|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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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