

National PBIS Leadership Forum | October 22 - 23, 2025 | Hilton Chicago



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5B – Integrating Social, Emotional, and Behavioral Initiatives for Effective Implementation of Affirming Practices

Presenters:

Maria Reina Santiago-Rosario, University of Oregon; Laura Pulido & Dana McJunkin-Smith, Avalon Elementary School - Val Verde Unified School District

- **Topic:** Classroom PBIS
- **Keywords:** Social Skills, Alignment, Implementation



The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



PBIS Positive Behavioral Interventions & Supports

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Learning Objectives

Participants will learn to:

1. *Identify commonalities between teaching social, emotional, and behavioral skills and creating a fair and affirming classroom environment.*
2. *Understand the practical steps school leadership took to align these initiatives effectively.*
3. *Modify lesson plans to reflect a cohesive approach that integrates social, emotional, and behavioral learning with fair practices based on real examples from a school's experience.*

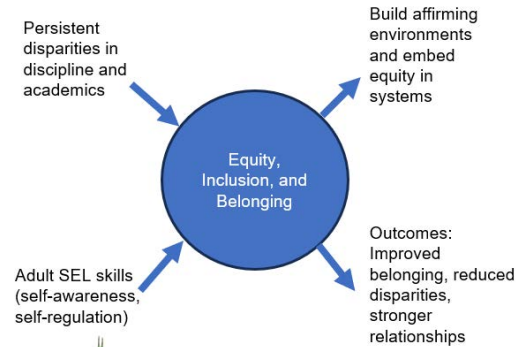


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Why: Equity and Belonging

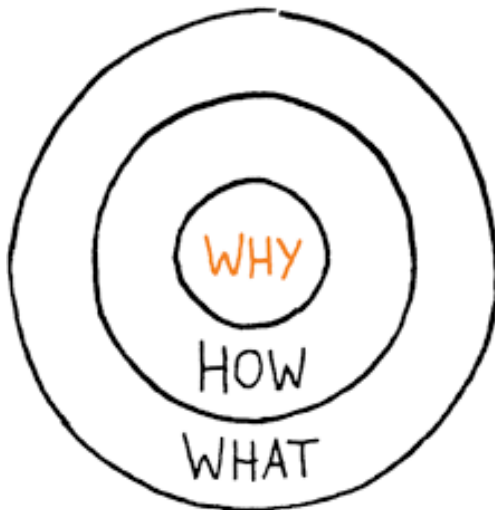
- Exclusionary discipline harms students and the harm is not distributed equally.
- School discipline disparities are symptoms of systemic inequities, not student deficits.
- Frameworks like MTSS, PBIS, ISF are only as effective as they are equitable.
- Relationships are the heart of meaningful change and every moment is a chance to teach



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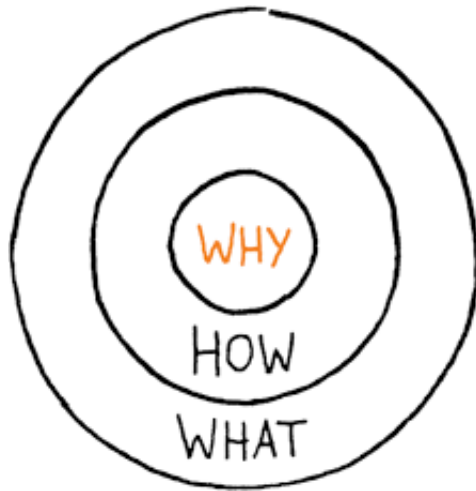
The Golden Circle (Sinek)



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The Golden Circle (Sinek)



■ Practices are the **WHAT**

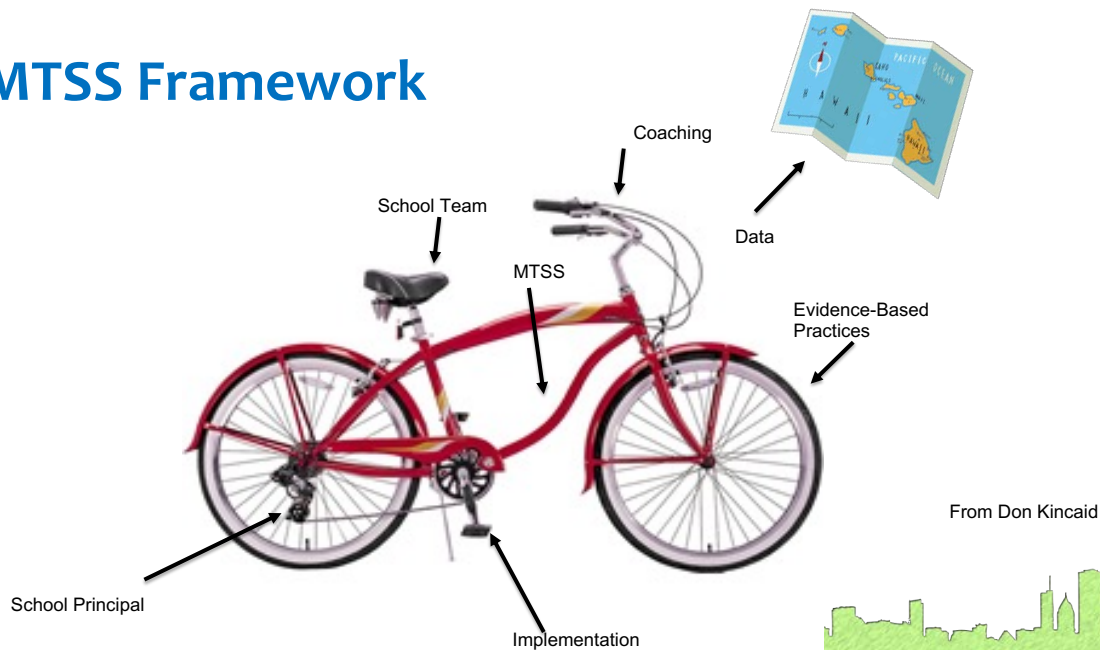
■ MTSS is the **HOW**



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MTSS Framework



From Don Kincaid

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Key Elements for Effective Social Skill Teaching



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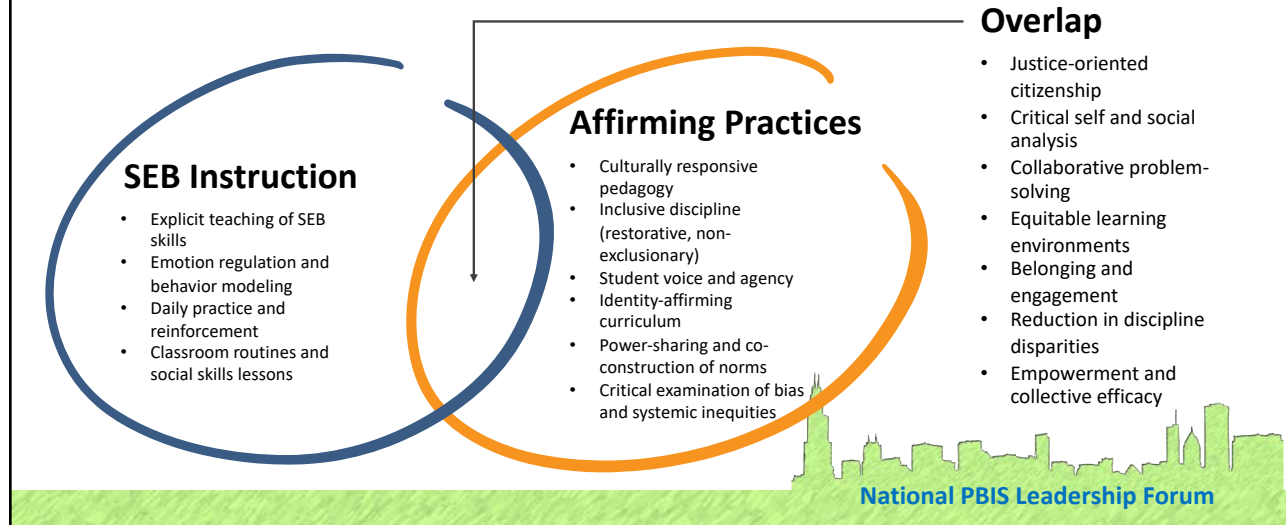
Alignment between Transformative SEL and Affirming Practices

CASEL Competency	Transformative SEL Expression	Affirming Practice Outcome
Self-Awareness	Critical self-analysis; identity centrality; cultural humility	Validates student identity; fosters self-reflection and pride
Self-Management	Moral agency; resistance to oppression; collective efficacy	Promotes restorative discipline; supports self-determination
Social Awareness	Critical social analysis; diversity salience (situational/institutional)	Builds inclusive environments; recognizes systemic inequities
Relationship Skills	Multicultural competence; collaborative problem-solving	Encourages co-construction of classroom norms; supports equity in interaction
Responsible Decision-Making	Distributive justice; civic efficacy; ethical reasoning	Aligns discipline with values; promotes student voice in decision-making

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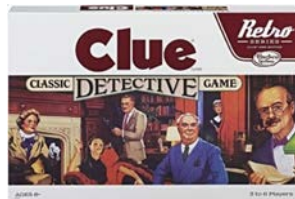
Shared Outcomes of Teaching SEB Skills and Affirming Practices



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What is a Vulnerable Decision Point (VDP)?

- A specific decision that is more vulnerable to effects of implicit bias
- Two parts:
 - Elements of the situation
 - Our decision state (internal state)

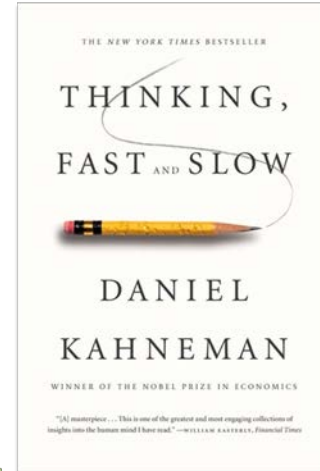


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Two Systems for Decision Making (Kahneman, 2011)

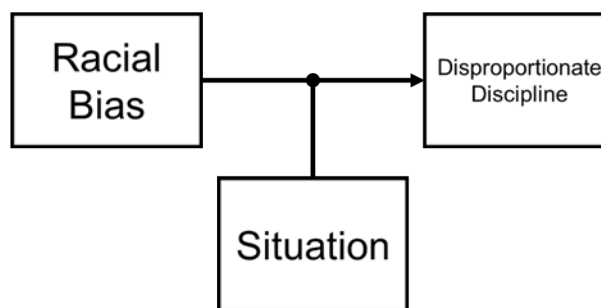
- System 1: **Fast Decisions**
 - Automatic, snap judgments
 - Intuitive, unconscious
- System 2: **Slow Decisions**
 - Deliberate decisions
 - Allows for conscious attention



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Multidimensional View of Bias



Vulnerable Decision Points

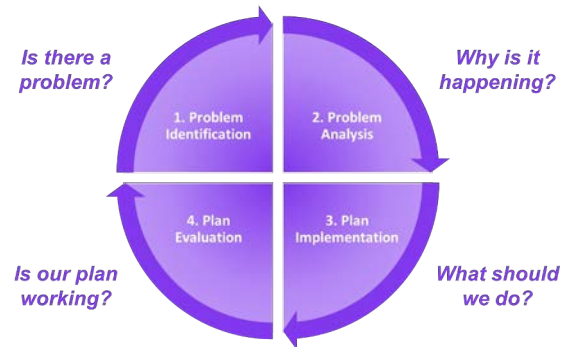
Subjective Behavior	Unfamiliar with Student
Vague Discipline System	Hallways
Classrooms	Fatigue

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Using Data to Increase Self-Awareness

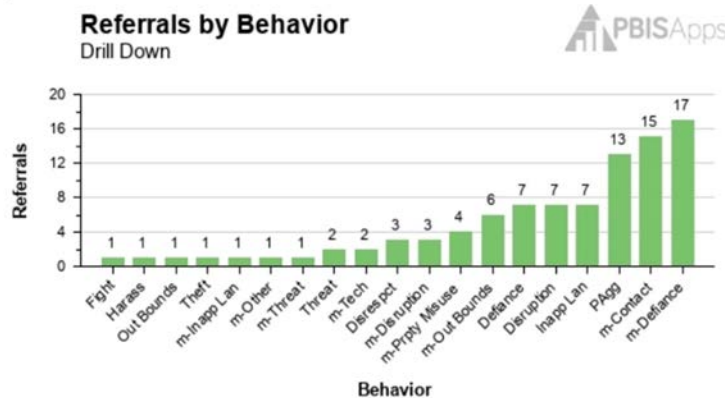
- a) Through national data
- b) Through our own school data
- c) Through examining our own personal VDPs



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Examples of Data Sources: Discipline Referrals



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Examples of Data Sources: Schedule or Routine Analysis

Schedule (Times)	Activity	Likelihood of Behavior						Decision State
		Low 1	2	3	4	5	High 6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	



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Examples of Data Sources: Direct Tracking of Teaching Practices

ReACT Classroom Observation Tool

Observer: _____ School: _____ Teacher: _____
 Grade: _____ Date: _____ Start Time: _____ End Time: _____

DURATION OF ACTIVITIES		
Activity	Length of time Observed	Length of time Observed
Teacher-led Instruction		Free Choice Time
Independent Seat Work		Transitions
Cooperating Work Groups		

Place a tally mark in the appropriate box when you observe a teacher delivering a response to a student(s). Circle the tally mark if the teacher delivered the response to one student for engaging in a behavior but not to students of other races who were also engaging in the same behavior.

FREQUENCY OF TEACHER BEHAVIORS		
Teacher Responses	Event Count for Black Students N =	All Other Students N =
Specific Praise		Whole Classroom
General Praise		
Explicit Expectation		
Harsh Expectation		
OTR		
Precorrection		

NOTES ON THE OBSERVATION

Describe any quantitative concerns or interesting observations patterns during the observation.



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Neutralizing Routine: Why do it?

Firefighters mistakenly pump jet fuel
on fire instead of water



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Neutralizing Routines

Quick, intentional strategy educators use to pause and respond calmly to unwanted behavior during stressful moments, helping prevent reactive or inequitable discipline decisions.

Why it matters?

- Reduces the likelihood of harsh or biased responses during VDPs
- Helps educators align their actions with their values, even under stress
- Interrupts escalating behavior cycles and promotes positive student outcomes
- Supports equity by addressing racial discipline disparities

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Neutralizing Routine: What is it?

- 5 critical features
 1. If-then statement
 2. Brief
 3. Clear steps
 4. Doable
 5. Interrupts the chain of events



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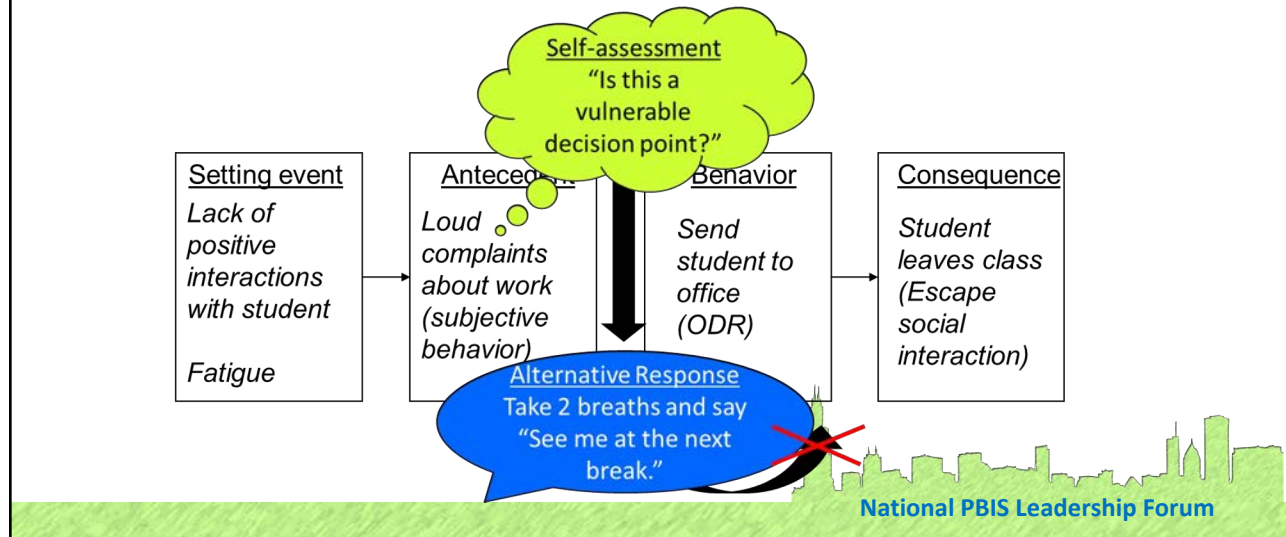
Neutralizing Routine: What is it **NOT?** NOW?

- Something that is done to us
 - *Make it an action you can do*
- A gentler way to exclude students
 - *Keep students in instruction*
- A long procedure
 - *Keep it brief – a quick pause and back into the game*



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Neutralizing Routine: How do we do it?



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Meet Your PBIS Partners





Dana Smith
PBIS Teacher
Avalon Elementary
Perris, CA
Val Verde USD

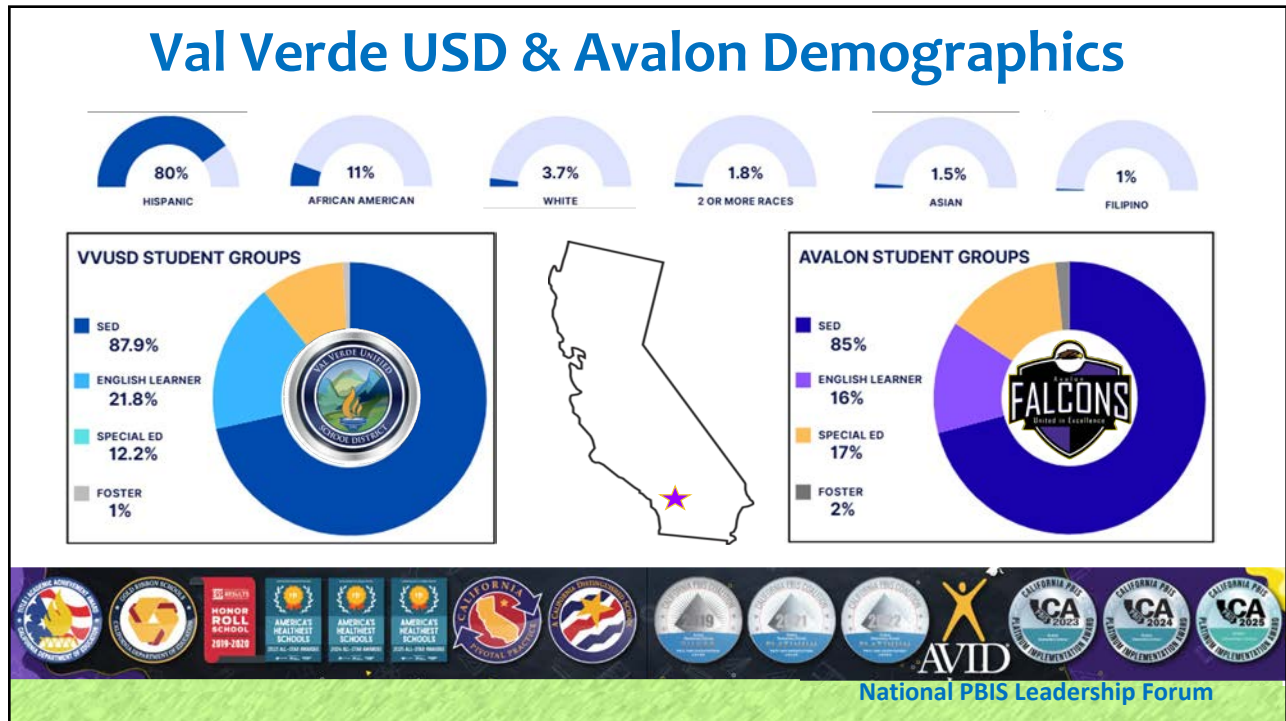




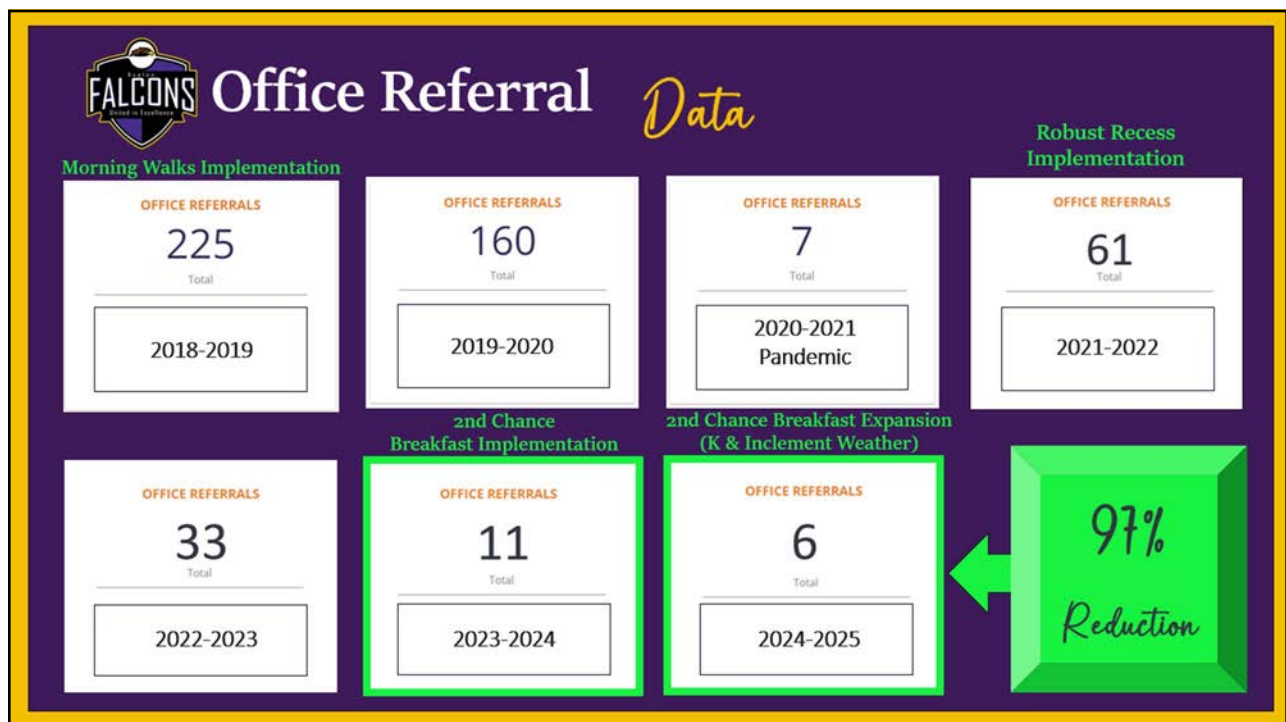
Laura Pulido
Principal
Avalon Elementary
Perris, CA
Val Verde USD

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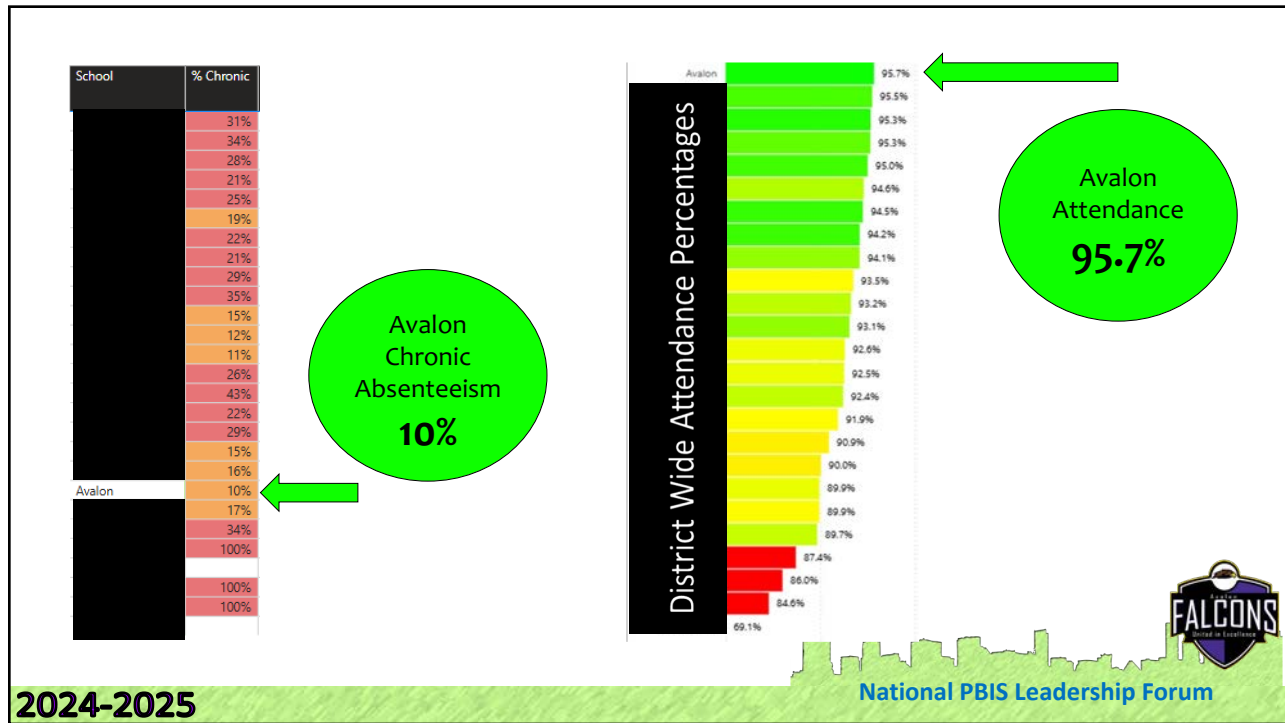
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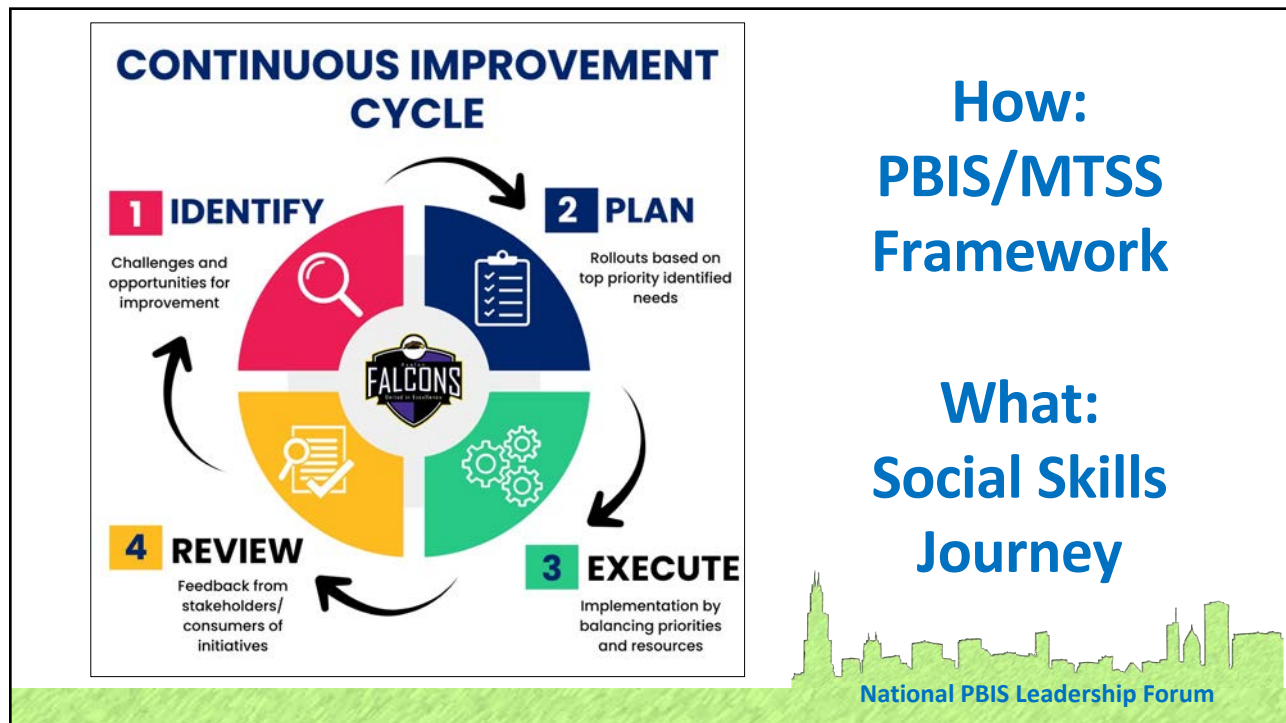
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Our Why

- All scholars & staff feel safe, included, and belong
- High academic standards and expectations for scholarly behavior
- Supportive, collaborative, and positive environment
- Accountability for all
- Unity and cohesion

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Factors Influencing Adoption Time

Habit formation takes 66 days (UCL Study, 2009)

Change dependent upon various factors:

- Individuals
- Complexity of the change
- Organizational factors (communication and leadership support)

Employee adoption is a longer process: weeks, months, years

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Challenges - PBIS/School-Wide

1 IDENTIFY

Challenges and opportunities for improvement



- Leadership change (2018)
 - Lack of clarity, communication, shared vision (PBIS systems)
 - Missing opportunities for collaboration and feedback
 - Inconsistencies in practices, data, behavior expectations, social skills teaching expectations, expectations of staff
 - Lack of accountability



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Avalon Falcons S.O.A.R. Proud

S- Strive for Excellence

O- Own Your Choices

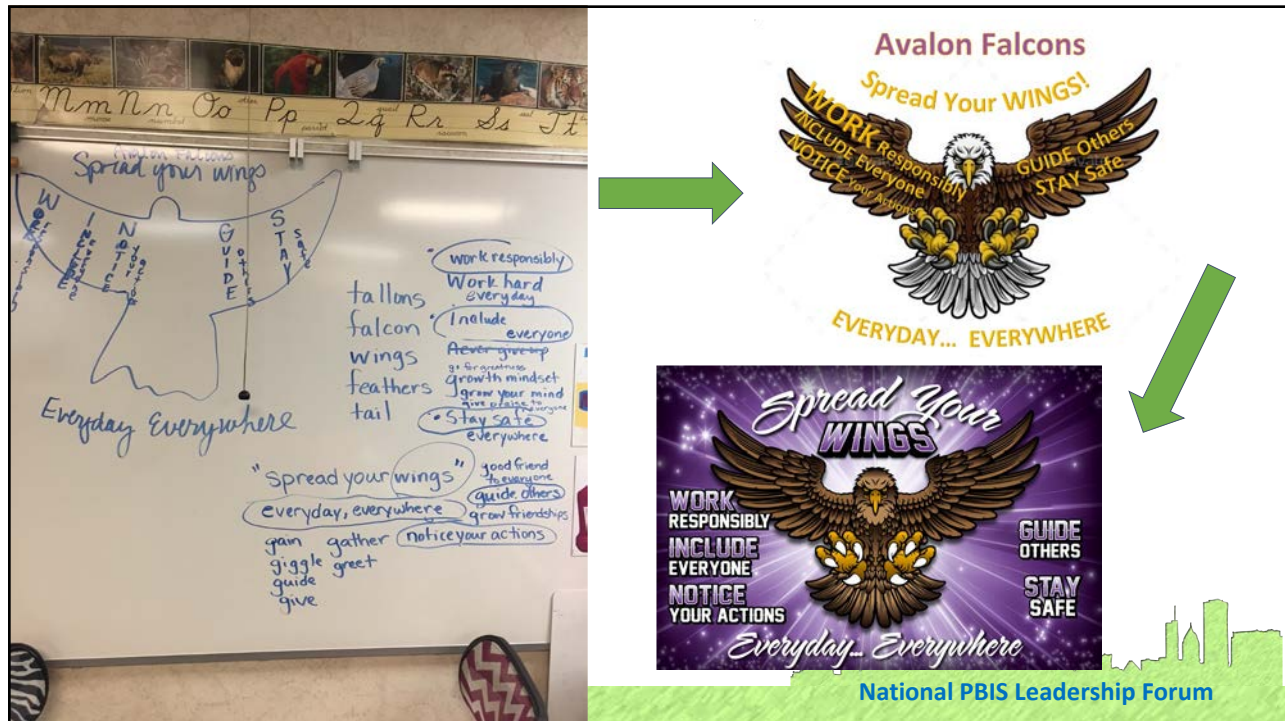
A- Attitude is Everything

R- Respect Yourself, School, and Others



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Challenges - Social Skills

1 IDENTIFY

Challenges and opportunities for improvement



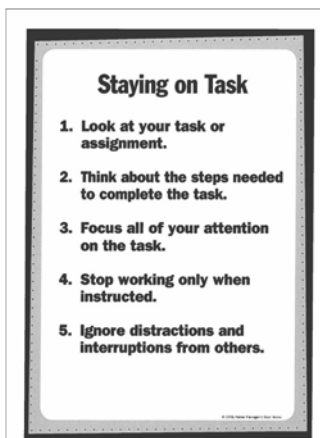
- **Reduce Disciplinary Incidents**
 - Address larger societal problems (disciplinary standards, COVID and technology impacts, "childhood" changes)
- **Build a School-Wide Framework For Teaching Social Skills**
 - Provide accessible lessons and resources for teachers
 - Remove barriers and balance competing initiatives
 - Build school-wide system of consistent implementation
 - Re-establish school culture and create staff buy-in
- **Create, Sustain, and Re-Evaluate Systems to Determine Effectiveness**



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Where we started...



Before 2018

Avalon Social Skill Schedule			
Week	Social Skill	Week	Social Skill
Oct. 20-24	Trustworthiness	Jan. 20-23	Waiting Your Turn
Oct. 27-31	Accepting "No" for an Answer	Jan. 26-30	Accepting Criticism/Consequences
Nov. 3-7	Working with Others	Feb. 2-3	Responsibility
Nov. 10-14	Disagreeing Appropriately	Feb. 9-12	Following Instructions
Nov. 17-21	Caring	Feb. 17-20	Giving Criticism
Nov. 24-28	Fall Break	Feb. 23-27	Using Appropriate Voice Tone
Dec. 1-5	Making an Apology	Mar. 2-6	Fairness
Dec. 8-12	MYOB- Ignoring Distractions	Mar. 9-13	Asking for Help
Dec. 15-19	Resisting Peer Pressure	Mar. 16-20	Citizenship
Dec. 22-Jan. 2	Winter Break	Mar. 30- Apr. 3	Spring Break
Jan. 6-9	Respect	Apr. 7- 10	Listening to Others
Jan 12-16	Staying on Task	Apr. 13-17	Getting the Teacher's Attention
		Apr. 20-24	Asking Permission
		Apr. 27-May 1	Disagreeing Appropriately
		May 4-8	Caring
		May 11-15	Making an Apology
		May 18-22	MYOB- Ignoring Distraction

Continue to work on social skills throughout the year. Teach mini-lessons on skills already taught as a reminder when you feel your class needs it. It's very important to really focus on these social skills during the couple of weeks before a big holiday break (Fall, Winter, and Spring Break). These are the time when we have our most occurrences of misbehavior.



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S.O.A.R. Social Skills
Avalon Elementary

Getline the Teacher's Attention

- Look at the teacher.
- Raise your hand.
- Wait until the teacher says your name.
- Ask your question.

Accentrate Criticism/Consequence

- Look at the person.
- Say "Okay."
- Stay calm.

Accentrate "No" for an Answer

- Look at the person.
- Say "Okay."
- Stay calm.
- If you disagree, ask later.

Workine with Others

- Identify the tasks to be completed.
- Assign tasks to each person.
- Discuss ideas in a clam, quiet voice & let everyone share their ideas.
- Work on task until completed.

Asking Permission

- Look at the person.
- Use a calm and pleasant voice.
- Say, "May I..."
- Accept the answer calmly.

Disagreeing Appropriately

- Look at the person.
- Use a pleasant voice.
- Say, "I understand how you feel."
- Tell why you feel differently.
- Give a reason.
- Listen to the other person.

Following Instructions

- Look at the person.
- Say, "Okay."
- Do what you have been asked right away.
- Check back.

Giving Criticism

- Look at the person.
- Stay calm and use a pleasant voice.
- Say something positive or "I understand."
- Describe exactly what you are criticizing.
- Tell why this is a problem.
- Listen to the person/be polite.

Using Appropriate Voice Tone

- Identify the appropriate voice tone for the situation.
- Change your voice to match.
- Watch/listen for visual/verbal cues & adjust your voice.

Strive for excellence. Own your actions. Attitude is everything. Respect yourself, school, and others.

Listening

- Look at the person who is talking.
- Wait until the other person is done before you speak.
- Show you heard the person by nodding your head, saying, "Okay," "That's interesting," etc.

Asking for Help

- Look at the person.
- Ask the person if they have time to help you.
- Clearly explain the kind of help you need.
- Thank the person for helping you.

Making an Apology

- Look at the person.
- Use a serious, sincere voice.
- Say, "I'm sorry for..." or "I want to apologize for..."
- Explain how you plan to do better in the future.
- Say, "Thanks for listening."

MYOB: Mind Your Own Business

- Focus on your assignment or task.
- Ignore all the conversations, gestures and distractions that are someone else's business.
- Keep working quietly until you receive further instructions.

Resisting Peer Pressure

- Look at the person.
- Use a calm voice.
- Say clearly you do not want to participate.
- Suggest something else to do.
- If necessary, continue to say, "No."
- Leave the situation.

Staying on Task

- Look at your assignment.
- Think about the steps needed to complete the task.
- Focus all of your attention on the task.
- Stop working only when instructed.
- Ignore distractions and interruptions.

Waiting Your Turn

- Sit or stand quietly.
- Keep your arms and legs still.
- Avoid begging, whining, or teeth sucking.
- Engage in the activity when directed by an adult/leader to do so.
- Thank the person who gives you a turn.

Limited Social Skills Topics (16)

Lessons Needed Depth

Social Skills Calendar Lessons Began in October

Selection Criteria Unknown



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Staying on our T.O.E.S.

1

STAYING ON TASK

What NOT to do:

2

WHAT TO DO:

- Look at your task or assignment.

3

- Think about the steps needed to complete the task.

4

- Focus all of your attention on the task.

5

- Stop working only when instructed to.

6

- Ignore distractions and interruptions.

7

LET'S REVIEW

What should you do if a friend wants to talk to you when you are doing an assignment?

Please explain what focused attention is.

When do you stop doing your work?

What should you do if you finish an assignment?

8

REMEMBER TO STAY ON YOUR TOES AND FOLLOW THE FALCON HONOR CODE

9

Staying on Task

- Look at your task or assignment.
- Think about the steps needed to complete the task.
- Focus all of your attention on the task.
- Stop working only when instructed.
- Ignore distractions and interruptions from others.

Pre 2018 Digital Social Skills Lessons

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Plan - PBIS School-Wide

2 PLAN

Rollouts based on
top priority identified
needs

- **Recruit New PBIS Team (Decision-Making Body)**

- Representative voices
- Use existing "Extra Duty Committee" structure
- Principal Role

2018-2019

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The Role of the Principal in the Implementation of Positive Behavioral Interventions and Supports in Exemplar Elementary Schools in North Carolina

Headen, Monica Dolores

ProQuest LLC, Ed.D. Dissertation, North Carolina State University

This qualitative multiple case study examines how principals contribute to the success of exemplar elementary PBIS schools in North Carolina and how their thoughts about PBIS informed their actions. Guided by the literature on principals and change efforts and sensemaking, this study used individual interviews, focus group interviews, field notes, questionnaires, and physical artifacts to understand how and why principals facilitate the successful implementation of a PBIS program in their respective schools. Data analysis included within-case analysis and cross-case analysis to identify and juxtapose emergent themes. **The findings revealed that principals contribute to the success of their schools by making PBIS a priority, reinforcing expectations, analyzing data, attending meetings, supporting the staff, effectively communicating and collaborating with stakeholders, and gaining stakeholder buy-in. Principals also spent time advocating for the program, monitoring implementation, supporting staff, showcasing and celebrating milestones and creating strong committees.** This study also provided explicit examples of how principals go about implementing the PBIS program in areas identified by the SET and demonstrate how schools maintain momentum in sustaining PBIS when there is principal turnover. The attributes of sensemaking most prominent were social, plausibility rather than accuracy, focused on and by cues, identity construction, and enactive of sensible environments. The results suggest that enhanced training programs for principals, details about successful practices, and support for district initiatives facilitate the success of the PBIS. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>.]

Descriptors: [Principals](#) [Administrator Role](#) [Program Implementation](#) [Behavior Modification](#) [Positive Reinforcement](#) [Teaching Methods](#) [Student Behavior](#) [Intervention](#) [Elementary Schools](#) [Qualitative Research](#) [Case Studies](#) [Interviews](#) [Focus Groups](#) [Questionnaires](#) [Expectation](#) [Teacher Administrator Relationship](#) [Stakeholders](#) [Professional Development](#) [Labor Turnover](#)

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Plan - PBIS School-Wide



- **Recreate/Re-Brand PBIS System**
 - Keep status quo on existing system
 - Utilize TFI
 - Prioritize efforts based on identified needs
- **Feedback and Communication Loop Before Execution**
 - Share as a united front at staff meetings (Why)
 - Give a voice to teachers (Buy-in)
- **Support Implementation Efforts by Reducing Barriers**

2018-2019

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Plan - Social Skills Framework



- **Build a School-Wide Framework for Teaching Social Skills - Social Skills Calendar**
 - **Identified Challenges AND Leveraged PBIS Team:**
 - Limited social skills topics (16)
 - Lessons not age appropriate
 - Lessons began in October
 - Lesson topic selection criteria unknown

2018-2019

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Microsoft Excel interface showing a spreadsheet titled "Referral Date". The spreadsheet contains data for referrals from 9/7/2018 to 9/10/2018. A green box highlights the following patterns/trends in the data:

- Frequency
- Incident Types
- Location
- Time (of day/of the year)
- Grade
- Race/Ethnicity
- Sped/EL/Foster/SED
- Individual Scholars

2018-2019

Referral Date	Referral Type	Local Incident Id	School	Location	Incident Time	Referring Staff	Student Actions	Description
9/10/2018	Low Level		Avalon Elementary	Classroom	10:00 AM		(42) Refusing to work	could not find his spiral to ta
9/18/2018	Low Level		Avalon Elementary	Classroom	11:00 AM		(20) Defiance/Disorderly	not to complete the reading
9/7/2018	Low Level		Avalon Elementary	Classroom	1:30 PM		(27) Failure to follow directions	would not put away his chro

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Avalon Elementary

10/4/2025

2018-2019

Discipline Distribution Report from 8/15/2018 to 6/5/2019

Page 1

Code # and Name	Total	Grade					Gender		Hispanic/Latino? Y	Race (Not Hispanic)								
		K	1	2	3	4	5	F		M	O	GN	100	200	300	400	600	700
09 Conference	2	-	-	1	-	-	1	-	2	0	1	-	-	-	-	1	-	-
11 Incident	51	18	12	2	7	2	10	5	46	0	24	-	-	-	2	17	1	7
17 Bullying	3	1	-	-	-	1	1	-	3	0	3	-	-	-	-	-	-	-
19 Class Disruption	11	4	7	-	-	-	-	-	11	0	3	-	-	-	-	7	1	-
20 Defiance/Disorderly	25	10	13	1	-	1	-	-	25	0	11	-	-	-	-	1	3	10
21 Destruction of Property	1	1	-	-	-	-	-	-	1	0	1	-	-	-	-	-	-	-
23 Disruption-Within a Classroom	5	1	2	1	-	-	1	-	5	0	3	-	-	-	-	1	-	1
25 Electronic Device	4	-	-	-	-	-	4	4	-	0	2	-	1	-	-	-	1	-
27 Failure to follow directions	8	2	5	1	-	-	-	-	8	0	2	-	-	-	-	3	1	2
29 Harassment	1	-	1	-	-	-	-	-	1	0	-	-	-	-	-	1	-	-
30 Horseplay	5	1	2	-	2	-	-	-	5	0	5	-	-	-	-	-	-	-
35 Leaving w/o Permission	12	6	5	1	-	-	-	-	12	0	7	-	-	-	-	2	-	3
37 Obscene Act	2	1	-	-	-	1	-	-	2	0	2	-	-	-	-	-	-	-
38 Off Task	4	-	3	-	1	-	-	-	4	0	1	-	-	-	-	3	-	-
39 Pre-Fight Behavior	3	1	-	-	-	-	2	-	3	0	3	-	-	-	-	-	-	-
41 Profanity towards Student	7	-	3	-	2	-	2	-	7	0	4	-	-	-	-	3	-	-
42 Refusing to work	3	1	2	-	-	-	-	-	3	0	1	-	-	-	-	-	-	2
43 Sexual Misconduct	1	-	-	-	-	1	-	-	1	0	1	-	-	-	-	-	-	-
45 Teasing	1	-	-	-	-	-	1	-	1	0	1	-	-	-	-	-	-	-
47 Threats/Intimidation	11	4	3	1	1	1	1	-	11	0	5	-	-	-	-	-	4	2
48 Throwing Items	2	1	-	1	-	-	-	-	2	0	2	-	-	-	-	-	-	-
50 Violation of hands off policy	35	25	3	4	-	-	3	3	32	0	30	-	-	-	-	4	-	1
A1 (900.a.1) Attmp/Threat/Cause	15	3	1	-	10	1	-	-	15	0	4	-	-	-	-	10	-	1
G (900.g) Stolen/Attempted theft	1	-	1	-	-	-	-	-	1	0	-	-	-	-	-	-	-	1
M (900.m) Possession of imitation	1	-	-	-	1	-	-	-	1	0	1	-	-	-	-	-	-	-
OR Office Referral	99	17	27	9	12	14	20	9	90	0	70	-	4	1	1	17	4	2
Totals:	313	97	90	22	36	22	46	21	292	-	187	-	5	1	3	70	15	32

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Execute Social Skills Framework



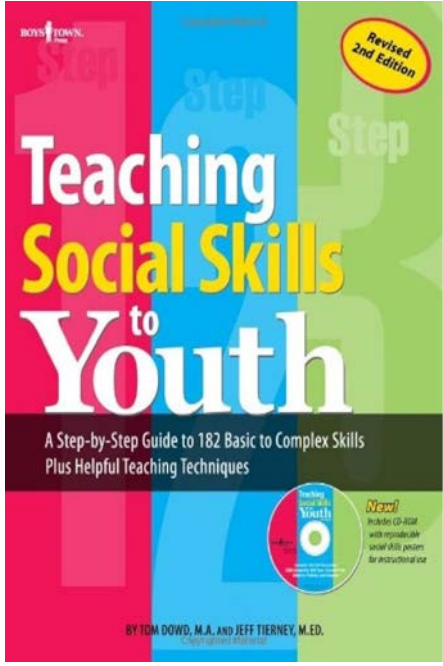
3 EXECUTE
By balancing
priorities and
resources

Build a School-Wide Framework for Teaching Social Skills - Social Skills Calendar

Lesson topic selection criteria unknown	→	UTILIZED ODR DATA TO SELECT TOPICS ADDED TO CALENDAR
Limited social skills topics	→	MORE SKILLS ADDED TO CALENDAR
Lessons began in October	→	UPDATED CALENDAR TOPICS SPANNING AUG-MAY
Lessons needed depth	→	PURCHASE BOYSTOWN BOOKS FOR STAFF

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BASIC – SKILL 6
Disagreeing appropriately

- Look at the person.**
Rationale: Looking at the person shows that you are paying attention.
Helpful hints:
 - Don't stare or make faces.
 - Keep looking at the person throughout your conversation.
 - Be pleasant and smile.
 - Look at the person as you would a friend.
- Use a pleasant voice.**
Rationale: The person is more likely to listen to you if you use a pleasant voice.
Helpful hints:
 - Speak slowly and clearly. Don't mumble.
 - Use short sentences. They are easily understood.
 - Keep a comfortable distance between you and the other person while you are talking.
 - Smile. People are more comfortable talking with someone who is friendly.
- Say "I understand how you feel."**
Rationale: Saying you understand gets the conversation off to a positive start.
Helpful hints:
 - Plan what you are going to say before you start to speak.
 - If you still feel uneasy about how you are going to start your conversation, practice.
 - Start to discuss your concerns as part of a conversation, not a confrontation.
 - Be sincere.

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3 EXECUTE
By balancing
priorities and
resources

PURCHASED BOYSTOWN BOOKS FOR STAFF

- More Topics (182 vs 16)
- Helpful Teaching Techniques
- Additional Resources

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Avalon Social Skill Schedule 2018-19

Week	Social Skill	Week	Social Skill
Aug. 15- Aug. 24	Getting Teachers's Attention	Dec. 24-Jan. 3	Winter Break
Aug. 27-31	Asking Permission	Jan. 9-18	Review Weeks
Sept. 3-7	Respect	Jan. 21-25	MYOB- Mind Your Own Business
Sept. 10-14	Staying on Task	Jan. 28-Feb. 1	Fairness
Sept. 17-21	Waiting Your Turn	Feb. 4-8	Using Appropriate Voice Tone
Sept. 24-28	Responsibility	Feb. 12-14	Giving Criticism
Oct. 1-5	Following Instructions	Feb. 19-22	Resisting Peer Pressure
Oct. 8-12	Asking for Help	Feb. 25-Mar. 1	Getting the Teacher's Attention
Oct. 15-19	Fairness	Mar. 4- Mar. 8	Asking Permission
Oct. 22-26	Working with Others	Mar. 11-15	Respect
Oct. 29- Nov.2	Making an Apology	Mar.18-22	Staying On Task
Nov. 5-9	Listening	Mar. 25-29	Waiting Your Turn
Nov. 12-16	Trustworthiness	Apr. 1-Apr. 5	Spring Break
Nov. 19-23	Fall Break	Apr. 8-12	Review Weeks
Nov.26-30	Accepting Criticism/Consequences	Apr. 15-18	Responsibility
Dec. 3-7	Accepting "No" for an Answer	Apr. 18-22	Following Instructions
Dec. 10-14	Citizenship	Apr. 23-26	Asking for Help
Dec. 17-21	Disagreeing Appropriately	Apr. 29-May 3	Fairness
		May 6-10	Working with Others

Continue to work on social skills throughout the year. Teach mini-lessons on skills already taught as a reminder when you feel your class needs it. It's very important to really focus on these social skills during the couple of weeks after a big holiday break (Fall, Winter, and Spring Break). These are the time when we have our most occurrences of misbehavior.

3 EXECUTE

By balancing priorities and resources

- ESTABLISHED SELECTION CRITERIA (DATA)
- UPDATED CALENDAR TOPICS SPANNING AUG-MAY
- MORE SKILLS ADDED TO CALENDAR

2018-2019

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Review Social Skills Framework

- Reviewed Effectiveness**
 - PBIS Team Feedback
 - Observational Feedback
 - Staff Meeting Feedback
 - Data
- Re-visited Identified "Challenges"**
- Prioritized Next "Challenge"**
- Implemented Continuous Improvement Cycle**

4 REVIEW

Feedback and data to determine effectiveness

2018-2019

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COVID PANDEMIC

PBIS Team met online to establish return to school supports and re-establish existing systems. **We established Social Skills as a priority.**



Asking Permission
Distance Learning
Social Skills Lesson



WHAT TO DO:

1. Stay in your seat, remain muted, and leave your camera on at all times during zoom.

LET'S REVIEW

Should you just leave your seat during the Zoom meeting without permission?

What should you do if the teacher does not give you permission?

How should you ask for permission?

Practice the steps for asking permission during a Zoom meeting.

2019-2021

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Additional Staffing (COVID \$)

PBIS Teachers and School Counselors
Hired at every Elementary School

Jan. 2022 Assistant Principal Hired

2021-2022

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2021-2022

Tools for Teaching
Grades 3-12

Tools for Teaching Social Skills in School
Grades 3-12

Lesson Plan 5: Staying on Task

Teacher Notes
There will always be distractions for students - friends, who entered rooms, hunger, boredom, fatigue, etc. These who cannot or choose not to attend the external distraction and internal turmoil or get it quickly can suffer academically. Assignments get turned in late or their response before all test questions get answered, and valuable projects get dropped. When students are off task, surely and a behavior are more likely and your learning community becomes it for everyone.

Planned Teaching Interaction
Introduce the Skill
Ask students to describe common classroom and school rules. Have them write them on the board, and then, brainstorm strategies for coping with these distractions. Also, be explicit why it is important to know how to stay on task. Reasons to stay on task include:
 ■ Allow me to get done sooner
 ■ Keep you from distracting others
 ■ Decreases the amount of work you have to take home
 ■ Increase productivity

Describe the Appropriate Behavior or Skill Steps
Staying on Task
 1. Look at your task or assignment.
 ■ Don't procrastinate or put it away for "later."
 2. Think about the steps needed to complete the task.
 ■ Consider what materials (notebooks, pens, calculators, etc.) or information (facts, dates, class notes, etc.) you need.
 3. Focus all of your attention on the task.
 ■ Keep your eyes on your own work.
 4. Stop working only when instructed.
 ■ Follow the teacher's instructions.
 5. Ignore distractions and interruptions from others.
 ■ Don't interrupt or be a distraction to others.

Give a Reason or Rationale
In school, you are expected to complete assignments, quizzes or projects in a timely manner. Knowing how to stay on task can help you get work done correctly and on time. Other benefits of staying on task include:
 ■ You manage your time better and have more opportunities to do other things.
 ■ You don't distract or disrupt others from their work.
 ■ You contribute to a positive learning environment.
 ■ You show your teachers, parents and peers that you are responsible and project seriously.

Suggested Activities
Language Arts: Have students read Scott O'Grady's Island of the Bluebeard (grades 4-6), John Grisham's The Man in the Glass (grades 4-6), or a chapter from The Boy Who Swam to England (grades 4-6) or a chapter from The Boy Who Swam to England (grades 4-6) or a chapter from The Boy Who Swam to England (grades 4-6). Have them identify examples of a character staying on task, and a character who was distracted by something.
Science/Math: Have students research significant architectural sites (Great Pyramids, Pyramids of Giza, etc.) or inventions and their on...

Staying on Task Suggested Role-Plays
Teacher Notes
Have students select one of the following scenarios to role-play in class.
 1. Your best friend keeps asking you questions as you are trying to finish your math sheet. Show or say how you would stay on task.
 2. As you give an oral book report in front of the class, you hear some classmates whispering. Show or say how you would stay focused on giving your report.
 3. During study hall, you are working on an English assignment when a friend passes you a note. Following the steps of the skill, show how you would ignore the note and concentrate on your assignment.
 4. You are studying for tomorrow's big test when you get several text messages from your friends. Show or say how you would ignore the messages and stay focused on your studies.
 5. Your history assignment is to have Chapter 5 read to tomorrow. You are trying to read in the living room, where your mom and dad are watching and watching the news. Show or describe how you would ignore the distractions and focus on your reading.
 6. During the spelling test, two classmates are making faces at you while you are trying to spell a word. Show or say how you would ignore them.

35 Lesson Plans with Activities, Role-Plays, Worksheets, and Skill Posters to Improve Student Behavior

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Staying on Task
k-2
Boys Town
Social Skills Lesson

Staying on Task

MENU

- Social Skills Card
- Social Skill Practice

VIDEOS:

- Focused Ninja
- Beautiful Dreamer

Staying on Task Social Skills Card

- Look at your task or assignment.
- Think about the steps needed to complete the task.
- Focus all your attention on the task.
- Stop working only when instructed.
- Ignore distractions and interruptions from others.

Social Skill Introduction

- Introduce the Skill:**
 - Ask scholars to brainstorm things that happen in the classroom that distract them when they are trying to complete their work. List these on the board.
 - Examples may include: someone talking while others are working, fire drill bells going off, someone coming into the classroom noisily, another scholar tapping their pencil on the desk, the teacher talking to someone at the door.
 - Ask scholars to then brainstorm some strategies for coping with distractions or for when they have difficulty with an assignment. List these in a different column on the board.
 - Examples may include: telling myself to stay out of it, ignoring the people who are talking to me, count to 10 when I have to wait, ask someone else for help!

Social Skill Introduction

- Describe Appropriate Behavior:**
 - Here are the steps of the skill of "Staying on Task."
 - Look at your task or assignment.
 - Think about the steps needed to complete the task.
 - Focus all your attention on the task.
 - Stop working only when instructed.
 - Ignore distractions and interruptions from others.

Social Skill Practice

- Class Discussion and Role-Play**
 - Talk with scholars about different situations where they may have to stay on task. Use the following role-play scenarios to have scholars model the appropriate way to stay on task in specific situations.
 - The teacher is helping another scholar with their work and you don't understand how to work the next math problem.
 - The scholars are taking a test and some finish before time is up.
 - A scholar comes to the door and calls out to someone in the class to come into the hallway and talk.
 - The principal knocks at the door and asks to speak to the teacher immediately. The scholars are reading a novel aloud in class.
 - As the teacher is lecturing, one scholar begins to talk to another and tries to get them involved in a conversation.

2021-2022

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Social Skill Introduction

- **Give a reason:**
 - Ask scholars to provide reasons for why they think it might be important to stay on task using these steps. Examples can include:
 - You don't interrupt others who are trying to work.
 - The teacher might get to you more quickly to help you if they see you are trying to continue to work.
 - You are more likely to complete your assignment and not have homework.

Social Skill Practice

- **Pair-Share**
 - Have scholars tell their partner the steps of the skill.
- **Journaling Idea:**
 - Ask scholars to write about a time when they stayed on task while other scholars were trying to get them involved in another activity. What was the outcome?
 - Ask scholars to write about a time when they did not stay on task but should have. What was the outcome?
 - Ask scholars to write about a time when they should have stayed on task and didn't. What should they do differently if they find themselves in a similar situation again?

Social Skill Practice

- **Class Discussion and Role-Play**
 - Talk with scholars about different situations where they may have to stay on task. Use the following role-play scenarios to have scholars model the appropriate way to stay on task in specific situations.
 - The teacher is helping another scholar with their work and you don't understand how to work the next math problem.
 - The scholars are taking a test and some finish before time is up.
 - A scholar comes to the door and calls out to someone in the class to come into the hallway and talk.
 - The principal knocks at the door and asks to speak to the teacher immediately. The scholars are reading a novel aloud in class.
 - As the teacher is lecturing, one scholar begins to talk to another and tries to get them involved in a conversation.

Social Skill Practice

- **Discussions**
 - Discuss with scholars options for what they should do if they don't understand a certain part of or a particular question on an assignment after the teacher has asked them to stay on task. Some examples include:
 - Skip that particular question or problem and go back to it later.
 - "Ask Three Before Me": Teach scholars to ask three other scholars for help if the teacher is not available. Scholars can ask the teacher for help later if they still need it.
 - Encourage scholars to have "buddies" in the class. Pair up scholars based on their strengths and weaknesses, both behaviorally and academically. Allow scholars to work with their "buddy" if they need extra help during on-task time when the teacher is not available.
 - Make a plan for scholars to engage in DEAR Time (Drop Everything and Read). This might be something as simple as making sure scholars always have a book on their desk to read if they don't have anything else to work on, if they complete a task, or if they are having difficulty with a task and don't want to bother others who are still working.

Video Example

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	January	February	March	April	May	June	TOTAL
Location							
Classroom	9	21	13	13	8		65
STEAM Lab							0
During/going to/from a school sponsored activity							0
Going to/from school							0
Library							0
Lunch Area	1		4	2	1		8
Multi-purpose room		4	1	1	1		7
Office	1						1
Parking lot							0
Playground/blacktop/grass area	12	20	12	11	3		58
Restroom	4		1	1			6
On school grounds	2	1				1	4
Other		6					6
TOTAL:	29	52	31	28	14	0	155

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	January	February	March	April	May	June	TOTAL
Incidents							
Cheating							0
Defiance/Disorderly	10	10	6	5			31
Destruction of property			3	4			7
Disruption - student on campus	1	3	1				5
Disruption - within a classroom	1	14	4	7	6		33
Electronic device	4			1	1		6
Failure to follow directions	12	11	4	7	5		39
Gum							0
Harassment	2	4	4				10
Horseplay	8	4	1	3	2		18
Inappropriate use of internet	1	1	1				3
Instigating an incident	1						1
Lack of Participation				1	1		
Lacks motivation	1	1			1		3
Leaving w/o permission			1				1
Lying		1	3	1			5
Obscene Act		3	3	2	1		9
Off task	5	7	4	4			21
Pre-fight behavior	1	2		1	1		5

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	August	September	October	November	December	January	February	March	April	May	June	Grade Level Total
K	8	10	7	25	26	12	5	7	8	9		117
1	5	2	11	10	2	7	13	17	2	7		76
2	0	5	12	8	0	4	4	12	1	8		54
3	3	7	9	7	2	3	0	5	7	6		49
4	0	9	12	8	0	6	8	7	7	4		61
5	2	12	39	11	1	0	4	10	4	11		94
Totals	18	45	90	69	31	32	34	58	29	45	0	451

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First Name	Last Name	Grade	Race	January	February	March	April	May	TOTAL	Grade Level Total
K		k	AA	2					3	29
		k	H						2	
		k	OA/Chinese/Cantonese				1		1	
		k	H/AA	1					2	
		k	H						1	
		k	H	1					1	
		k	H						1	
		k	H		2		1		3	
		k	H/AA/W	1		1	1		12	
		k	AA/Japanese		1				2	
		k	H		1				1	



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Avalon Social Skill Schedule 2022-23

Lesson plans should incorporate student's real life experiences, cultural strengths, and values of the students.
Provide opportunities for students to articulate their expectations at home and discuss similarities and differences.

Week	Social Skill Click on Title for Slide Deck Resource	K-1	2-5
Aug. 8-12	Following Instructions	pages 19-21	pages 29-37
Aug. 15-19	Getting the Teacher's Attention	pages 41-47	pages 47-53
Aug. 22-26	Showing Respect	pages 181-187	Communicative Honesty pages 279-285
Aug. 29-Sept 2	Staying on Task	pages 91-95	pages 39-45
Sept. 5-9	Having Appropriate Conversations	pages 139-145	Reporting Other Youthful Behavior (Peer Reporting) pages 271-277
Sept. 12-16	Asking for Help	pages 79-83	Making a Request (2-5) pages 79-85
Sept. 19-23	Ignoring Distractions from Others	pages 147-151	Going to an Assembly pages 199-205 Accepting Awards and Honors pages 183-189
Sept. 26-30	Making a Good Choice	pages 153-159	Resisting Negative Peer Pressure pages 255-261
Oct. 3-7	Solving Problems (POP Method)	pages 167-173	Choosing Appropriate Friends pages 223-229
Oct. 10-14	Asking Permission	pages 85-89	Setting Appropriate Boundaries pages 211-217
Oct. 17-21	Focusing on Yourself	pages 129-137	Advocating for Oneself pages 111-117
Oct. 24-28	Working with Others (Being a Team)	pages 103-107	Responding to Reporting Inappropriate Talk or Touch pages 263-269
Oct. 31-Nov. 4	Having a Conversation	pages 73-77	Contributing to Discussions (2-5) pages 55-61
Nov. 7-11	Accepting Criticism or a Consequence	pages 25-29	pages 95-101
Nov. 14-18	Disagreeing Appropriately	pages 49-55	pages 103-109

Week	Social Skill Click on Title for Lesson	K-1	2-5
Jan. 16-20	Listening to Others	pages 109-111	pages 61-69
Jan. 23-27	Working with Others (Being a Team)	pages 103-107	Setting Goals pages 13-19
Jan. 30-Feb. 3	Accepting "No" for an Answer	pages 31-35	pages 87-91
Feb. 6-10	Using an Appropriate Voice Tone	pages 115-119	Choosing Appropriate Words to Say pages 127-133
Feb. 13-17	Making an Apology	pages 57-61	pages 151-157
Feb. 20-24	Avoiding a Fight	pages 121-127	Making an Appropriate Complaint pages 119-125
Feb. 27-Mar. 3	Showing Respect	pages 181-187	Accepting Decisions of Authority pages 135-141
Mar. 6-10	Making a Good Choice	pages 153-159	Accepting Defeat or Loss pages 215-221 Accepting Winning Appropriately pages 207-213
Mar. 13-17	Staying on Task	pages 91-95	pages 39-45
Mar. 20-24	Spring Break		
Mar. 27-31	Following Instructions	pages 19-21	pages 29-37
Apr. 3-7	Having Appropriate Conversations	pages 139-145	Use K-2 book pages 139-145
Apr. 10-14	Using an Anger Control Strategy	pages 202-211	pages 143-149
Apr. 17-21	Disagreeing Appropriately	pages 49-55	pages 103-109
Apr. 24-28	Using an Appropriate Voice Tone	pages 115-119	Choosing Appropriate Words to Say pages 127-133

2022-2023

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Second Step District-Wide Implementation

KINDERGARTEN		1ST GRADE		2ND GRADE		3RD GRADE		4TH GRADE		5TH GRADE	
UNIT 1: Growth Mindset & Goal Setting		UNIT 1: Growth Mindset & Goal Setting		UNIT 1: Growth Mindset & Goal Setting		UNIT 1: Growth Mindset & Goal Setting		UNIT 1: Growth Mindset & Goal Setting		UNIT 1: Growth Mindset & Goal Setting	
KINDERGARTEN	Lesson 1: We Watch, We Listen, We Think	1ST GRADE	Lesson 1: We Watch, We Listen, We Think	2ND GRADE	Lesson 1: We Watch, We Listen, We Think	3RD GRADE	Lesson 1: We Watch, We Listen, We Think	4TH GRADE	Lesson 1: We Watch, We Listen, We Think	5TH GRADE	Lesson 1: We Watch, We Listen, We Think
	Objective: Demonstrate they know ways to pay attention		Objective: Demonstrate they know ways to pay attention		Objective: Demonstrate they know ways to pay attention		Objective: Demonstrate they know ways to pay attention		Objective: Demonstrate they know ways to pay attention		Objective: Demonstrate they know ways to pay attention
	Lesson 2: Why We Pay Attention		Lesson 2: Why We Pay Attention		Lesson 2: Why We Pay Attention		Lesson 2: Why We Pay Attention		Lesson 2: Why We Pay Attention		Lesson 2: Why We Pay Attention
	Objective: Identify reasons to pay attention		Objective: Identify reasons to pay attention		Objective: Identify reasons to pay attention		Objective: Identify reasons to pay attention		Objective: Identify reasons to pay attention		Objective: Identify reasons to pay attention
	Lesson 3: Mistakes Are Okay!		Lesson 3: Mistakes Are Okay!		Lesson 3: Mistakes Are Okay!		Lesson 3: Mistakes Are Okay!		Lesson 3: Mistakes Are Okay!		Lesson 3: Mistakes Are Okay!
	Objective: Recognize mistakes are part of learning by encouraging themselves and others when they make mistakes		Objective: Recognize mistakes are part of learning by encouraging themselves and others when they make mistakes		Objective: Recognize mistakes are part of learning by encouraging themselves and others when they make mistakes		Objective: Recognize mistakes are part of learning by encouraging themselves and others when they make mistakes		Objective: Recognize mistakes are part of learning by encouraging themselves and others when they make mistakes		Objective: Recognize mistakes are part of learning by encouraging themselves and others when they make mistakes
	Lesson 4: Practice Makes Better		Lesson 4: Practice Makes Better		Lesson 4: Practice Makes Better		Lesson 4: Practice Makes Better		Lesson 4: Practice Makes Better		Lesson 4: Practice Makes Better
	Objective: Name two ways they can get better at a skill		Objective: Name two ways they can get better at a skill		Objective: Name two ways they can get better at a skill		Objective: Name two ways they can get better at a skill		Objective: Name two ways they can get better at a skill		Objective: Name two ways they can get better at a skill
	Lesson 5: Let's Practice and Learn!		Lesson 5: Let's Practice and Learn!		Lesson 5: Let's Practice and Learn!		Lesson 5: Let's Practice and Learn!		Lesson 5: Let's Practice and Learn!		Lesson 5: Let's Practice and Learn!
	Objective: Demonstrate paying attention and using kind words to encourage themselves and others while learning something new together		Objective: Demonstrate paying attention and using kind words to encourage themselves and others while learning something new together		Objective: Demonstrate paying attention and using kind words to encourage themselves and others while learning something new together		Objective: Demonstrate paying attention and using kind words to encourage themselves and others while learning something new together		Objective: Demonstrate paying attention and using kind words to encourage themselves and others while learning something new together		Objective: Demonstrate paying attention and using kind words to encourage themselves and others while learning something new together

SECOND STEP

2022-2023

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Moo Zoom (School Beat) District-Wide Implementation



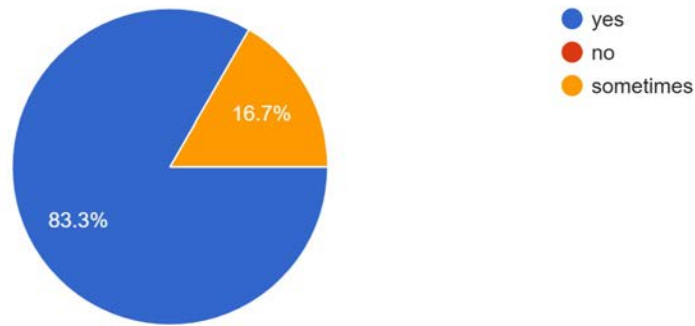
2023-2024

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Teacher Feedback Survey Data

Have you been completing the Boys Town Social Skills Lessons in class?



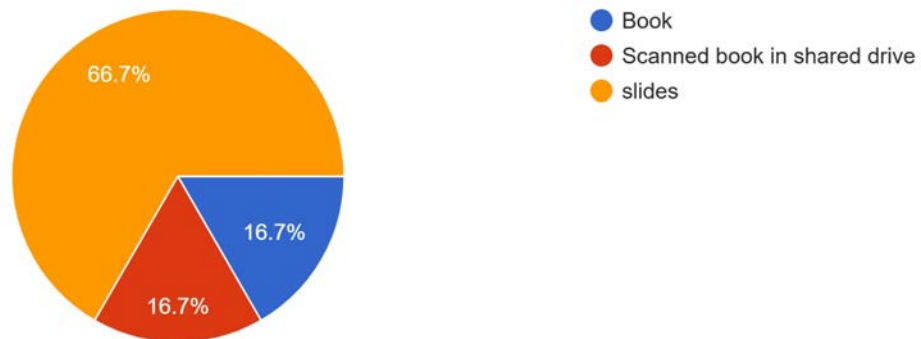
2022-2023

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Teacher Feedback Survey Data

Do you prefer the book, scanned book in shared drive, or slides?



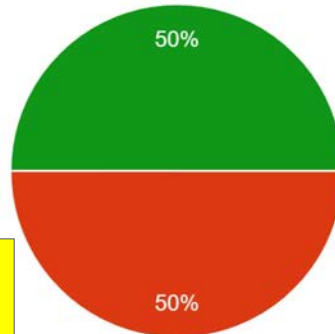
2022-2023

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Teacher Feedback Survey Data

What percentage of the Social Skills Lessons have you done?



- 0%-25%
- 26%-50%
- 51%-75%
- 76%-100%

10 Min. Daily School-Wide
Social Skills Lessons

2022-2023

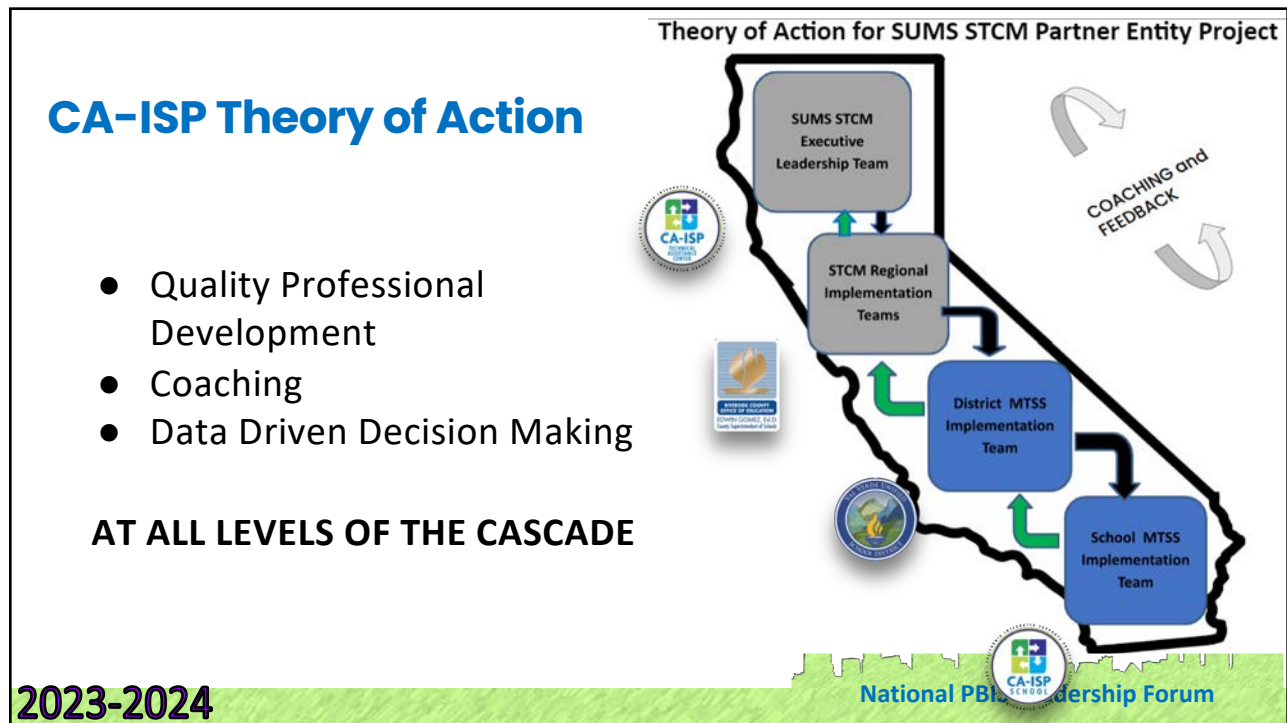
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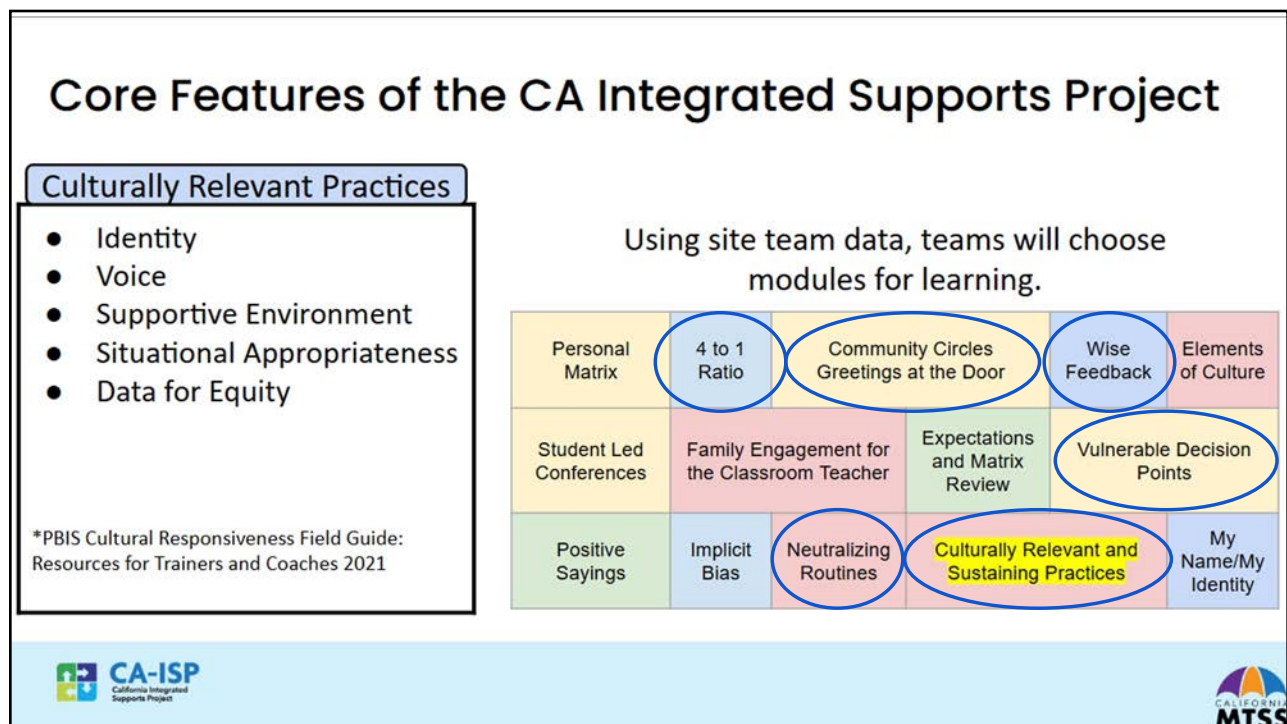
Week	Social Skill Click on Title for Lesson	2	3-5	Week	Social Skill Click on Title for Lesson	2	3-5
Aug. 7-11	Following Instructions	pgs. 12-24	pgs. 22-37	Jan. 10-12	Following Instructions	pgs. 12-24	pgs. 22-37
Aug. 14-18	Getting the Teacher's Attention	pgs. 43-47	pgs. 47-53	Jan. 13-19	Listening to Others	pgs. 102-112	pgs. 63-69
Aug. 21-25	Showing Respect	pgs. 181-187	pgs. 272-283	Jan. 22-26	Working with Others (Being a Team)	pgs. 103-107	pgs. 13-19
Aug. 28-Sept 1	Staying on Task	pgs. 21-25	pgs. 87-95	Jan. 27-Feb. 2	Accepting "No" for an Answer	pgs. 31-35	pgs. 47-53
Sept. 4-8	Having Appropriate Conversations	pgs. 139-145	pgs. 271-277	Feb. 5-9	Using an Appropriate Voice Tone	pgs. 115-119	pgs. 127-133
Sept. 11-15	Asking for Help	pgs. 79-83	pgs. 277-283	Feb. 12-16	Making an Apology	pgs. 57-61	pgs. 151-157
Sept. 18-22	Ignoring Distractions from Others	pgs. 147-151	pgs. 195-203	Feb. 19-23	Avoiding a Fight	pgs. 121-127	pgs. 119-125
Sept. 25-29	Making a Good Choice	pgs. 153-159	pgs. 183-189	Feb. 26-Mar. 1	Showing Respect	pgs. 181-187	pgs. 135-141
Oct. 2-6	Solving Problems (POP Method)	pgs. 167-173	pgs. 255-261	Mar. 4-8	Making a Good Choice	pgs. 153-159	pgs. 215-221
Oct. 9-13	Asking Permission	pgs. 85-89	pgs. 223-229	Mar. 11-15	Staying on Task	pgs. 21-25	pgs. 39-45
Oct. 16-20	Focusing on Yourself	pgs. 129-137	pgs. 231-237	Mar. 18-22	Having Appropriate Conversations	pgs. 139-145	pgs. 207-213
Oct. 23-27	Working with Others (Being a Team)	pgs. 103-107	pgs. 111-117	Mar. 25-29	Spring Break		
Oct. 30-Nov. 3	Having a Conversation	pgs. 73-77	pgs. 237-243	Apr. 1-5	Following Instructions	pgs. 12-24	pgs. 203-211
Nov. 6-10	Accepting Criticism or a Consequence	pgs. 25-29	pgs. 245-251	Apr. 8-12	Using an Anger Control Strategy	pgs. 203-211	pgs. 143-149
Nov. 13-17	Disagreeing Appropriately	pgs. 49-55	pgs. 103-109	Apr. 15-19	Disagreeing Appropriately	pgs. 49-55	pgs. 103-109
Nov. 20-24	Fall Break			Apr. 22-26	Using an Appropriate Voice Tone	pgs. 115-119	pgs. 127-133
Nov. 27-Dec 1	Giving Compliments	pgs. 63-71	pgs. 167-173	Apr. 29-May 3	Making a Good Choice	pgs. 153-159	pgs. 215-221
Dec. 4-8	Using an Anger Control Strategy	pgs. 203-211	pgs. 191-197	May 6-10	Following Instructions	pgs. 12-24	pgs. 22-37
Dec. 11-15	Tolerating Differences	pgs. 197-201	pgs. 143-149	May 13-17	Staying on Task	pgs. 21-25	pgs. 39-45
Dec. 18-Jan. 5	Winter Break			May 20-24	Showing Respect	pgs. 181-187	pgs. 255-261
				May 27-31	Having Appropriate Conversations	pgs. 139-145	pgs. 127-133

*Textbooks: Tools for Teaching Social Skills in School Grades K-2 (Blue) More Tools for Teaching Social Skills in School Grades 3-5 (Purple) Continue to work on social skills throughout the year. Teach mini-lessons on skills already taught as a reminder when you feel your class needs it. It's very important to really focus on these social skills during the couple of weeks after a big holiday break (Fall, Winter, and Spring Break). These are the time when we have our most occurrences of misbehavior.

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What is a Neutralizing Routine?

- An instructional response to behavior for adults to use instead of a harsh response during VDPs



2023-2024

Adaptive Change

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Avalon Equity and VDP Slides

Two or More Races Referral Patterns (Grade Level)

2017-2018

Grade Level	#
0	1
Total	1

2018-2019

Grade Level	#
1	22
0	3
5	3
2	2
3	2
Total	32

2022-2023

Grade Level	#
0	7
3	4
1	3
5	2
Total	16

2023-2024

Grade Level	#
4	1
Total	1

93.75%

REDUCTION in
Disproportionality

- ☐ 2017-2023 Kindergarten and first grade have the most referrals
- ☐ 2017-2023 2nd grade had the lowest number of referrals
- ☐ 23-24 - only one referral recorded in fourth grade - Fourth grade had not had a referral before this school year

2017-2024

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Culturally Relevant and Affirming Practices



CA-ISP

March 2024 PBIS NEWSLETTER

Top WINGS Card Scholars

1. Kenneth J.	4. Belle A.
2. Eli S.	5. Jaylin C.
3. Aribella S.	6. Jaylani M.

CULTURALLY RELEVANT AND SUSTAINING PRACTICES

3 Levels of Culture

- Surface:** Language, Customs, etc.
- Shallow:** Values, Beliefs, etc.
- Deep:** Concept of self, Definition of family, etc.

How many WINGS Cards have scholars earned?

Grade Level	1	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
Kindergarten	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1st	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2nd	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3rd	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4th	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5th	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1



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Building a Culture of Staff and Scholar Wellness



Teachers created and utilized their own Neutralizing Routines

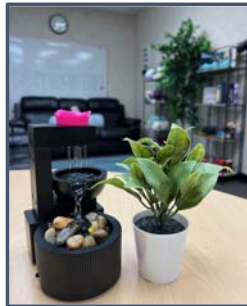
2023-2024 and 2024-2025

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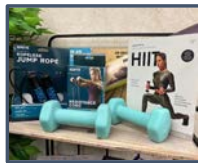
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Building a Culture of Staff and Scholar Wellness

CA-ISP



We will promote staff wellness by inviting all staff to utilize provided spaces (Wellness Center, Gardens, Staff Calming Center, and track) that provide relaxing, quiet areas with food and coffee available along with posted breathing techniques, self-monitoring strategies (ex. taking a walk) and health and fitness fact of the week. These areas can be utilized during multiple time blocks such as before and after school, lunch, recess, music, library time (not to exceed 10 minutes), and upon request to the Wellness Center.



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Building a Culture of Staff and Scholar Wellness



AVALON CALMING SPACES IMPLEMENTATION GUIDE				
Creating 1 Set up in an area that is away from the busier part of the classroom/room space 2 Use soft colors and sensory tools, emotions wall, mindfulness visuals 3 Establish and communicate expectations and procedures for access and use of the space, including transition back to learning 4 Set up procedure for scholars to communicate access to visit calming space 5 Allow scholars time to explore calming spaces prior to use	Maintaining Review expectations and procedures with scholars at least once per trimester Collaborate with Wellness Center team if calming spaces are not producing desired results Ensure all materials are accounted for and usable. Please contact Ms. Pulido if you need additional or replacement materials.	Locations Classrooms STEAM Lab Music Room Library School Garden Wellness Center Materials Break Box fidgets squishies timer pressure foam roller noise reduction headphones gel cushion coloring book puzzles	Procedures Work with class to identify ways to access calming space (ex. visual sign at each table, hand signal) Ensure procedures address the following: *Capacity *Time limits *Transitions *How to use materials *How to access other calming spaces on campus (school garden, Wellness Center)	Access CLASSROOM, STEAM LAB, MUSIC ROOM, LIBRARY Utilize agreed upon access procedures SCHOOL GARDEN and WELLNESS CENTER • Scholar request • Teacher/staff provided option Call Wellness Center to provide access to scholar(s) XS4403 or XS4125

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Social Skills Lessons - Daily Lesson Format

10 Min. School-Wide Social Skills (Remove Barrier)

Minimal to no lesson prep. (Remove Barrier)

Ease of Access to Teach (Remove Barrier)

Grade Level Appropriate

Engaging Lessons

2024-2025

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Social Skill Lesson Structure

5 lessons, 10 minutes each

VDP and Neutralizing
Routines Incorporated



Lesson 1	Lesson Objective	Attention Getter	Explicit Instruction	Practice Skill (TPR)	Revisit LO	Preview Next Lesson
Lesson 2	Review Previous Lesson	Lesson Objective	Explicit Instruction	Practice Skill (TPR)	Revisit LO or Preview Next Lesson	
Lesson 3	Review Previous Lesson	Lesson Objective	Explicit Instruction	Practice Skill (TPR)	Revisit LO or Preview Next Lesson	
Lesson 4	Review Previous Lesson	Lesson Objective	Explicit Instruction	Practice Skill (TPR)	Revisit LO or Preview Next Lesson	
Lesson 5	Review Previous Lesson	Lesson Objective	Explicit Instruction	Practice Skill (TPR)	Revisit LO	Demonstration of Learning

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Day 1

Staying on Task
K-2

Step 1: Stay on Task

Objective:
To define "task" and identify common tasks in the classroom.

Materials: (optional)
Pencil/Paper
Crayons/Colored Pencils

Lesson 1: What Does "Task" Mean?

What do you think "task" means?

Lesson 1: What Does "Task" Mean?

A Task...

- ☐ Something we need to do
- ☐ Can be big or small

Examples: writing, drawing, listening, cleaning up

Lesson 1: What Does "Task" Mean?

This week we are going to work on "Staying on Task" Here are the steps:

1. Look at your task or assignment.
2. Think about the steps needed to complete the task.
3. Focus all your attention on the task.
4. Stop working only when instructed.
5. Ignore distractions and interruptions.

Activity: Our Tasks

Draw or write a list of tasks we need to do today!

Focus Up

Today you defined a task as something you can do. You also created a list of daily classroom tasks... I hope you included "Spreading my WINGS" as a task for today! Tomorrow, you will learn how to identify simple steps to complete a task.

Great job, Falcon Scholars!

2024-2025

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Day 2

Objective:
To identify simple steps to complete a task.

Materials: (optional)
None

Lesson 2: Planning our Task

Yesterday we learned what a task is. Today, you will learn how to identify simple steps to complete a task.

Lesson 2: Planning our Task

Planning a task:

- ☐ Many tasks have steps.
- ☐ Thinking about steps helps us finish tasks.

Lesson 2: Planning our Task

What are the steps to making a peanut butter and jelly sandwich?

Lesson 2: Planning our Task

Here is ONE way to make a PB&J

Activity: Plan it Out!

EXAMPLE
Clean up toys

- 1) Get the box for the toys.
- 2) Bring the box to the play area.
- 3) Pick up a toy.
- 4) Put toy in the box.
- 5) Repeat.
- 6) Put the box away when done.

Activity: Plan it Out!

With a partner (or as a class), select one of the activities below. Identify the steps you would need to complete the task. Then, work together to put the steps in order (sequence). "Example on the next slide"

Brush your teeth

Make your bed

Wash your hands

Focus Up

Great job, Falcons!
Tomorrow we are going to work on focusing our attention on the task we need to complete.

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Incorporating School-Wide Neutralizing Routine and VDP into Social Skills Lessons

Is this a Very Difficult Place?



Aviston Elementary School

Situations	Feelings	Signs
- Hard Activity - Specific People - Don't know how to do it - Morning - Around Lunch - Afternoon	- Hungry - Tired - Bored - Lonely - Frustrated - Annoyed - Nervous - Worried	- Body Tenses Up - Feeling Anxious - Making Fists - Clenching Jaw - Shaking - Shallow Breathing - Annoyed - Red in the Face



High Five Your Heart

Lesson 1: Voice Tone & Respectful Language

Respectful language includes using courteous phrases and avoiding sarcasm or put-downs.



High Five Your Heart

2025-2026

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Social Skills Lessons - Tip of the Day



K-2 Showing Respect AND 3-5 Communicating Honestly (Aug. 25th-29th)	<u>K-2: Obeying Requests-</u> Today, practice listening the first time an adult asks you to stop doing something. When you obey and listen, you show respect for the rules and for the person who asked you. <u>3-5 What is Honesty?</u> Remember, honesty is all about telling the truth with your words. Today, try to look at the person when you are talking. This shows them you are being serious and truthful.	<u>K-2: Using Kind Words-</u>Use your words to build people up, not to tear them down. Make a promise to yourself that you won't tease, threaten, or make fun of anyone today. Instead, give a compliment! <u>3-5: Speaking Clearly and Factually-</u> When you share a story or answer a question, use a clear voice and make sure you only share the facts. Don't add extra details or make up things that didn't happen. Just stick to the truth!	<u>K-2: Respecting Privacy-</u> Everyone needs their own private space. Before you open a closed door, look through someone's things, or use their personal belongings, remember to knock and ask for permission. <u>3-5 Sharing the Whole Story-</u> Telling the whole truth means not leaving out any important details. If you leave out a part of the story, you might accidentally change what really happened. Make sure you share the complete story!	<u>K-2: Taking Care of Property-</u> If you see something that belongs to the school or our community, remember that it's for everyone to enjoy. Be sure you don't damage it, and if you see a friend doing something they shouldn't, be a good example and don't join in. <u>3-5 Taking Responsibility-</u> This is the most important step of all! When you make a mistake, be brave and say, "I did it." Taking responsibility shows you are strong and helps fix the problem much faster.	<u>K-2: Behaving in Public-</u> Today, remember that how we act and what we wear in public is important. By behaving nicely and dressing appropriately, we show respect for the people and places around us. <u>3-5 Putting It All Together-</u> You've learned all five steps of honest communication! Today, look for a chance to put them all together. Remember to look at the person, speak clearly, tell the whole story, and truthfully take responsibility.
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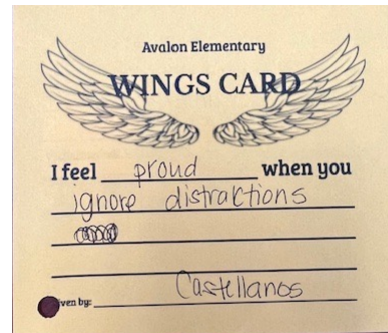
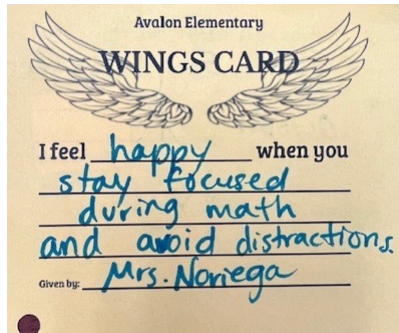
*Incorporated into daily 5 min. Morning Announcements

2024-2025

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WINGS Card Recognition – Social Skills



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School Goals Alignment

PBIS Goal

SPREAD YOUR WINGS!
Everyday, Everywhere
FALCONS

For every student, we will ensure...
For every staff, we will ensure...
For every school, we will ensure...

To foster a thriving, inclusive, and supportive learning environment, we will strengthen our PBIS framework by deepening stakeholder involvement, enhancing tiered supports, and ensuring consistent implementation of schoolwide practices.

Measurement of Success

Teachers will support school-wide positive behavior by issuing at least one WINGS Card per day to recognize scholars demonstrating expected school wide behaviors.

Maintain the number of major office discipline (ODR) referrals to less than 30.

Maintain the number of suspensions at zero.

ACTION STEPS

PBIS/MTSS

SPREAD YOUR WINGS!
Everyday, Everywhere
FALCONS

★ Teach social skills lessons daily for at least 10 min.

★ Issue at least one WINGS Card per day to recognize scholars who demonstrate expected school wide behaviors

★ PBIS Team will clearly communicate screening process for tiered interventions, and staff will follow the process

★ Admin. will work collaboratively with teachers and staff on the implementation of tiered supports

Forum

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Next Steps in our Journey



- Engage PBIS Team in VDP/Neutralizing Routines Plan
- Train staff and explicitly teach scholars VDP/NR
- Embed VDP and Neutralizing Routines into Social Skills
- Reinforce messaging:
 - Posters across campus
 - Training and Reinforcement Videos
 - Library-Social Skills literary connections and bookmarks
 - Morning Announcements
 - Social Skills Tip of the Day
 - Parent Communication



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Please Complete this Session's Evaluation

10/23

5B – Integrating Social, Emotional, & Behavioral Initiatives for Effective Implementation of Affirming Practices

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

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