 3	Date: 1 2 3

How is the plan working?

What part of the plan was easy to implement? difficult to implement?

Are there any changes or modifications that should be made to the plan?

Was the process valuable to you? to your student? Why?