|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DE-PBS Example** | **All Settings** | **Classroom** | **Non-**  **Instructional Time** | **Remote Learning** | **Mental Wellness** |
| **Responsible** | * Consider consequences before you act * Label your feelings * Think about how others feel * Use “I” statements | * Share openly and honestly during morning circle time * Complete and turn in assignments on time * Ask for help * Identify solutions and strive to problem-solve | * Report any issues to an adult * Practice self-care with coping tools | * Silence other electronics during class time * Think before posting anything online * Log in 5-10 min early to connect with teachers | * Identify a trusted adult to report mental health concerns * Recognize signs of stress and use calming techniques * Ask for help when experiencing mental health challenges |
| **Respectful** | * Accept and embrace your own and others’ differences * Use positive self- talk and practice self-compassion * Be an ally and treat others with kindness * Strive to understand the root of behaviors | * Listen to and follow instructions * Use appropriate voice volume * Use kind words and actions * Be inclusive when working and playing | * Use appropriate voice volume * Use appropriate language * Advocate for others | * Keep video on or inform teacher if you need to turn it off * Use chat to connect with classmates during identified opportunities * Share your thoughts and ideas frequently | * Use self-regulation tools like calming breathing techniques * Listen to others nonjudgmentally |
| **Safe** | * Check in with yourself and others mentally and emotionally frequently * Use deep belly breathing | * Stay at your desk during instructional time * Keep hands, feets, objects to yourself * Wear mask over nose and mouth * Use personal materials or allowed shared materials only | * Wash hands before and after eating * Use non- instructional time to build relationships, check in with yourself, and support others | * Report cyberbullying or tech abuse * Keep passwords and other important information private | * Know the warning signs of suicide, save crisis phone numbers, and call for help when needed * Get regular exercise, eat healthily, and get fresh air daily |

**Figure 1**

***Incorporating Social-Emotional Competency Instruction into a School-wide Teaching Matrix***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School-wide Expectations** | **All Settings** | **Hallways** | **Lunch** | **Bus** | **Online** |
| Respect | Be on time.  Assume positive intent. | Walk to the right.  Use level 2 voice volume. | Invite those sitting alone to join. | Stay in my seat | Consider feelings of others before I post.  Be an upstander —speak up when I see unsafe behavior |
| Achieving and Organized | Hands and feet to self.  Help/share with others. | Walk directly to my designated area. | Have a lunch plan.  Choose a quiet lunch or social lunch area.  Invite friends to join. | Have a plan.  Use headphones to listen to music. | Check my feelings before I post.  Re-read message before I post |
| Responsible | Recycle.  Be prepared/. | Pick up litter.  Maintain physical space. | Use my breathing technique.  Listen to my signals. | Watch for my stop.  Use level 1 voice. | Double check sources before I post.  Think before I forward. |

Adapted from [Teaching Social-Emotional Competencies within a PBIS Framework](https://assets-global.website-files.com/5d3725188825e071f1670246/5d76ca39247be1864e3ba932_teachingsocialemotionalcompetencieswithinapbisframework.pdf)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **P** | **O** | **W** | **E** | **R** | **!** |
|  | ***Pride*** | ***Ownership*** | ***We Work Together*** | ***Empathy*** | ***Responsibility*** |  |
|  | *I do my best work.* | *I take responsibility for my choices.* | *I work well with others.* | *I try to understand others’ feelings.* | *I do the right thing to help our school be a better place.* | *I control the volume of my voice* |
| **Hallway/Lines** | Keep the hallways clean the cubbies neat. | Keep hands and feet to yourself. | Maintain appropriate spacing in a straight line. | Share a smile with those you pass. | Face forward and use walking feet on the right side of the halls and stairs. | 0-1 |
| **Playground** | Play fairly and take turns. | Follow the rules, even when nobody’s watching. | Use problem solving strategies during conflicts. | Include everyone that wants to play and invite others to join. | Take good care of the equipment and help clean up, even if you didn’t play with it. | 0-4 |
| **Lunchroom** | Clean up the table and area when finished. Recycle when able. | Patiently and quietly wait for your table to be dismissed. | Share your table with all your classmates. | Speak softly with those around you. | Be aware of those around you when you walk. | 0-2 |
| **Bathroom** | Throw all trash in the trash can. | Use equipment properly and use only what you need. | Encourage others to do what’s right. | Respect personal space by giving others privacy. | Return to class promptly. | 0-1 |
| **Classroom** | Continue to try, even when it’s hard. | Be in charge of your own learning and help support the learning of others. | Work cooperatively and encourage others. | Accept the differences in classmates. | Have all materials and be ready to learn. | 0-3 |
| **Bus** | Listen to the bus driver and sit in your seat. | Follow the bus rules. | Encourage others to do what’s right. | Be an ally and treat others with kindness. | Keep hands, feet and belongings to yourself. | 0-2 |
| Special events | Be willing to learn or try something new. | Control your body and voice. | Remain seated so everyone can see. | Look and listen to the speaker. | Be proactive - be in charge of your actions. | 0-3 |

**These POWERs combined create respectful learners at our school!**

Adapted from [McFarland Public School District PBIS Matrix](https://www.mcfarland.k12.wi.us/schools/intermediate/WIS-PBIS.cfm)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School-wide Expectations** | **Classroom Rules** | **Classroom Routines/Procedures, Social Emotional Skills** | **Classroom Routines/Procedures, Social Emotional Skills** | **Classroom Routines/Procedures, Social Emotional Skills** | **Classroom Routines/Procedures, Social Emotional Skills** |
|  |  | **Entering Classroom** | **Resolving Conflict**  **\*SEL Skill\*** | **Making Friends** | **Cooperative Learning Groups** |
| **Be Respectful** | * Use kind words & actions * Use appropriate voice level | * Enter/exit classroom prepared * Use inside voice | * Think of multiple ways to solve the problem |  | * Listen to others * Accept differences * Encourage others * Wait your turn to speak |
| **Be Responsible** | * Follow adult directions * Take care of materials/equipment | * Place materials in correct area * Begin warm-up promptly | * Give an “I” statement * Think about how others feel   **\*Specific Behaviors\*** |  | * Use time wisely * Contribute * Complete your part |
| **Be Safe** | * Keep hands, feet and objects to self * Use all equipment and materials appropriately | * Walk | * Use 4x4 breathing in a safe space * Label the size of the problem before acting |  | * Use materials carefully * Stay in your designated area |

***Attention Signal: 4 fingers = 4x4 breathing***

**Table 4. Sample Tier 1 Teaching Matrix with Trauma-informed Staff Expectations**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The Williams High School Way | Classroom Rules | Welcome | Group Work | Online | When I feel upset... |
| Respectful | * Raise hand * Track the speaker * Follow directions | * **Greet the teacher and classmates\*** * Talk in soft voices | * **Listen to understand\*** * Take turns speaking * Say, “I like that idea, AND…” | * **Consider the feelings of others before posting\*** | * **Ask for a break\*** * **Express feelings by making “I statement”\*** |
| Organized and Achieving | * Walk quietly * Keep hands and feet within your bubble | * Start on opener assignment | * Clean up the area when time is up | * Turn on privacy controls | * **Ask my teacher to break down the assignment into smaller chunks\*** * **Talk to someone if it will make you feel better\*** |
| Responsible | * Stay on task * **Offer to help\*** * **Apologize for mistakes\*** | * Turn in homework * Put materials in desk * Begin work | * “Jump in” to help others * Manage time carefully | * Double check sources before I post * Pause and reflect before I post | * **Use the face chart to identify what you are feeling “I feel...:”\*** * **Use cool off strategy (walk away, count to 25, deep breaths)\*** |
| Teacher’s Role (Conditions for Learning)  (Routine that was added to the matrix through a trauma lens) | * **Supervise all areas of the classroom\*** | * **Greet students warmly\*** * Post bell to bell activity | * **Provide relationship opener for groups\*** * **Actively supervise small group activities\*** | * Teach and practice routine monthly | * **Use Active Supervision to predict triggers** * **Model calming strategies** |

\* indicates strategies added to existing routines through a trauma lens

Adapted from: [INTEGRATING A TRAUMA-INFORMED APPROACH WITHIN A PBIS FRAMEWORK](https://assets-global.website-files.com/5d3725188825e071f1670246/5fb4070df7d28354db8f1fbb_Integrating%20a%20Trauma-Informed%20Approach%20within%20a%20PBIS%20Framework.pdf)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Secondary Sample** | **Classroom** | **Bathroom** | **Lunchtime** | **Hallway** | **Sports** | **SEL/Student Self-Care** |
| **Responsible** | * Use only your personal materials and label them * Keep your personal materials in your backpack | * Use one pump of soap to wash your hands and one paper towel to dry your hands | * Maintain distance from others while eating * Wash your hands when you are done eating | * Follow one-way direction arrows | * Keep personal items to yourself | * Tell an adult if you observe someone struggling * Stand up for others if you observe COVID stigmatizations or inequities * Avoid risky situations that could expose you to the virus |
| **Respectful** | * Wipe down your desk and chair before/after use * Wipe down any shared materials before/after use | * Keep the bathroom tidy and clear of personal items | * Stay at your own desk * Throw your garbage away in the trash | * Elbow bump friends to greet them | * Put any equipment in the “dirty” bin to allow for sanitization | * Give “air high fives” to encourage others * Check in on friends * Practice reflective listening when others are sharing their covid experiences |
| **Safe** | * Wear your mask over your nose and mouth | * Wash your hands with soap and water for at least 20 seconds | * Wash your hands before eating * Eat only your own food * Keep your mask close to you when you aren’t wearing it | * Move to your next class quickly to reduce contact outside of the classroom | * Limit activity to contact-minimum sports | * Tell someone if you are struggling * Share what you are going through and have gone through |

DRAFT: These are examples. The DE-PBS Project is not recommending specific actions to prevent the spread of COVID-19. Schools should develop/revise based on district/school-based guidelines.

[**DE-PBS Developing Expectations and Behavior Matrix for Return to School Webinar**](http://www.delawarepbs.org/matrix-for-return-to-school/)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Elementary Sample** | **Classroom** | **Bathroom** | **Bus** | **Hallway** | **Playground** | **Lunchtime** |
| **Responsible** | * Use only your personal materials and label them * Keep your personal materials in your own caddy * Clean up your workspace everyday * Tell an adult if you see a classmate having a hard time | * Use one pump of soap to wash your hands and one paper towel to dry your hands | * Stay in your assigned seat for the entire ride * Let pus driver know if unsafe behavior is seen | * Follow 1-way direction arrows | * Keep your toys and/or sports equipment for personal use only | * Maintain distance from others when eating * Wash your hands when you are done eating |
| **Respectful** | * Wear your mask to respect others and yourself by keeping you all healthy * Kingly remind others of rules, if needed * Identify how to help others | * Throw your paper towel in the trash can | * Wait turn to board/exit * Remind others of expectations kindly * Keep hands and feet to yourself | * Use kind language * Smile with your eyes and wave to acknowledge adults & peers | * Put any equipment used in the “dirty” bin to be sanitized * Keep hands and feet to yourself | * Stay at your own desk * Throw away garbage in the trash |
| **Safe** | * Wear your mask over your nose and mouth * Sneeze and cough into your elbow * Keep hands and items out of your mouth * Tell someone if you need help | * Wash your hands with soap and water for at least 20 seconds | * Sit in every other seat * Wear your mask over your nose and mouth * Keep windows open if possible | * Maintain 6’ (big) personal space bubble * Wear your mask over your nose and mouth to protect others in the hallway and yourself | * Play games that allow for physical distancing | * Wash your hands before eating * Eat only your own food * Keep your mask close to you when you aren’t wearing it |

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