



2018

Comprehensive Positive School Discipline Resource Guide

Brandie M. Oliver
Butler University, bmoliver@butler.edu

Follow this and additional works at: https://digitalcommons.butler.edu/coe_papers



Part of the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Oliver, B. (2018). Comprehensive Positive School Discipline Resource Guide. *Indiana Department of Education*.

This Article is brought to you for free and open access by the College of Education at Digital Commons @ Butler University. It has been accepted for inclusion in Scholarship and Professional Work – Education by an authorized administrator of Digital Commons @ Butler University. For more information, please contact digitalscholarship@butler.edu.

Comprehensive Positive School Discipline Resource Guide

Education



Education provides the gateway to postsecondary success and ultimately for many students it is the opportunity to change the overall trajectory of one's life. It is critical that all Indiana students have access to schools with culturally responsive practices and policies, including equitable school discipline.

If you want to change a child's behavior, you must connect before you correct.



"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioral consequences."

~Dr. Dan Siegel

Students In Need

National Data

- Black boys still made up 25 percent of all students suspended out of school at least once in 2015-16, and black girls accounted for another 14 percent, even though they each only accounted for 8 percent of all students.
- Black students make up nearly a third of all students arrested at school or referred to law enforcement, but only 15 percent of overall enrollment.

SOURCE: U.S. Department of Education, Office for Civil Rights Data Collection, 2015-16

State Data

- 34% of Indiana youth ages 0-17 have experienced 1-2 ACEs (Adverse Childhood Experiences). Nearly 1 in 6 have experienced 3 or more ACEs.
SOURCE: Estimates from National Survey of Children's Health, 2016
- Approximately 21% of Indiana High School students have a parent who served time in jail.
SOURCE: IYI Kids Count Data, 2017
- Approximately 19% of Indiana students were bullied on school property.
SOURCE: Youth Risk Behavior Survey, 2015

What's Inside?

Introduction	2
Code of Conduct	3
Peer Programming	6
School Climate & Culture.....	8
Relationship Building Strategies.....	10
Bullying & Cyberbullying Prevention.....	12
Culturally Responsive Education.....	14
Restorative Practices	18
FAQ: Empowering Educators.....	22
Collaboration with Community Agencies.....	27
Parents As Partners.....	30
Re-Entry Resources	34
Specialized Strategies & Interventions.....	35

Resource Guide Developed By:

Dr. Brandie Oliver
Associate Professor
Butler University
College of Education
bmoliver@butler.edu



In Partnership With:



The following information represents resources available to educators. These resources are not affiliated with the Indiana Department of Education, and the Department is not endorsing any of the resources listed.

INTRODUCTION

Every student deserves a safe, accepting, nonjudgmental, and positive school climate that expects all students to succeed. To ensure our education environments are providing equitable teaching and learning environments for all children, it is crucial all schools examine their current policies and procedures to guarantee all students are being met with care, compassion, and being taught in classrooms where their needs are not only met but also understood. Relationships need to be at the center of learning. Relationship-building between teacher and student, and student and student must be a priority in all schools, as evidenced by the need for people to connect. Youth suicide continues to rise, stress and anxiety rates rise, as well as teacher burnout. All of these items reflect the desire and need for people to connect. The time is now. While this guide's overarching mission is to provide a plethora of tools to address Positive School Discipline, the main goal is to help improve the lives of Indiana students, educators, and families.

3. Specific Evidence-Based Components

Several universal, schoolwide interventions have been proven effective in improving school discipline and school climate as well as connected to addressing the disproportionate discipline practices based on race.

Relationship-Building Approach: Restorative Practices

Comprehensive Social-Emotional Programs

Structural/Systemic Interventions (e.g., Culturally Responsive Positive Behavior Interventions & Supports, Codes of Conduct, etc.)

OVERVIEW

This document provides a guide to assist schools and districts by providing information, resources, and tools to further the development of Positive School Discipline practices. The below topics are included in the resource guide.

Codes of Conduct

Relationship Building Strategies

Collaboration With Community Partners

Peer Programs

Bullying Prevention & Intervention

Trauma Responsive Education

Parents As Partners

Cyber-Bullying Prevention & Intervention

Culturally Responsive Education

FAQ: Frequently Asked Questions

Codes of Conduct

FRAMEWORK

A code of conduct can be used as a tool to communicate principles and practices that go beyond the consequences of misconduct and establish a clear system for positive behavior and a positive school climate. The code establishes procedures for building and maintaining a safe, respectful and positive school culture. Codes of Conduct need to be regularly reviewed and used to determine areas for improvement. School wide needs assessment and/or climate surveys provide data to use to identify areas to guide these discussions. [1]

Participation of the whole school community in the development of the schoolwide code of conduct is crucial if positive discipline is to be successfully established and maintained throughout the school corporation. It is important to include as many of the following key stakeholders:

- Administration
- Teachers
- School Counselors, School Social Workers, and/or School Psychologists
- School Nurses
- School Resource Officer(s)
- Students
- Families
- Community Stakeholders

Model codes generally include the following four sections: (1) Introduction; (2) Rights and Responsibilities; (3) Prevention, Intervention and Disciplinary Responses; and (4) Policies and Procedures.

INTRODUCTION

In the introduction, it is vital to provide a clear rationale to "why" the Code of Conduct has been developed, clearly stating the goals of the school district. Specifically, the school corporation needs to be transparent about the goals related to school climate and culture and the principles guiding the Code of Conduct document. Some schools have also chosen to have families and/or students sign this document, indicating they have received and reviewed the Code of Conduct. The signature requirement would be placed in the introduction section if your school would decide upon this option.

RIGHTS & RESPONSIBILITIES

This section needs to outline the district's philosophy and responsibility to provide an equitable, culturally responsive, and safe learning environment for all students. Within this section, a detailed description outlining the responsibilities of all key members of the school community (parents, students, teachers, principals, student service professionals, and administrators) will adhere to the policies, procedures, and expectations of the school district as well as federal, state, and local policies and laws. Additionally, if the school district employs or utilizes police officers, security guards, or school resource officers, this section needs to address how and to what extent these officers will be involved in addressing the code of conduct issues.



Key Questions: Rights & Responsibilities

- How will the district ensure an equitable, culturally responsive, and safe learning environment for all students?
- What are the roles and responsibilities of parents, students, teachers, school counselors, school police officers, principals, district-level administrators, and community organizations supporting the school?
- What are the expectations for how all these members within the school community will uphold their roles and responsibilities?
- How will individuals' rights be respected?

Codes of Conduct (Cont.)

PREVENTION, INTERVENTION & DISCIPLINARY RESPONSES

Prevention Plan

This section needs to include a systemic plan outlining how each school ensures a positive school climate and culture. It needs to list the specific prevention strategies, programs, and supports utilized by the district. An example could be Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS).

Within this section, it is essential to describe the Multi-Tiered System of Support (MTSS). Give detailed descriptions of all programs, interventions, and strategies that schools or teachers are required to implement. MTSS is depicted as a three-tiered framework that uses more intense activities, interventions, and instructional approaches matched to student needs. It also focuses on creating ways for educators in the school community to work “with” students that are in need of extra support.

Key Questions: Prevention

- What prevention strategies, programs, and supports are implemented to teach prosocial skills and positive behavior for all students?
- How are these above programs implemented with fidelity?
- How does the district know these programs/interventions are effective and equitable?



Intervention Plan

This section needs to include all interventions available to students and families, as well as listing the required processes and procedures within the assigned intervention. Restorative practices have been implemented as a positive discipline intervention in several schools as a way to focus on repairing relationships and resolving conflicts.

Key Questions: Intervention

- What intervention strategies and supports are available for all students?
- What interventions are available for groups of students and individual students with greater needs?
- How does the district/schools ensure interventions are applied consistently and equitably?
- How do we measure effectiveness of these interventions?



Disciplinary Responses

This section should describe the discipline responses to student behavior. Specifically, this section needs to provide the consequences for various types or levels of misbehavior or infractions. This section needs to include three main components: intervention responses; levels of intervention; and violations and offenses.

Key Questions: Disciplinary Responses

Intervention Responses

- What warnings and consequences are utilized for each type of misbehavior?
- What in-school and outside-of-school resources are available to support students with behavioral needs?

Levels of Intervention

- What classroom-level and school level positive discipline practices are implemented with fidelity before exclusionary practices are applied?
- How are repeat offenders or repeat infractions addressed? How are students provided the resources to learn prosocial skills so they have the opportunity to learn new ways of behaving?

Violations and Offenses

- How does your school define each offense or misbehavior?

**This section needs to include a list of definitions of all terminology used by the district.*



Codes of Conduct (Cont.)

POLICIES & PROCEDURES

This section should include the policies and procedures related to school discipline as well as the data collection process the school district utilizes. Additionally, this section needs to provide information about due process procedures.

Key Questions: Policies & Procedures

- What process is in place to ensure all policies and procedures are followed consistently and administered equitably?
- How will student and family complaints be addressed?
- How will data be collected from each school and regularly evaluated to determine patterns that may require further investigation?
- How does the school district ensure all students and families have knowledge and understanding of discipline policies and procedures?



Sample Codes of Conduct

District-Level Code of Conduct

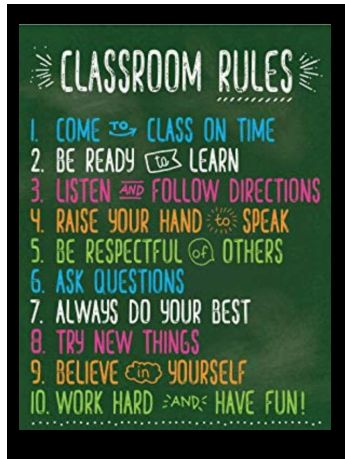
Below are examples of district-wide codes of conduct. To view the sample code of conduct, click on the school name.

- ➔ [Volusia County Schools: Code Of Student Conduct And Discipline](#)
- ➔ [Woodland Hills School District: Code of Student Conduct](#)
- ➔ [Schenectady City School District Code Of Conduct](#)
- ➔ [Kingston City School District: Code of Conduct](#)
- ➔ [Henrico County Public Schools: Code of Student Conduct](#)
- ➔ [Montgomery County Public Schools: Student Code of Conduct](#)

Classroom-Level Code of Conduct

When schools shift the focus from punishment to prevention, it is important to replace simple lists of behaviors that may increase office referrals or even suspensions/expulsions with comprehensive and collaborative plans for creating positive school climates. Classroom rules or codes of conduct provide students with a clear understanding of the behavioral expectations within the classroom setting. It is essential to explain, practice, and take time to review each of the items on the list. Additionally, many teachers allow students to contribute to developing the classroom rules/codes of conduct so it is a collaborative effort and the final document is representative of all students. The classroom code of conduct should be posted in the classroom, reviewed periodically, and updated as needed.

Below are examples of posters of classroom rules to visually display codes of conduct for students.



Peer Programming Resources

OVERVIEW

Peer helping and tutoring programs have been popular in schools for decades. These programs provide students the opportunity to build leadership skills, increase empathy, and engage in providing service to their school community. Peer mediation and peer counseling are two other types of common student helping programs. This type of intervention develops youth-to-youth relationships while building school connectedness, most often leading to an increase in school climate and school culture. Below describes brief descriptions of various types of peer programs often implemented in schools. As schools evaluate what resources may be needed to support students at all levels within the MTSS model, peer programming may be a valuable program to add.



Peer Counseling

Peer counseling offers students in the school a way to seek social and emotional support from other students. Peer counselors have received advanced training to develop skills and techniques for problem-solving, stress-management, and conflict resolution. In addition, peer counselors go through a rigorous selection process, so that each of our students is fully capable of handling stressful situations and understand the importance of this role.

Links to High School Peer Counseling Programs

- [Centennial High School Peer Counseling Program](#)
- [Westminster Christian School Peer Counseling Program](#)



Peer Mediation

Peer mediation helps students in conflict resolve their disputes using their peers as mediators. Mediation is a facilitated deliberation that opens up communication between students allowing the disagreeing students to discuss their problems and create their solutions with the guidance of the trained student mediators.

School peer mediation programs promotes critical thinking, builds decision-making skills, develops healthy standards of relationship within the school community, and improves problem-solving and communication skills.

Resources for Developing Peer Mediation Programs

- [Teaching Students to Be Peer Mediators](#)
- [Quick Guide to Implementing a Peer Mediation Program](#)
- [Peer Mediators: A Complete School Curriculum Grades 6-8](#)
- ["A Primer On Peer Mediation": PBS](#)
- [Tier 1: Elementary School Conflict Resolution](#)

Peer Mediation Resources: Indiana

- [Peers Making Peace Peer Mediation Training Program: Peace Learning Center](#)
- [Southport High School: Peer Mediation Program](#)

Examples of Evidence-Based Peer Mediation Programs

- [Peers Making Peace](#)
- [Cross-Age Peer Mentoring Program](#)
- [Sources of Strength](#)
- [Woodrock Youth Development Program](#)

Peer Programming Resources (Cont.)

Teen Court

Teen Court is an evidence-based peer-led, restorative justice-based, juvenile court diversion program that serves first-time juvenile offenders. Trained student volunteers serve as jury members, prosecuting attorneys, defense attorneys, bailiff, and judge's assistant and are mentored by adult attorneys. The program provides a community service and supports positive youth development. Teen court volunteers learn about the law and develop leadership skills. It has also been documented to reduce juvenile crime recidivism.

Teen Court Models

There are four models for teen court, which vary in their case handling procedures, courtroom structures, and the sanctions they use to hold the juvenile offender accountable. Program characteristics are as follows:

- **Adult Judge Model:** An adult serves as judge and rules on legal terminology and courtroom procedure. Youth serve as attorneys, jurors, clerks, bailiffs, etc. (most popular model)
- **Youth Judge Model:** This model is similar to the adult judge model, except youths serve as judge. (2nd most popular).
- **Youth Tribunal Model.** Young attorneys present the case to a panel of three youth judges who decide the appropriate disposition for the defendant. A jury is not used.
- **Peer Jury Model:** This model does not use youth attorneys; the case is presented to a youth jury by a youth or adult. The youth jury then questions the defendant directly.

References: https://www.ojjdp.gov/mpg/litreviews/Teen_Youth_Court.pdf
<http://www.indysb.org/parents-youth/programs/indiana-teen-court>

Resources for Developing Teen Court Programs

- [National Association of Youth Courts \(NAYC\)](#)
- [Youth Court Planning Guide](#)
- [National Center Briefs: Youth Courts \(National Center for Mental Health Promotion and Youth Violence Prevention\)](#)
- [Youth Court in Schools Project Produces Positive Results](#)
- [How To Start a Teen Court](#)
- [Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs](#)

Teen Court Resources: Indiana

- [Teen Court: Restoring Lives Through Alternative Justice \(Vanderburgh County\)](#)
- [Indiana Teen Court](#)
- [Reach For Youth: Teen Court](#)
- [Reach For Youth: In-School Teen Court](#)

"NLR Teen Court opened many doors for me. I participated from the first day of NLR Teen Court until I graduated and it has taught me that I want to be a leader in this community. NLR Teen Court can change the lives of youth in our community."

~Justin Lindsay, 2010 NLR Teen Court Graduate

SCHOOL CLIMATE & CULTURE

School Climate "School's Attitude"

- Helps or hinders the feelings of school connectedness
- Can either encourage or discourage teacher, students, family, and community engagement
- Includes factors of school life such as safety, relationships, teaching and learning, and the environment as well as larger organizational patterns--all influencing how students feel about school and impact learning

OVERVIEW

What is the difference between School Climate & School Culture?

Reference: *School Climate & Culture*

School Culture "School's Personality"

- Influences every decision within a school
- Includes the underlying norms and values that shape patterns of behavior, attitudes and expectations between stakeholders in the school
- It is the fundamental beliefs and assumptions that people believe to be true
- Systemic and deeply engrained-- impacting core beliefs and behaviors

SCHOOL CLIMATE

A positive school climate is essential to school success. Research shows it can improve attendance, student achievement, school connectedness, and graduation rates while decreasing risky behavior, reducing bullying behavior and lowering behavior referrals. Additionally, schools with positive school climate have a lower staff attrition rate and educators reporting higher levels of personal accomplishment. While positive school climate has numerous benefits to a school community, the opposite has been found in schools with negative school culture. Research shows a perceived negative school culture has been linked to increased bullying (Nickerson, Singleton, Schnurr, & Collen, 2014; Wang, Berry, & Swearer, 2013), increased violence, increased suicide rates, and diminished student achievement and decreased graduation rates (American Institutes for Research, School Climate, n.d.).

Reference: *School Climate & Culture: Strategy Brief*

To address any gaps or needs within school climate areas, it is imperative to collect data. Therefore, conducting an annual school climate survey measures strengths and growth areas that provides valuable data to set goals and priorities and choose programmatic interventions.

The questions below provide items to explore as educators consider key areas essential to ensure a positive school climate and culture.

Key Questions: Positive School Climate & Culture

- How are student-teacher relationships fostered and developed?
- What interventions are in place for students needing extra emotional, mental health, and/or behavioral support?
- How does the school support culturally responsive practices?
- Do ALL students receive an equitable and consistent learning experience?
- Do ALL students believe their voice is valued and they are involved in the learning process?
- Do ALL students feel respected and have a sense of belonging?
- Do all educators utilize positive discipline strategies?
- Do all educators engage in regular professional development to stay up-to-date in the most relevant and pressing youth needs and issues?
- Are all faculty members appreciative of diversity in student readiness and learning, language, race, culture, experiences, and more?
- When behavioral concerns arise, do student considerations take priority over adult considerations?
- How are guests greeted when they enter the school?



SCHOOL CLIMATE

SCHOOL CLIMATE SURVEYS

School Climate Measurement Resources

The National Center on Safe Supportive Learning Environments (NCSSE) maintains a compendium of valid and reliable surveys, assessments, and scales of school climate that can assist educators in their efforts to identify and assess their conditions for learning. The measurement of school climate provides educators with the necessary data to identify school needs, set goals, and track progress toward improvement.

- [Summary Table Of Office Of Safe And Healthy Students Approved School Climate Surveys](#)

Positive Behavioral Interventions and Supports

The School Climate Survey Suite is a set of four multidimensional surveys to measure student (grades 3-12), teacher, administrator, faculty, and family perceptions of school climate. There is no cost to use the surveys on paper or online through the PBIS Applications website (www.pbisapps.org).

- [School Climate Survey Suite](#)

National School Climate Center

The National School Climate Center (NSCC) promotes safe, supportive learning environments that nurture social and emotional, civic, and academic growth for all students. NSCC has variety of measurement tools that are designed to help school communities get a quantitative understanding of their school climate.

- [National School Climate Center: Comprehensive School Climate Inventory](#)

How To Improve School Climate

After using school climate measurement tools to reveal areas of improvement, work with your school leadership team to develop a shared vision, goals, and an action plan to address the needs revealed and work to improve the school climate. Below lists a few key strategies to improve school climate in your school.



Resources for Positive School Climate

- [Ensuring a Positive School Climate and Culture](#)
- [A Resource Guide for Improving School Climate and Discipline: U.S. Department of Education](#)
- [Climate Change: Implementing School Discipline Practices That Create a Positive School Climate](#)
- [The Racial School-Climate Gap](#)

SCHOOL CLIMATE & CULTURE

FOCUSING ON RELATIONSHIPS

RELATIONSHIP BUILDING STRATEGIES

Establish Clear Plan for Relationship Development with Students

It is important for all educators to place a priority on developing relationships with students. This framework provides an outline for educators. When educators complete this framework, they have spent time intentionally focused on creating and practicing strategies specific to relationship building, strengthening relationships, as well as skills necessary to intervene when healing needs to take place within the relationship. Additionally, the framework provides space for educators to think about how to relate to students that may be resistant or more difficult to connect with in the classroom.

Challenging relationships can be a cause for classroom disruptions due to student social-emotional, behavioral, or mental health needs.

- Develop Relationships
- Challenging Relationships
- Strengthen Relationships
- Repair Relationships

RELATIONSHIP-BUILDING FRAMEWORK

CLASSROOM RELATIONSHIP DEVELOPMENT

DEVELOPING RELATIONSHIPS

- Student information sheets/surveys to get to know students
- Know your students' stories
- Student strengths finder
- Affective communication
- Empathy
- Classroom circles
- Cooperative learning activities
- Appropriate level of self-disclosure (share a little of your story)
- Make contact with family to share at least 1 positive about student & to learn at least 1, ore strength-want to be collaborative partner with family

WHAT ABOUT DIFFICULT RELATIONSHIPS?

- Restorative Practices
- Student strengths finder; Reframe "negative" behavior or characteristic into potential strength
- Affective questions: Restorative questions
- Classroom circles
- Restorative conversations
- Problem-solving
- Teach targeted social-emotional and/or behavioral skill -- Focus on 1 skill at a time
- Be persistent -- Daily talk with the student about a personal interest for at least 2-3 Minutes (working to build connection)

STRENGTHENING RELATIONSHIPS

- Provide choice in activities and/or assignments
- Student-led tasks
- Attend community events and student extracurricular activities-Be present!
- Provide constructive feedback
- Use process praise (Growth mindset)
- Teach, practice, & use learning goals (Instead of focusing on outcome only)
- Model prosocial skills (Help students see an adult using the skills you are teaching)
- Incorporate journal writing to allow students to share privately

REPAIRING RELATIONSHIPS

- Restorative Practices
- One-on-one student meeting
- Restorative communication
- Conflict mediation
- Restorative conference
- Invite student to eat lunch or stay after-school (Make sure you are ready to engage in a productive & restorative conversation)
- Problem-solving circle
- *Apologize: After reflecting, you may realize you played a role in what happened, so apologize.

SCHOOL CLIMATE & CULTURE

RELATIONSHIP BUILDING STRATEGIES

Affective Language

Affective language helps to focus on the behavior being addressed and increase emotional awareness. An Affective Statement is a personal expression of feeling in response to others' positive or negative behaviors.

- Often use "I" statements that express a feeling
- Make students aware of either the positive or negative impact of their behavior
- Time, place, and manner are critical elements
- Are respectful in tone
- Focus must be on the behavior, not the value of the person (separates the deed from doer)
- Encourage students to learn, expand, and express feelings

Affective Communication Tip Sheet



Use of "I" Statements

Teaching and using I-statements is a valuable tool in classrooms. I-statements can be used in affective communication, conflict-resolution, and problem-solving discussions. Students need to be taught this skill several times as well as hear adults model this communication tool being used. It may be helpful to provide visual prompts in the classroom to encourage students' use (e.g., posters, desk cards, etc.).

Sample I-Message Sheets For Student Practice

"I" Messages ★

I FEEL frustrated, confused, embarrassed, sad, guilty, annoyed, worried, mad, unhappy, angry, afraid

When you _____
tell person what is bothering you

Because _____
tell person why

I need/want you to... _____
tell person what you want to happen

I-Messages

I FEEL _____	WHEN YOU _____	NEXT TIME, WILL YOU PLEASE _____
I FEEL _____	WHEN YOU _____	COULD YOU PLEASE _____
I FEEL _____	BECAUSE _____	WHAT I NEED IS _____

Feelings List

Angry	Ignored	Accused	Stressed	Guilt
Worried	Unhappy	Mocked	Annoyed	Scared
Irritated	Judged	Uncomfortable	Excluded	Confused
Hurt	Anxious	Bored	Criticized	Disrespected
				Misunderstood

Metaphors created by Dr. Brandie Oliver, 2014

SCHOOL CLIMATE & CULTURE

BULLYING PREVENTION

BULLYING PREVENTION TIPS

The National Education Association (NEA) offers the below 10 steps to stop and prevent bullying.

- Pay Attention To Each Student Daily.
- Don't Ignore A Change In Any Student Behavior.
- Any Sign Of Bullying, Intervene. Always Step-In. Do Something.
- Remain Calm. Model Respectful Behavior.
- Talk With Students Individually.
- Do Not Make Students Apologize In That Moment.
- Hold Bystanders Accountable.
- Be Open-Minded & Use Active Listening Skills.
- Seek Support From School Counselor or Administrator Or Refer If Necessary.
- Receive Advanced Bullying Prevention & Intervention Training.

*To read the full details, please click here: [10 Steps to Stop and Prevent Bullying](#).

CYBERBULLYING PREVENTION TIPS

Responding To Cyberbullying: Guidelines For Administrators

- No Bully, Common Sense Education, and the California-based law firm Fagen Friedman & Fulfroost believe that promoting social and emotional learning, creating a school climate where respect for diversity and skills is valued, and educating students, families, and faculty about how to behave ethically online are the best ways to prevent cyberbullying. However, we recognize that incidents may still occur. The link takes you to a flow chart describing steps in how to respond to cyberbullying incidents, although it does not constitute legal advice.

Anti-Cyberbullying Toolkit

- This site includes cyberbullying lessons for grades K-12, along with giving you everything you need to teach engaging lessons for your classroom around this topic.

Preventing Cyberbullying For Educators

- 1 Conduct a school-wide formal assessment to gather baseline data to understand extent of cyberbullying.
- 2 Educate. Educate all students about cyberbullying, the school policy, and how to respond to it. Educate families by providing information sessions, posting cyberbullying information on the school website, and inviting the community and families to any speakers sharing on the topic.
- 3 Develop and post clear rules regarding use of laptops, phones, and all electronic devices.
- 4 Utilize peer education programs. Older students can teach or share lessons and experiences to reinforce positive online habits to younger students--helping all students create a positive digital footprint.
- 5 Designate a "Cyberbullying Expert" at each school. This person would stay current on any legislative updates and social media issues impacting youth.
- 6 Teach social-emotional skills, emphasizing the importance of how to properly use technology and social media.

For more information, please visit, [Preventing Cyberbullying: Top Ten Tips for Educators](#).

SCHOOL CLIMATE & CULTURE

BULLYING PREVENTION

Bullying Prevention: Resources

[Teaching Students to Prevent Bullying](#)

- Curriculum Resources Address Identifying, Confronting, and Stopping Bullying

[Classroom Toolkits and Activities](#)

- **Elementary School Curriculum:** Free educational options designed for younger students to creatively engage them to build their understanding and develop the skills on how to address and prevent bullying.
- **Elementary Activities:** Free activities and resources designed for younger students. The goal is to creatively engage them through conversation, activities, art and music to build their understanding of how to handle bullying situations.
- **Middle / High School Education Curriculum:** Free educational options designed for teens to creatively engage them to build their understanding and skills on how to address and prevent bullying.
- **Middle and High School Activities:** Free activities and resources designed for older students. The goal is to creatively engage them through conversation, event planning, activities, art and music to build their understanding of how to handle bullying situations.



[Cyberbullying Dance: "We Are More Alike Than We Think"](#)

- A cyberbullying awareness video illustrating the necessity to end and delete cyberbullying message because "we are all more alike than we think." The short video highlights the story of an athlete who initially cyberbullies a ballet dancer not realizing they are similar athletes, just with different skill sets. Video and classroom discussion questions by Andrew Carroll, The University of South Florida and Lana Heylock, Jacksonville University.

[Bullying Prevention Resources: Committee for Children](#)

- Committee for Children is dedicated to promoting the safety, well-being, and success of children in school and in life. The goal of this page is to empower kids and the adults around them with information and resources to help them understand what bullying is, who is affected by it, and what you and your community can do to prevent it.

["Bully" is Not a Noun](#)



"Bully" is Not a Noun campaign is within the Committee for Children designed to help parents, students, and educators rethink and challenge the use of this word. [Click on the image](#) to view a short video further explaining the common myth of "once a bully, always a bully." Bullying is a social behavior caused by a range of influences that often go beyond the individual. It's important to label the behavior, not the child.

[Shareables: NEA's Bullyfree It Starts With Me](#)

- Graphics and videos to share on social media.

[Bullying Prevention Awareness: #Choose Kindness](#)

- "Choose Kindness" is a bullying prevention campaign created by Disney ABC Television to encourage children and parents across the nation to help put an end to bullying by choosing kindness.

[Stop Bullying, Speak Up: Stand Up for Someone By Saying That's Not Okay](#)

- Cartoon Network is helping kids build the kindness, caring and empathy skills they need to stop bullying before it starts. Kids speak up on how to make their home, schools, and communities more inclusive. Watch new PSA's from Cartoon Network and Committee for Children, inspired by real kids' stories.

[ThinkB4You Speak: Educator's Guide](#)

- The guide assists educators and others who work with teens to introduce the campaign resources, frame, and discuss the ads, and extend learning about the negative consequences of homophobic language and anti-LGBT bias. The core of the guide consists of discussion questions for exploring and analyzing the video, audio, and print ads followed by six educational activities that increase awareness and knowledge of the issues, develop skills for addressing them, and promote social action.

SCHOOL CLIMATE & CULTURE

CULTURALLY RESPONSIVE EDUCATION PRACTICES

Culturally Responsive Teaching

Culture is central not only to learning but to one's identity. It is essential in the way we communicate, interact with others, and in our thinking patterns. A pedagogy that acknowledges, responds to and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.

Tips For Culturally Responsive Educators

- Validating students' cultural experiences, expressions, and practices in curriculum and pedagogy
- Challenging your own ideas and biases (on an ongoing basis)
- Inviting families into classrooms and schools (not only on Family Night or Open House, but throughout the year)
- Working with families before and after school
- Making home visits and being visible in the community and at school events
- Learning students' home languages and how to say students' names correctly
- Loving your students and always showing unconditional positive regard

Resources for Culturally Responsive Education Practices

- [Diversity Toolkit: Cultural Competence for Educators](#)
- [Culturally Relevant Teaching Strategies](#)
- [Culture in the Classroom](#)
- [Critical Practices for Anti-Bias Education](#)
- [Online Resources for News and Information on Culturally Responsive Instruction](#)

ePals

Teachers and students can collaborate with other teachers and students from over 200 countries in authentic learning projects. You can join other classrooms in projects that are already in progress or you can design your own project and ask other classrooms to join in.

Tips to Practice Inclusiveness & Cultural Responsiveness

Power In Knowing Names



Make sure you know how to accurately pronounce each student's name. A name is an important part of one's identity.

[Click here for more information.](#)

<https://www.mynamemyidentity.org>

Courageous Conversations



Be aware of your own communication style and comfort level with conflict. Be ready to engage in a courageous conversation when/if you hear a cultural inequity. Silence is compliance.

Expand Students' Knowledge & Understanding



Pay attention to all religious holidays and cultural traditions—not just the ones your school recognizes. Help expand students' knowledge and understanding by sharing religious and cultural traditions by exposing them to religions and traditions outside of their own.

[This website provides additional information.](#)
<https://www.diversitybestpractices.com/2017-diversity-holidays>

Challenge Stereotypes



Challenge stereotypes. Offer another side of the story by challenging assumptions and/or stereotypes. Use personal experiences and knowledge to point out how a stereotype or an assumption presented is harmful and disruptive to the learning environment.

Actively Listen: Listen To Understand



Practice active listening. Listening is an essential element of any courageous conversation—particularly when difficult or emotionally charged issues are being discussed. Remember, it is most important to listen to understand, and not to listen only to respond.

Expanding Your Own Perspective: Lifelong Learning



Be open to learning about others' viewpoints. The goal of dialogue is not about winning a debate or persuading others. It is about learning to see another's viewpoint, expanding your lens, and better understanding yourself.

Infographic created by Dr. Brandie Oliver, 2016

Click [here](#) to access this handout.

SCHOOL CLIMATE & CULTURE

CULTURALLY RESPONSIVE EDUCATION PRACTICES

What Is Implicit Bias?

- Implicit bias refers to the way people unconsciously and sometimes unwillingly exhibit bias towards other individuals and groups. Many people are not aware of having implicit bias.
- Implicit bias should not be confused with explicit forms of bias, or racism. Explicit bias, or overt racism, involves conscious and knowing discrimination towards other individuals and groups.
- Implicit bias can reveal itself in different ways, such as by the words we use to express our feelings and/or our behavior toward people of color or marginalized groups.

Why Focus On Implicit Bias?

Many of the infractions for which students are disciplined have a subjective component, meaning that the situation is a bit ambiguous. Thus, how an educator interprets a situation can affect whether the behavior merits discipline, and if so, to what extent.

It is essential to create bias-free, respectful, safe, and accepting school environments. Research on implicit bias has shown that racial stereotypes can influence an individual's judgments, unbeknownst to an individual. Within schools, educators need to realize this means implicit bias can influence how they perceive a student's behavior. It is important that ALL people recognize the influence and potential effects of implicit bias. It is equally important to know that with self-reflection and ongoing attention, the effects of implicit can be mitigated. Ignoring biases is dangerous and can cause more damage to students and relationships, so it is important to take steps to address and challenge our own implicit biases.

All too often, behavior is in the eye of the beholder.

Implicit Bias is Hidden or Unconscious Bias

The concept of Implicit Bias started as an explanation of the persistence of discrimination. In 1995, Drs. Anthony Greenwald and M.R. Benaji theorized that it was possible that our social behavior was not completely under our conscious control. To learn more about your personal biases, we encourage you to take the Harvard Implicit Association Test (IAT), which measures a person's unconscious attitudes and beliefs in various areas. There are 14 topic areas ranging from age, weight, religion, race, gender-career to presidential preferences. You can access the Implicit Association Test (IAT) [here](#).

Video Resources: Implicit Bias

- [Who, Me? Biased? Video Series](#)
- [Verna Myers: How to overcome our biases? Walk boldly Toward Them](#)
- [Test Your Awareness: Do The Test](#)
- [Doll Experiment](#)

What Does It Mean To Be Culturally Humble?

Cultural Humility (HUMBLE) Model

- H** Humble about what you do not know, the mistakes you make, and being authentic and open to change
- U** Understand your own cultural background
- M** Motivate yourself to learn about others' backgrounds and keep learning about your own--remember to take a 'tutorial' stance because everyone has a unique story
- B** Begin to incorporate what you learn about yourself and others into your daily interactions--increasing your empathy and understanding for others
- L** Listen to learn and understand--remember, the importance of being a life-long learner
- E** Engage with respect and unconditional positive regard and remain open-minded

3 Ways To Challenge Your Biases

1. We must be willing to accept that we do, in fact, have biases, and to make ourselves aware of them.
2. We must be determined not only to unearth our own stereotypes, but also to challenge them.
3. We need to learn how to exchange those automatic biases for different, more inclusive, notions. Know they will be automatic and that we need to catch them, be reflective in our work, process the thoughts, and construct new thought patterns.

SCHOOL CLIMATE & CULTURE

TRAUMA RESPONSIVE PRACTICES

**Children who experience significant adversity early in life without consistent support from caring adults are more likely to drop out to school earlier, earn less, depend more on public assistance, adopt a range of unhealthy behaviors, and live shorter, less healthy lives.
(Center on the Developing Child)**

What Is Trauma?

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically and emotionally harmful or threatening and that has lasting adverse effects on the individual's physical, social, emotional, or spiritual well-being [2].

Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences (ACEs) are major risk factors for illness and a poor quality of life. Research further indicates that ACEs can impede a child's social-emotional, behavioral, neural, and cognitive development. They are the best predictor of poor health and the second best predictor of academic failure.

Connections between ACEs and school performance show that students dealing with ACEs:

- Students with three or more ACEs are 2.5 times more likely to fail a grade.
- Students with three or more ACEs are significantly more likely to be unable to perform at grade level, be labeled as special education, be suspended, be expelled or drop out of school. Students not reading proficiently by third grade are four times more likely to fail to graduate from high school.
- The impact of ACEs on school performance has a ripple effect on lifetime achievements. For high school dropouts, the national unemployment rate is at 12%. Young adult high school dropouts were more than twice as likely as college graduates to live in poverty according to the U.S. Department of Education.

Trauma & Impact On Child and Adolescent Development & Brain Development

Accomplishing developmental tasks requires a child to 'be present' in order to process, learn and grow from their experiences, but when a child has been exposed to traumatic experiences, the child's development will be interrupted. Trauma can impact a child's development in several areas:

- Social-Emotional Skills
- Physical Development
- Speech Skills
- Cognitive Functioning
- Attachment/Trust
- Neuro-Developmental/Brain Architecture
- Behavioral Skills (e.g., Impulse Control, Stress Management, etc.)
- Sensory Skills
- Time Orientation/Management

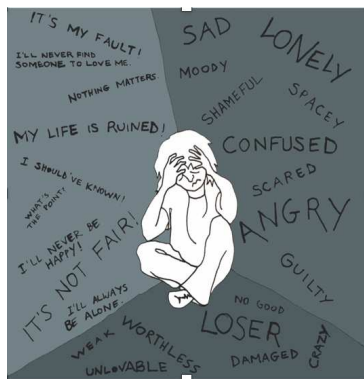
**Not an exhaustive list*

Potential Behaviors-Resulting From Trauma

It is critical not to stereotype or think about trauma behaviors from a stereotypical lens. The same student may exhibit completely different behavioral responses after experiencing two different traumatic events. As unique human beings, we all process thoughts, feelings, and experiences differently --yet, even on some days, times, and moments, we respond one way yet on other days, times, and moments, we respond in another way. Additionally, some students may not demonstrate behavioral responses immediately or they may have trigger responses they as an educator, you do not know about yet.

- Anxious
- Withdrawn
- Confusion
- Disorientation
- Acting Out
- On Edge
- Daydreaming
- Be aware of both the children who act out AND the quiet children who don't appear to have behavioral problems.
- [Both internalizing and externalizing behaviors]

**Not an exhaustive list*



Additional Trauma Responsive resources posted in Website Resource Section

SCHOOL CLIMATE & CULTURE

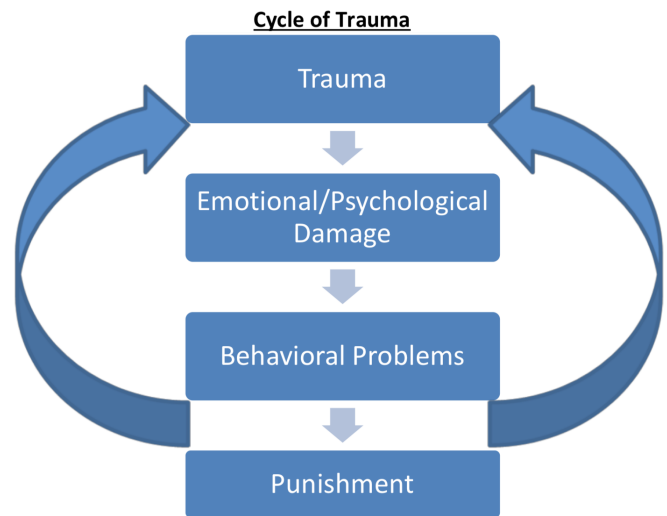
TRAUMA RESPONSIVE PRACTICES

Why Is It Important?

All schools and educators work with children who have experienced trauma, but you may not know specifically who these students are. Schools have an important role to play in providing a safe, stable learning environment with caring and supportive educators. Additionally, schools can ensure all educators have professional development training in trauma responsive practices so they are equipped to adapt curricula and behavioral interventions to better meet the educational needs of students who have experienced trauma.

Research shows that trauma often manifests in the form of aggressive behavior, impacts the child's ability to self-regulate, and affects brain development. By implementing trauma responsive practices, educators are working to be proactive and can work to reduce problem behaviors and emotional difficulties, as well as optimize positive and productive functioning for all children and youth.

The “cycle of trauma” (see image) is particularly important to keep in mind as you work to adopt a trauma responsive approach in the school environment. Problematic behaviors displayed by students may be related to past trauma and then can become re-traumatized when the displayed student behavior is responded with a punitive response rather than a trauma responsive approach. When a punitive approach is used, it furthers embeds the trauma and continues the cycle of behavioral problems rather than lessening them.



Trauma Responsive Strategies

Students Complete Daily Mood/Emotion Chart

Provide Students Choices

Provide Sensory Materials for Students

Mindfulness Practices

Greet Students At Door; Smile

Predictable Environment with Clear Expectations for Behavior

Deep Breathing Exercises

Teach Positive Self-Talk

RESTORATIVE PRACTICES

Defining Restorative Practices

Restorative practices are processes that proactively build respectful, collaborative, and supportive relationships and a sense of community to prevent and address conflict and behavioral issues. Restorative practices focus on relationships between students, between students and educators, and between educators (whose behaviors are the model for students and critically impact the school climate and culture).

Restorative practices holds people accountable for their misbehavior, yet it also gives voice to the person harmed. Together, it is determined how to repair relationships from the harm caused, but the student may still receive the school consequence and receive services to learn pro-social skills to assist in social-emotional development. The goal is to support all students in this process and to provide targeted skills so the student develops new skills to behave differently in future situations.

Restorative practices change the way schools think about student discipline and school climate. It shifts from a traditional lens of student discipline that takes a hierarchal approach and emphasizes a collaborative, strength-based view where all members are involved and take responsibility in the process. The below table compares traditional school discipline practices to Restorative Practices.

Traditional Discipline	Restorative Practices
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibilities.
Accountability = punishment	Accountability = understanding impact and repairing harm
Justice directed at the offender; the victim is ignored.	Offender, victim, and school all have direct roles in the justice process.
Offender receives little to no support in learning prosocial skills.	Offender is provided education and resources to learn appropriate behavior
Limited or no opportunity for expressing remorse or making amends.	Opportunity is given to make amends and express remorse-- also to repair relationships.

Restorative Practices Key Questions

Repairing the Harm

How have individuals been harmed? What do they need?

Engagement

Victim, offender, community and schools are involved through a voluntary, facilitated dialogue process

Responsibility

Individuals accept responsibility for their actions; apologize to victim with sincerity

Repair With Action

Individuals agree to repair harm done; behavior (the action) demonstrates the apology was sincere

Prevention & Learning: Believes in Growth

Individuals learn from their mistakes; structured opportunities to teach prosocial skills to ensure offenders have new skills to replace old behaviors; change and growth is possible by supporting individuals in finding new ways of meeting needs--requires a growth mindset from all parties involved

RESTORATIVE PRACTICES

Components of Restorative Practices

- Every infraction, misbehavior, or conflict is viewed through the lens as an opportunity for learning.
- The intrinsic worth of a person and potential contribution to society (school, community, workplace, etc.) is acknowledged and continuously nurtured/supported.
- A structure is provided to ensure all students have access to a fair and equitable process to solve conflict and resolve problems.
- When safe environment protocols have been established, open dialogue (including the expression of emotion) becomes the normative experience for all parties within the school community.
- Courageous conversations, demonstrating the power of vulnerability, are modeled by all educators in the school community (without the use of shame).

The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them.



Restorative Practices Continuum



Infographic created by Dr. Brandie Oliver, Butler University (2015)

Restorative Practices Continuum: Explaining Each Phase

Affective Statements

Affective Statements are the foundational component of a Restorative Practices program. It is important that all educators work to focus on addressing student behavior from a growth mindset lens, demonstrating a belief that all students have the potential to change, learn, and learn from mistakes. By using affective language, process praise, and focusing on prosocial skill development, educators communicate and convey the message that all students are capable, competent, worthy, and valuable.

RESTORATIVE PRACTICES

Components of Restorative Practices (Cont.)

Affective Questions

Affective Questions (also called Restorative Questions) are used to respond to challenging behaviors. These questions allow us to shift our lens and see conflict as a learning opportunity and engage in rebuilding relationships. By asking both the person that has done harm and the person that has been harmed, the restorative questioning process empowers the student that harm was done to--which does not typically happen in a traditional discipline setting.

Restorative Questions Used When Responding To Challenging Behavior	Restorative Questions Used To help Those Harmed By Other's Actions
<ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you thought about since?• Who has been affected by what has happened -in what way?• What do you think needs to be done to make things right?	<ul style="list-style-type: none">• What did you think when you realized what had happened?• What impact has this incident/event had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right?• What would you like to have happen next?

Small Impromptu Conferences

Small Impromptu Conferences both use affective/restorative questions and affective statements. It is best to talk with students privately so as not to escalate the situation and/or behavior.

Some Common Places For Impromptu Conferences

- In classrooms
- Hallways
- Cafeteria
- Locker rooms

Circles

A circle is a versatile restorative practice that can be used proactively, to build relationships and build community, or can be used to restore relationships following a conflict. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum, and, equality. The circle process allows people to tell their stories from their perspectives and gain new insight from others.

Circles have numerous positive benefits. The below lists capture several that have been documented from use within the use of circles in schools and after-school programs.

- Circles-highlight the relational importance in our lives; shifts from "I" to "we"
- Builds connections and/or reconnect with others-helps students see the interconnectedness

Circles can:

- Bring attention to the impact of their behavior on others
- Build empathy
- Helps create ways to collaboratively repair harm
- Exposes the truth through multiple perspectives of the harmful behavior rather than competing for the 'proof' of what happened
- Gives students VOICE
 - Students allowed to express their truth of the experience
 - Everyone listens to student speaking

RESTORATIVE PRACTICES

Components of Restorative Practices (Cont.)

Formal Conferences

Formal Conferences are used with high-level offenses. They require a great deal of time and participation of all members involved in the discipline incident. It is critical to have a trained facilitator lead the conference. It is also essential that ALL parties have been prepped before the conference to ensure everyone is willing to attend and participate. Everyone attending needs to be amenable to work toward a resolution that is in the best interest of the student.

Restorative Practices Resources

Each item is linked to a handout available to assist you in learning more about Restorative Practices (RP) or beginning to implement strategies related to RP.

- [Restorative Circles Teachers Packet](#)
- [RP Tiers Of Support](#)
- [Affective Questions](#)

Restorative Practices Video Resources

- [Restorative Justice in Oakland Schools: Tier One. Community Building Circle](#)
- [Using Dialogue Circles to Support Classroom Management: At Glenview Elementary School, dialogue circles are part of a program aimed at building collaboration, respect, and positive behavior among students.](#)
- [Restorative Practices Circle](#)

What Are Re-Entry Circles? **When & How To Use Re-Entry Circles?**

A re-entry circle helps to reintegrate the student responsible for the harm back into school/classroom setting. It is important to show the student support, emphasize a strength-based approach, explore resources needed and highlight student's existing strengths and resources, and demonstrate a belief in the student's ability for lasting behavioral change.

Re-entry circles can be done at the administrative/school level and/or classroom level. The most important detail is the student agrees to the re-entry circle, and all parties have been informed of the re-entry circle and met with the facilitator to gain information about the process regarding the re-entry circle. It is not something to do without preparation or if the student is an unwilling participant.

Who Participates?

- Trained facilitator (someone that has training in Restorative Practices)
- Student and/or educator harmed & supporters for this student
- Student that caused the harm & supporters for this student
- Any others support people that may be involved in this situation (e.g., student service professional(s) that provided counseling/support to student(s), student advocate, probation officer, youth pastor, coach, etc.)
- Support people can include family members, teachers, coaches, club sponsors, mentors, etc.
- Others (administrator(s), school nurse, special education teacher, behavioral specialist, etc.)

The Process

1. Facilitator meets with all parties prior to the Re-Entry Circle-Preparation Phase
2. Open circle and explain reason for the Re-Entry Circle
3. Introduce and explain how to use the talking piece
4. Facilitator discusses group agreement, provides introductions, and conducts feelings check-in
5. Facilitator conducts the 4 Round Process of the Re-Entry Circle
See Re-Entry Circles Informational Sheet for additional details. Click [here](#).

This [video](#) shows how circles can be used as a way to bring students back into the school community after they participated in a harmful event.

FAQ: EMPOWERING EDUCATORS

Q: What do I say to a student that just told me to "F--- Off"?

"Wow, it seems you are feeling agitated. I am wondering if you can help me understand what has upset you?"



"When I was growing up, I was told that a teacher needs to be in control of the students, the classroom, and to demand respect from the students. However, this approach doesn't seem to be working for me."



It may be best not to say anything. If the student continues to be agitated OR if you notice you are emotionally charged, then it may be best to allow time before engaging in a conversation. After both you and the student are in a calm state, then you can ask the student what happened or triggered that response.



"I wonder what I said or did that has upset you so much."



FAQ: EMPOWERING EDUCATORS

Q: What if a student is sleeping"?

Depending on what you know about the student and age of student, decide if it is okay to let the student sleep. Check in to see what might be happening in student's life.



Wake the student by startling and then say how s/he must not care.



Startling a student could trigger past trauma. Student may be resistant to build connections with others due to attachment issues-saying phrases, "must not care," will likely reinforce student's mindset and will only cause student to continue to resist connecting or participating.

After you finish your instruction, in a subtle and gentle manner, try to wake the student. You do not want to startle the student. Ask to speak with him/her in a private place and engage in a conversation seeking to understand what has happened to learn why student is tired--take an empathic and caring stance.



Ignore the student.



Yell at the student.



FAQ: EMPOWERING EDUCATORS

Q: "What do I do if my students are not listening?"

Today's students have greater access to information and have an expectation for quick responses and/or answers. It is important to bring the students into the lesson, remember the importance of student voice, and encourage their input. Try using exit slips to gauge student understanding and add a student interest question. Infuse small student discussion groups into teaching.



"Obviously, no one here cares to learn. I already have my education, so you are just hurting yourselves."

Remember, the behavior of our students is not a personal attack. Take a moment to regulate your own emotions before responding.

Stay calm. It is important that you keep your emotions in check because some students may want to push your buttons and this can lead to an increase in inappropriate behavior or can escalate a situation. Hold student conferences to discover personal interests. You can also find out:

- What helps them focus/pay attention
- If they prefer to work in groups or individually
- Favorite learning activities
- What they are excited to learn about
- What they are worried about



"You are just so disrespectful!"



"The entire class will lose _____ if you don't stop talking."

Avoid collective punishment. We want students take responsibility for their behavior so they need somewhat predictable outcomes for their choices instead of taking on punishments that are the result of others' choices.

FAQ: EMPOWERING EDUCATORS

Q: "How do I respond when a student is picking on another student?"

Intervene immediately. It is important to take action. It shows you notice, care, and do not tolerate unkind actions. When intervening, make sure you are calm, using an empathic tone and body language, and reference classroom rules/code of conduct.



"It seemed Joe was hurt by what you said/did. What do you think you can do to make things right with him?"



More to the story? You may want to talk with this student one-on-one to discover if this student is a target of bullying behavior in other environments. Could this be retaliation? Is this attention seeking behavior? Check in to make sure you have the full picture.



"How far do you think your smart mouth will get you in life? You think you are superior? You are going to apologize right now."



First, never force a student to apologize. Secondly, it is important to choose words that do not 'shame' students. Find more information on shame in classrooms, [here](#).

Just ignore it.
Kids will be kids.



"Why did you say that?
You can't talk to people that way."



Asking "why," questions can be difficult for students to answer and can cause frustration for both you and the student. While we don't want our students to talk to people in negative ways, stating it in this way will likely only escalate this situation.

FAQ: EMPOWERING EDUCATORS

Q: "What do I do with my student who NEVER can sit still--not even for one- minute?"

The word, NEVER, is the key in this situation. Work with this student to *catch* him/her sitting for a minute. Additionally, see below for sensory accommodations that can also be made.



"What is wrong with you? Just sit still for one-minute!"



This question tells the student something is wrong with him/her and is really intended as an insult. Remember, there are no perfect people.

Some students may need strategies or accommodations to help with fidgeting. These items or objects can be made available to all students so no one feels *different* which may lead to behavior issues. Additionally, begin infusing sensory activities into daily routines for all students. A few possible strategies/objects:

- Allow students to sit on floor/mat
- Frequent movement breaks/Brain breaks
- Rocking chair
- Exercise ball
- Standing desk



Sit student's desk by teacher desk.



COLLABORATION WITH COMMUNITY AGENCIES

No one agency can or should be expected to handle the diverse needs of struggling students alone. Schools and school corporations can form collaborative partnerships with mental health, probation, juvenile justice, and social service agencies, as well as businesses and other community organizations to help support the needs of students and educators.

Nine key elements necessary for creating and sustaining effective partnerships to improve student mental health, physical health, and overall wellness were identified by the Coalition for Community Schools and the National Association of School Psychologists.

1. A leadership team comprised of school and community stakeholders
2. Assets and needs assessment to address student health and wellness, and a framework for results
3. A designated person located at the school to lead the coordination of school-community partnerships
4. Clear expectations and shared accountability for the school and community partners
5. High-quality health and wellness services that leverage school and community resources
6. Ongoing comprehensive professional development for all school leaders, staff, and community
7. A detailed plan for long-term sustainability
8. Regular evaluation of effectiveness through a variety of measures

Source: Kids Count Data Center: A Project of the Annie E. Casey Foundation

Asset Mapping & Needs Assessment

Asset Mapping

Asset mapping can provide schools and parents with an inventory of resources that exist within the community. At the same time, it can uncover any gaps in community resources that may be necessary to address. Asset mapping can promote interagency collaboration by better aligning programs and services for youth and families. Asset or community resource mapping can help ensure that all youth have access to an essential comprehensive and integrated system of services. Asset mapping will benefit the school in that it will assist in the identification of collaborative partners and serve as a resource for students and families. Community assets can include any resource that can improve the lives of those who live within it. Resources that schools may want to consider adding, include (but are not limited to): community mental health centers; local and state Department of Child Services (DCS); local police department; shelters or services for food, clothing, temporary residence for homeless families or those impacted by domestic violence, for example; primary health care providers and hospitals; churches; businesses; juvenile detention and probation, truancy court; after school and child care programs; community colleges; WorkOne Centers; community parks and recreation; libraries; tutoring services; etc. Information for each community resource might include cost (if any) and insurance accepted (if applicable), location, contact information, hours of operation, website, and type and summary of the service(s) provided. Click [here](#) for a sample Community Asset Map.

Needs Assessment

Community partnerships should enhance existing school-based service delivery models and help fill in the resource and service gaps based on the needs of the school. To do so, schools and community partners can use data to inform their planning and action steps. Multiple assessment tools are available to collect data to assist in this work. These resources might include student, parent, and teacher surveys; a community resource assessment (including asset mapping), and a community assessment (to identify community issues that affect families). Questions specific to community resources might be added to an already-existing school survey or an additional survey, specific to community needs, may be administered separately. Additionally, teachers and student service providers may keep an ongoing list of any repetitive needs that may warrant additional school-community service planning. The community surveys may include questions regarding out-of-school time (e.g., where do students spend their out-of-school time and what activities, programs, or services would they like to see more readily available).

In addition to school needs assessments, community-level data can also be obtained and reviewed to assist in identifying local needs.

COLLABORATION WITH COMMUNITY AGENCIES

The Kids Count Data Center includes data that can be searched by state, county, city, and even school district! Data includes education, economic well-being, family and community, and health. Some of the data elements included under each category include:

- Education: educational attainment across all age levels
- Economic well-being: employment and income, housing, and poverty
- Family and Community: community environment (poverty, language spoken at home), family structure (including children living in single-parent families, with neither parent, or with grandparents)
- Health: birth outcomes, health insurance, vital statistics such as child and teen death rate and causes

Once community needs are identified by school and community partners, a framework for results with specific short- and long-term goals should be mutually established. Goals should be prioritized as determined by immediate needs discovered through the analysis of this data.

School-Community Leadership Team

Establishing a team with leaders from several of the community agencies identified through the community asset mapping process will be important to build or increase school-community partnerships. After reviewing data obtained through school surveys and resources such as Kids Count, school leaders may determine what agencies to bring together to develop a plan to best support students and families. This team may meet monthly when first established to collect and analyze data and then to identify needs, goals, and services. The team will continue to meet regularly to assess goals and services and adjust as needed. Typically a school administrator or student service provider (such as a school counselor and/or school social worker) may act as a point person for the team. The team should also include teacher and parent representatives.

Point Person

The school corporation and/or school(s) should identify someone to maintain existing school-community partnerships, work to establish new partnerships, and serve as the coordinator for the school-community team. If feasible, it would be ideal to have someone at the school corporation level serving as the coordinator for school-community partnerships. A coordinator can help facilitate effective communication and collaboration among the leadership team, specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community.

Expectations and Accountability

Expectations regarding team member roles and responsibilities should be determined early. Understanding the unique skillsets for both school staff and community partners will allow services to be coordinated and comprehensive, and will decrease unnecessary duplicative efforts, while allowing gaps in services to be identified.

The role of the community partner is to expand student access to services and supports to better meet identified needs. It is important that the school share information regarding preventative services available to all students, as well as intervention services available to students who need extra support. The services provided by community partners will be especially important for students who need intervention and supplemental support that the school may not be able to provide.

During the initial team planning stage where data is reviewed and goals are determined, it is important that both school and community agencies agree on shared priority goals and assume responsibility for their role in meeting those goals. Progress toward shared goals should be monitored on a regular basis to evaluate the effectiveness of the partnership.

Leveraging School and Community Resources

Both school and community agencies employ professionals with unique talents and skillsets. These individuals should be consulted throughout the whole collaborative process. A school psychologist, for example, may have the best resources and information regarding universal screening, where as a school counselor should be consulted for information regarding college and career preparation. A community mental health center may be able to provide more intensive individual counseling for which the school may not have sufficient resources. Again, it is important to discuss each person's role and what he/she can contribute to the team goals.

COLLABORATION WITH COMMUNITY AGENCIES

Professional Development

Professional development should be accessible to both school and community partners and be aligned to school corporation, school, and school-community goals, which are based on identified student and community needs. Shared school-community professional development may be ideal as all partners will hear the same information and content, relationship and team-building can occur, and costs can be shared.

Sustainability Plan

Successful partnerships plan for sustainability from the beginning. Sustainability will include establishing quality partnerships and dedicated, diversified funding. Funding sources may include federal, state, and local dollars but it is important to note that a lot of the work that is done through the school-community partnership doesn't necessarily require funds.

Finding quality, credentialed personnel is equally important and, in some cases, can be even more difficult to find. It is important the school corporation, community and funding partners share a commitment to provide appropriate services to all students, and families. Professionals should be utilized to maximize their effectiveness, and funding and resources should be secured allowing for long-term sustainability.

Evaluation Plan

Partners are chosen based on data that highlight their fit with the current needs of the school and community and evaluated on a regular basis. It is important that community partners are evaluated to determine the effectiveness of the programming or the work being done. For example, many schools have behavioral health counselors that provide additional mental health services or programs to students. Evaluating the effectiveness of this work needs to be conducted and reviewed on an ongoing basis. This process will only strengthen and improve programming and services.

Regular and Ongoing Communication with All Stakeholders (Including Teachers and Families)

It is important to share the successes and challenges of each school-community partnership to highlight what is working and ways to overcome challenges to educate others hoping to improve school-community partnerships. By presenting this information to all stakeholders, it helps ensure a continuation of school-community partnerships and may lead to funding opportunities from those in the community with a vested interest in student success. It is equally vital to explore and discuss challenges as a means to find new areas for collaboration and modify existing services to meet the school-community identified goals.

Community Partnerships and Positive Discipline

- *Why are community partnerships important for positive discipline?*

It is imperative that schools and communities work together to allow for the most positive results for students. No one entity can do this alone. Community agencies may play a role in teaching or supplementing core social emotional learning through theatre, for example. Partners providing before- and after-school care are integral in building relationships with students. It is important that these providers understand positive discipline and growth mindset and utilize these strategies while caring for students beyond the school day. Community mental health centers may become involved if a student is identified as having more significant and intensive counseling needs that a school may not have the capacity to provide. It is important that all adults playing a significant role in a child's life speak the same language and practice the same strategies to ensure the greatest opportunity for overall success.

PARENTS AS PARTNERS

Parents play a critical role in shaping the behavior of their children. It is critical schools communicate to parents any efforts made regarding social-emotional learning, behavior management, and discipline. Behavioral instruction for all students is most effective if coordinated strategies are understood and shared in the classroom, school, home, and community. If behavioral intervention is needed, any teaching must be done collaboratively and with mutual trust for true learning to occur.

In my world there are
NO BAD KIDS,
just impressionable,
conflicted young people
wrestling with
emotions & impulses,
trying to communicate
their
feelings & needs
the only way
they know how.
- Janet Lansbury

Common Reasons for Challenging Behavior

Why do children 'misbehave'?

Children (and adults) have a strong need for belonging and worth, just as they need food and shelter. Belonging includes emotional connection, positive attention, and feeling accepted. Oftentimes, when children don't feel a sense of belonging, they may act out in hopes of receiving an emotional connection or attention. The child may seek positive attention and connection using negative attention-seeking behaviors. If a child doesn't feel as if he has any control over his life, this may lead to feeling insignificant, which could also lead to challenging behavior. Children may talk back, refuse to listen, or initiate other power struggles to gain some sense of power and control back. Ultimately negative behavior is a message from a child that there is an unmet need.

Additional factors that may contribute to challenging behavior may include:

- Physical needs such as feeling hungry, tired, sick; reaction to medication
- Feeling angry, sad, anxious, insecure, stressed, or scared
- Boredom or frustration
- Avoiding something or someone
- Trauma
- Lack of coping skills
- Difficulty concentrating or paying attention

While misbehavior can be difficult to prevent and manage, it should send a message that the child is seeking help. This allows for strategies to be implemented that can positively fill that need. Ideally, these needs are being met proactively and thus will minimize occurrences of misbehavior.

Positive Discipline

What is positive discipline?

Positive Discipline is an approach that teaches young people to become responsible, respectful and resourceful members of their communities. It teaches social skills in a respectful and encouraging way for both the child and adult. Positive discipline is based on the understanding that discipline must be taught.

Five criteria for effective discipline as identified by Dr. Jane Nelsen[3] are as follows:

Effective discipline...

1. Helps children feel a sense of connection (belonging and significance);
2. Is mutually respectful and encouraging (kind and firm at the same time);
3. Is effective long-term (considers what the child is thinking, feeling, learning, and deciding about himself and his world – and what to do in the future to survive or to thrive);
4. Teaches important social and life skills (respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community); and
5. Invites children to discover how capable they are (encourages the constructive use of personal power and autonomy).

[3] Positive Discipline <https://www.positivediscipline.com/about-positive-discipline>

PARENTS AS PARTNERS

POSITIVE DISCIPLINE

V S.

PUNISHMENT

b

Reassures your child that they will always be loved, even when they make mistakes or poor choices.

Emphasizes that a child is being "bad", rather focusing on the behavior. This makes children feel like your love is conditional and misbehavior will likely continue.

Helps kids learn by teaching how to make good choices and what the results/consequences of their behaviors are.

Relies on threats and fear to get kids to comply and "learn their lesson".

The focus is on how the child is in control of his or her behavior. They control the outcome of their decisions.

The focus is on the parent using tactics to control their child's behavior. It is a "do it or else...." model.

Encourages good behavior. Focuses on feelings and problem solving together as a team to foster parent-child connection.

Points out negative behavior. Fosters dishonesty (to avoid negative consequences), rebellion, and disconnection between parent-child.

www.beenke.com

Why positive discipline?

Children are not born with an understanding of how to behave appropriately. Just as we teach children math and reading, self-awareness and self-management also need to be taught and retaught. Self-awareness includes the ability to recognize one's emotions and thoughts and how they influence behavior. Self-management is the ability to regulate one's emotions, thoughts, and behaviors in different situations. Both self-awareness and self-management fall under the umbrella of social emotional learning, which should be embedded in Pre-K - 12 classrooms.

Studies where positive discipline techniques have been implemented have shown significant results. One study where school-wide classroom meetings implementing positive discipline over a four-year period showed that suspensions decreased and teachers reported improvement in classroom atmosphere, behavior, attitudes, and academic performance.[4] Studies have repeatedly shown that a student's perception of feeling connected to the school community decreases the incidence of socially risky behavior, such as emotional distress and suicidal thoughts or attempts; cigarette, alcohol, and marijuana use; a reduction in violent behavior, and increases academic performance. Students who have been taught social skills are more likely to succeed in school and less likely to engage in problem behaviors[5].

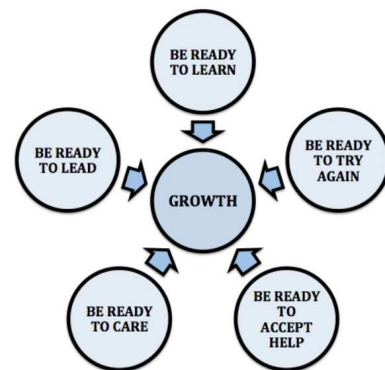
How Might Positive Discipline be Applied at Home?

The concept and aspects of positive discipline can work at home too. Relationship-building; sharing, teaching, reviewing and reminding of at-home expectations; modeling respectful, kind, and supportive behavior; redirecting behavior using positive language; recognizing effort and growth; signaling nonverbal support, recognition or redirection; check-in and offer support; and active listening are all techniques that can be effective across all settings.

What is growth mindset language?

The concept of growth mindset is the belief that intelligence can be developed through effort. This approach can help children thrive on challenges and setbacks that occur on their way to learning academically and behaviorally. Growth mindset is about being truthful with the students regarding their current achievement or behavior and encouraging them as they continue to learn and grow.

Educators who are using a growth mindset approach teach their students that intelligence grows when they exert effort; growth will continue when facing challenges; and students will undoubtedly make mistakes as they learn. When mistakes occur, the educator can guide students to utilize effort to fix the mistake.



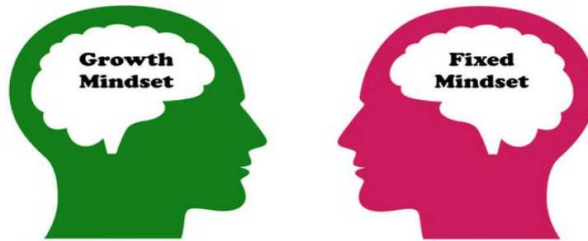
Growth mindset can play an important role in classroom and behavior management. A growth mindset approach gives students more ownership and responsibility often using intrinsic concepts such as control, competence, curiosity, challenge, and community to encourage positive behavior. Growth mindset also conveys the message to students that they are trusted and capable of solving the problem and behaving in a way that helps them and others. This belief in students can help them to feel empowered to solve their own problems. They feel better equipped to self-manage behavior across different contexts. The end goal is to motivate students to take charge of their own behavior and to be productive members of their school and community.

[4]Platt, 1979

[5]Kellam et al, 1998; Battistich, 1999

PARENTS AS PARTNERS

What Kind of Mindset Do You Have?



Parent-School Communication

Parents need to be informed and should feel included as an integral part of the school community. They should know where to go, whom to ask, and what to do if their child is struggling academically, socially, emotionally, or behaviorally.

I. Recommended School-to-Parent Communication

What information should parents expect to receive?

- a. Student Behavior Handbook
 - i. Information regarding curriculum related to social-emotional learning and positive discipline
 - ii. Clear, written school-wide expectations ([Sample Behavioral Matrix](#))
 - iii. Tools and resources for home (see Resource section below)
 - iv. Behavioral Support Service Delivery Model / Student Behavior Management Process
 1. Behavior Support Service Delivery Model [Sample](#)
 2. Behavior Flowchart [Sample](#)
 - v. Discipline Flowchart [Sample](#)
 - vi. [Sample Office Discipline Referral \(ODR\) Form](#)
- b. School Contacts
 - i. Who to contact and in what order ([Sample Flowchart](#))
 - ii. Best way to communicate with classroom teacher
- c. Parent Survey regarding school climate and communication
- d. Ongoing reminders and tips regarding expectations – resources for how to apply expectations and strategies at home
- e. Contact if problematic behavior is observed
- f. Communication if intervention is needed
- g. Invitation to meet if ongoing behavior concerns
- h. Referral to community resources, if necessary

II. School Climate Survey – Parent/Family Specific

Parents should be surveyed annually to determine current needs

- a. [School Climate Survey Sample](#) (p. 53 Parent Survey in English (also available in Spanish); Full information [here](#))
- b. [PBIS Sample Parent Survey](#)

III. Means of Communication

Communication should use diverse methods, be consistent, and often!

****The first contact to a parent needs to be a positive one!**

Provide a list of communication methods each year so parents are aware of all ways to be informed!

- a. Email, phone (classroom teachers should inform parents at the beginning of the school year of the best communication method for the most efficient response)
- b. Newsletter (district, school, classroom)
- c. Parent education classes/workshops covering different topics or a series covering the same topic (monthly or quarterly)
- d. Podcasts
- e. Book club (see examples in the Parent Resources section below)
- f. Social media (Facebook, Twitter, School App)

PARENTS AS PARTNERS



Advocacy

Parent/Family Voice in Discipline

Tips for advocating for your child:

1. Review information sent home from the school, including the student handbook, parent newsletters, etc.
2. Complete the parent survey
3. Get involved
 - Volunteer, if possible, in your child's classroom to observe your child in his/her classroom; show your child a presence; and build a partnership with your child's teacher
 - Join the school's parent organization (PTO) or assist with other school-wide activities, when possible
 - Join any school-wide or grade-level parent advisory groups
4. Contact the school if you have questions or concerns using the school contacts flowchart
5. Attend any meetings requested by the school, including parent-teacher conferences
6. For students who qualify for special education services, advocates are available (at no cost) through INSOURCE
7. Be familiar with the behavior flowchart
8. Check your child's academic progress regularly via the school's online grade portal
9. Advocate for district- or school-wide policy change
 - Attend School Board meetings when major district- or school-wide policies are reviewed
 - Put any concerns in writing to the School Board
 - Ask to be added to the board meeting agenda

Resources for Parents

- [Sample letter](#) for parents regarding PBIS implementation; [sample 2](#);
- [Sample 3](#)
- [Family-School Partnerships](https://casel.org/in-the-home/partnerships/): <https://casel.org/in-the-home/partnerships/>
- [Free Webinar: How to Get Kids to Listen Without Nagging, Reminding, or Yelling!](#)
- [Center for Parent Information and Resources](#)
- [INSOURCE](#) (Special Education Parent Support)

RE-ENTRY

Re-Entry in School Discipline

Re-entry is an important yet often overlooked step in school discipline. At any point when exclusionary discipline is assigned, some form of re-entry (either formal or informal) needs to be facilitated. Re-entry is used for all of the following:

- Office Referral (Being Sent Out of the Classroom)
- Transitioning Back From Alternative Placement
- In-School Suspension
- Out-Of-School Suspension
- Juvenile Justice System

A second chance
doesn't mean
anything if you
haven't learned
from your first
MISTAKE.

Benefits of the Re-Entry Process

When a student has received any form of exclusionary discipline, it can be determined there has been harm done to relationships. By dedicating time and being intentional to the re-entry process, it shows the student the mistake made can be a learning moment and those harmed are ready to move forward with the understanding the student has learned from this experience. The re-entry conference or meeting needs to be strength-based and all parties involved should be working to support the student in his/her successful return to the learning environment.

POSSIBLE QUESTIONS TO USE IN RE-ENTRY CONFERENCES

Setting the Stage: Strength-Based Questions

- What are you most proud of in your life?
- What achievements have you made? How did you make them happen?
- When things are going well in your life – tell me what is happening?
- What are the things in your life that help you keep strong?
- Tell me at least 3 of your personal strengths—3 things you are good at.
- What would other people who know you say you were good at doing?
- What would your family and friends say you were good at?
- What helps you overcome challenges or setbacks?
- How have people around you helped you overcome challenges?
- What could you teach others about what you have learned from your mistakes?
- Without being modest, what do you value about yourself, what are your greatest strengths?
- How can you use these strengths in our classroom? in our school? to help others?
- Who are the most important people in your life?
- What gives you energy?
- What makes you happy or satisfied?
- What inspires you?

Meaning-Making and Next Steps

- What effect did the [this suspension/expulsion/etc.], have on you? On your family? On teachers?
- What will it be like going back to class?
- Would you like to make things any different? In what way? How might you do that?
- What if anything have you learned from this experience?
- As a result of [this suspension/expulsion/etc.], how have you changed?
- What would be needed to set things right? What would you need to say or do? What might you need from others?
- Looking ahead to meeting your classmates and teachers again, how are you feeling about your return?
- What are your thoughts?
- How will you respond if someone is not supportive of your return?
- What might be a goal you might set for yourself after this experience? Is it achievable?
- What are the steps you would have to take?

Resources for Re-Entry

- [Welcome Back! — Helping Students Return After Suspension](#)
- [Protocol for Reintegration Following Out-of-Educational Environment Time](#): Sample school protocol outlining steps and responsible parties for re-entry plan
- [Manitou Springs High School Restorative Re-Entry Conferences: Building Relationships between Students, Staff and Parents](#): Sample school flyer detailing restorative re-entry conference
- [Returning to School: Transitioning from Juvenile Justice Placement to Community Education in Oakland County, MI](#)
- [Facilitating Equitable School Reentry for Students Involved in the Juvenile System](#)

SPECIALIZED STRATEGIES & INTERVENTIONS

Specialized strategies and interventions should be facilitated by professionals that have specialized training in the specific areas, topics, and/or programs being implemented. These are targeted strategies implemented to address specific behaviors with students in a 1:1 setting, a small group format, or some interventions are appropriate as a whole school approach (e.g., mindfulness).

Mindfulness

Mindfulness is paying attention--focused attention.

- Being truly present in the moment,
- Intentional,
- Without judgment, and ...

We can be mindful of our senses, of our inner world, of our thoughts, and our emotions.

Mindfulness is appropriate for individual counseling, small group counseling, and whole school use.

The practice of paying attention on purpose in the present moment without judgment.
-Jon Kabat-Zinn

Mindfulness & Resilience

“Mindful people ... can better cope with difficult thoughts and emotions without becoming overwhelmed or shutting down (emotionally).” [6] Pausing and observing the mind may (help us) resist getting stuck in our story and as a result empower us to move forward.

- Self-calming increases due to ability to interrupt or slow down habitual reactions
- Experiencing a wide range of emotional responses (both positive and negative) with conscious choices/actions
- Recovering and shifting to the present without self-judgment or inner dialogue
- Greater awareness leads to stress reduction, emotional balance, greater mental focus & physical wellbeing

Mindful Schools

Mindful Schools transforms school communities from the inside out. Our courses and curricula are designed for under-resourced public schools facing high turnover rates and toxic stress. We offer educators practical skills for self-care, facilitation, and connecting with youth, providing simple, effective mindfulness practices that can be integrated into the school day and adapted for diverse environments.

Play and Art Therapy

Play and art are the natural language of children. These are the means of how they most effectively communicate. Play and art therapy should not be dismissed for the use with adolescents too.

- Authentic self is revealed through play and art counseling work
- Through the use of play and art, it helps decrease student's defenses
- Enhances student's willingness to participate
- Provides an alternative approach for student to share his/her story
- Strength-based approach

Why Use?

- Culturally sensitive
- Developmentally congruent
- Naturally healing
- Provides a bridge between conscious and unconscious

For more information about play therapy, visit the [Association for Play Therapy](#). For some ideas and information on art therapy, visit this resource: [Expressive Arts Interventions for School Counselors](#)

Play and Art Strategies

- Puppet play
- Meditation – make a meditation jar
- Bibliotherapy
- Game play
- Kinetic family drawing
- Draw "Feelings Heart"
- Drawing of "My Safe Place"
- Open drawing
- Collage
- *Masks & Shields*
- Create a "Problem & Solution/Strategy Box"

It is important to process the play/art activity with the student.

SPECIALIZED STRATEGIES & INTERVENTIONS (cont.)

Aggression Replacement Training

Aggression Replacement Training (ART) is a research-based, proven-effective approach for working with challenging youth. Aggression Replacement Training features three coordinated and integrated components:

- Social Skills Training—Teaches participants what to do, helping them replace antisocial behaviors with positive alternatives.
- Anger Control—Teaches participants what not to do, helping them respond to anger in a nonaggressive manner and rethink anger-provoking situations.
- Moral Reasoning—Helps raise participants' level of fairness, justice, and concern for the needs and rights of others.

For more information, please visit the ART website [here](#).

Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Training Guidelines

The CBITS Program is an early intervention group program for students who have experienced trauma and have symptoms of posttraumatic stress disorder (PTSD). Designed with and for school personnel, it has been implemented widely for a variety of different students and systems. Adaptations for nonclinical personnel, younger children, and special populations are available.

Target Population: Late elementary school through high-school students. Students are usually identified through screening for trauma and related symptoms but can also be identified through counselor, teacher, or other referrals.

Essential Components: CBITS consists of 10 group sessions and 1-3 individual sessions, as well as parent and teacher informational sessions.

CBITS is ideal for reaching underserved students who experience high levels of trauma, but who often don't have access to services outside of the school setting. CBITS has also been effectively delivered in schools following a crisis (natural or man-made) that has affected many students. For more information, click [here](#).

Bounce Back: An Elementary School Intervention for Childhood Trauma

Bounce Back is a cognitive-behavioral, skills-based, group intervention aimed at relieving symptoms of child traumatic stress, anxiety, depression, and functional impairment among elementary school children (ages 5-11) who have been exposed to traumatic events. Bounce Back is used most commonly for children who have experienced or witnessed community, family, or school violence, or who have been involved in natural disasters, accidents, physical abuse, neglect, or traumatic separation from a loved one due to death, incarceration, deportation, or child welfare detainment [7]. The clinician-led intervention includes 10 group sessions where children learn and practice feelings identification, relaxation, courage thoughts, problem-solving and conflict resolution, and build positive activities and social support. It also includes 2-3 individual sessions in which children complete a trauma narrative to process their traumatic memory and grief and share it with a parent/caregiver. Between sessions, children practice the skills they have learned. Bounce Back also includes materials for parent education sessions.

Developed as an adaptation for elementary aged students of the Cognitive-Behavioral Intervention for Trauma in Schools (CBITS) program, Bounce Back contains many of the same therapeutic elements, but is designed with added elements and engagement activities and more parental involvement to be developmentally appropriate for 5-11 year-olds. For more information, click [here](#).

Psychological First Aid (PFA)

PFA is an evidenced-informed intervention designed to be put into place immediately following disasters, terrorism, and other emergencies, and has received wide usage worldwide. PFA is comprised of eight core helping actions: contact and engagement, safety and comfort, stabilization, information gathering, practical assistance, connection with social supports, information on coping support, and linkage with collaborative services. Find information on the online training [here](#).

[7] <http://www.cebc4cw.org/program/bounce-back/>

SPECIALIZED STRATEGIES & INTERVENTIONS (cont.)

Sanctuary Model

The Sanctuary Model®, is a trauma- informed, evidence-supported template for system change based on the active creation and maintenance of a nonviolent, democratic, productive community to help people heal from trauma. For more information on training, click [here](#).

Coping Power

Coping Power is based on the earlier Anger Coping Power program. It emphasizes social and emotional skills that are needed during the transition to middle school. The program incorporates child and parent components. The child component consists of thirty-four 50-minute group sessions and periodic individual sessions over the course of 15-18 months, although the program can be shortened to fit into a single school year. Lessons focus on goal setting, problem solving, anger management, and peer relationships. The parent component is composed of 16 group sessions and periodic individual meetings. Lessons support the child component of the program and address setting expectations, praise, discipline, managing stress, communication, and child study skills. For more information, click [here](#).

The Coping Cat Program

The Coping Cat Program is an evidence-based treatment developed by Dr. Phil Kendall for children between the ages of 7 and 13 who struggle with generalized anxiety, separation anxiety, or social anxiety.

The 16-week program is taught in two phases. For more information, click [here](#).

- ➔ The first phase teaches the child how to identify when he or she is feeling anxious about and what coping skills to use in that moment, which includes relaxation exercises, identifying and changing anxiety provoking thoughts, and problem-solving.
- ➔ In the second phase of the program, the child works closely with his or her therapist to develop a hierarchy of feared situations, and then gradually and repeatedly faces these situations in order to reduce anxiety in these situations for the long-term.

"The C.A.T. Project" Workbook For The Cognitive Behavioral Treatment Of Anxious Adolescents

The C.A.T. Project is a 16-session program for adolescents with anxiety. It is cognitive-behavioral in nature, and provides psychoeducation and requires exposure tasks. It is similar to the Coping Cat program for children ages 7- to 13-years old, but it is developed for an older audience (ages 12-18). The program provides education about anxiety, skills for identifying and managing anxiety, and an approach to face one's fears and develop mastery. For more information, click [here](#).