



Positive Behavior Interventions and Support (PBIS)

School-Wide Success Plan for Students Struggling to Meet Hawk “I” Expectations

Prairie View Elementary School

(last updated 8/9/2019)

Belief Statement: The staff at Prairie View Elementary School believe that all students are capable of meeting HAWK “I” expectations, given the right level of support. Prairie View’s School-Wide Success Plan focuses on helping students tame their emotions, understand how their brains process strong feelings, and what steps they can take to regulate their minds and bodies to keep themselves learning ready. Prairie View’s Positive Behavior Interventions and Support (PBIS) School-Wide Plan works to infuse proven trauma informed practices with the school’s HAWK “I” expectations (**I will be Safe, I will be Responsible, I will be Positive and Kind**).

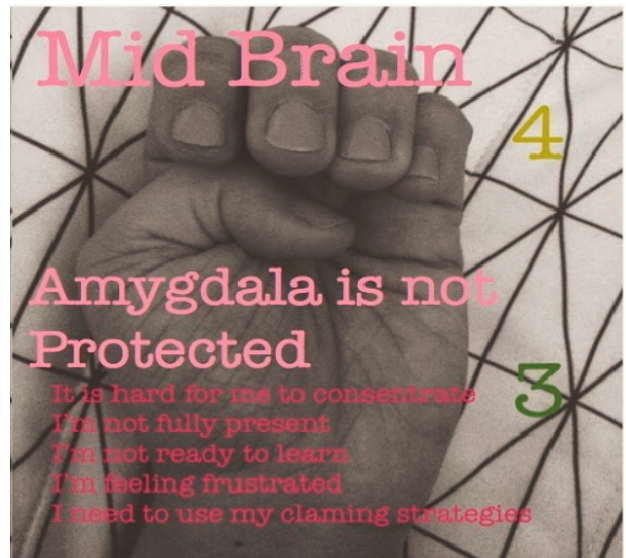
Introduction: The prompts and sentence stems included below have been created with a trauma informed lens and can be adapted/shortened as needed as long as the message and key vocabulary are consistent.

This school-wide plan provides Tier 1 level interventions. Students who are needing to repeatedly leave the classroom in order to become regulated may need additional supports to be successful. Staff are encouraged to connect with counseling staff, behavior intervention staff, administrators and colleagues to problem solve. Referring the student to the PBIS Tier II team for additional support is also recommended.

Repair and Reentry: When a student has become dysregulated, and has needed to take some time away from the learning environment (whether in the classroom, in a buddy room or in an alternate placement) repair and reentry are required for rejoining. It is important to keep in mind that repair and reentry are the lynchpins to this plan and to the success of the student. Repair and reentry should be strength based and serve to maintain relationships with adults and peers while helping the student develop new skills to lessen behaviors that interfere with learning.

Key Vocabulary: The vocabulary noted below are essential components for the school-wide plan’s success, as consistency of language and understanding is key as students interact with many different adults across the school environment.

Upstairs/Downstairs Brain: These terms help students understand what is occurring in their brains and bodies. Being in the upstairs brain means the student is ready to learn and can approach challenges in an appropriate and regulated way. When escalated, students are in their “downstairs brains”, which means the brain’s amygdala is not protected and the student is in fight or flight mode. The amygdala is sometimes referred to the reptilian portion of the brain and operates without thought to keep the body safe. When a student is in his/her downstairs brain, he/she is said to have flipped his/her lid (as shown in the picture below).



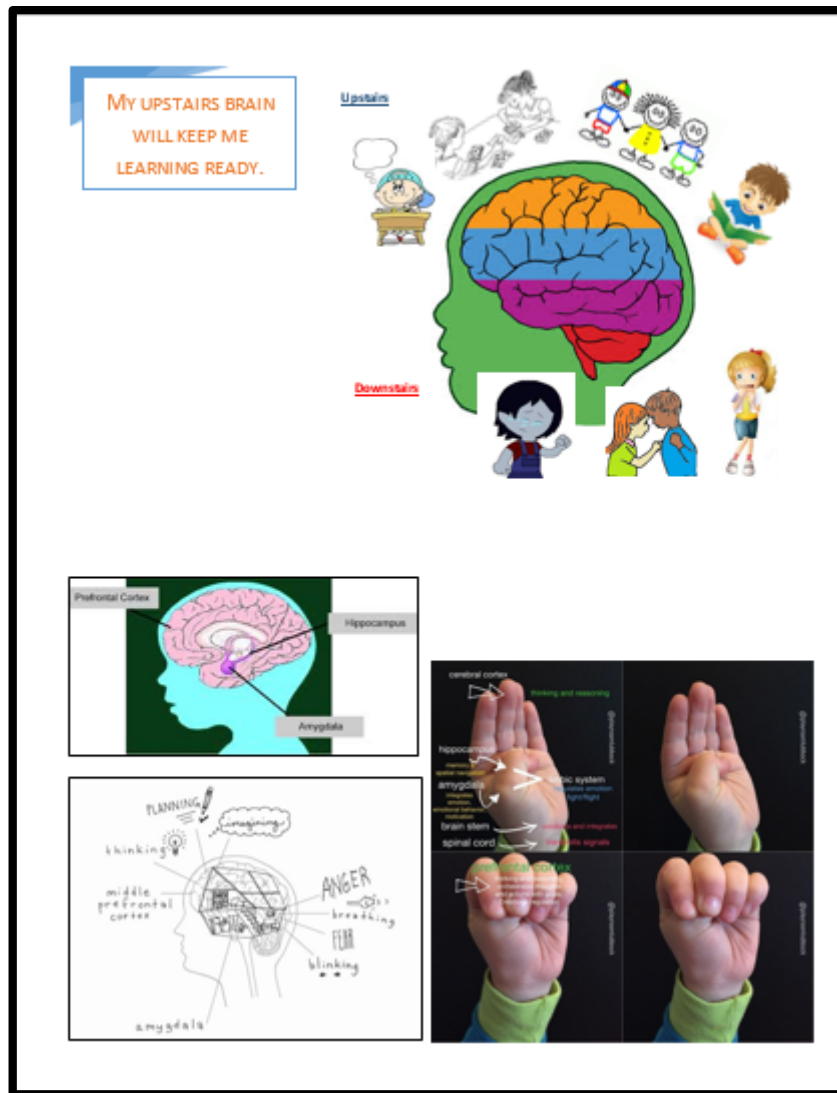
Learning Ready State: A student is considered in a learning ready state when their bodies are regulated and they are in their upstairs brain.

Learning Ready Guide: The Learning Ready Guide provides students with words and associated picture icons that help them regulate when struggling.

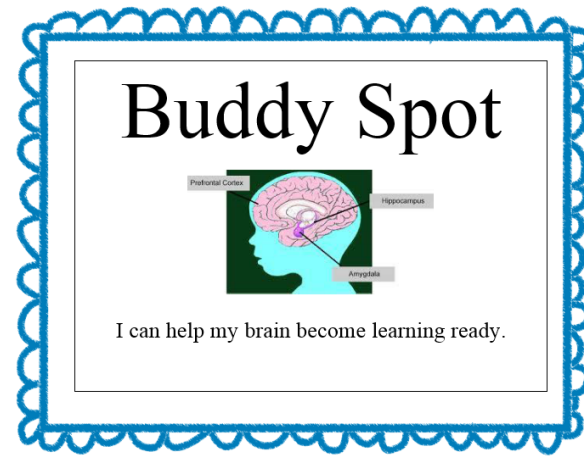
HAWK “I” expectations: Students need to understand and be able to recite the three HAWK “I” school-wide expectations (**I will** be Safe, **I will** be Responsible, **I will** be Positive and Kind).

Regulation Station: Every learning environment at Prairie View has a regulation station where students move to in order to get back on track once they have become dysregulated. A copy of the Learning Ready Guide is available at the regulation station to assist students in becoming regulated. Other regulation station supports (calming items, etc.) are present at teacher discretion.

 H.A.L.T. 			
Why are you not ready to learn?		How can you be learning ready?	
H 	Hungry When was the last time you ate? Your stomach feels empty or is hurting, maybe you have a headache, or you know you skipped a meal.		- Get 1 piece of fruit from the basket and eat it quickly and quietly. - Other
A 	Anxious Are you upset or worried or confused? You feel hot, blurry vision, muscles are tight, lots of thoughts, trouble breathing or swallowing, fast heartbeat.		- Talk with a trusted adult - Breathe - Journal or Draw - Think of something to get your mind off of it - Other
L 	Lonely Why do you feel alone? You might be cold, emotional, have heavy eyes, a limp body, be unhappy, moving slow, feeling sick, or needing space.		- Make a list of people you know - Ask to work with a partner - Schedule a time to meet with your teacher - Earn time to eat lunch with a friend - Other
T 	Tired Did you get enough sleep? Your eyes want to close, you might have lots of yawning, a hard time thinking, are easily upset by others, need extra space, feel dizzy, or have stomach pain.		- Stay busy - Do an errand - Do a classroom job - Ask to rest - Use recess to take a nap - Other



Buddy Spot: Regulation Station locations that may be used by students coming for a Buddy Room are posted on the wall above the Regulation Station itself. An example is shown below:



Adult Emotion/Frustration: It is important to understand that adults can also move into their downstairs brains. If, at any time, you begin to feel frustrated or your emotions begin to affect the interaction, consider the following phrase:

“You and I are not connecting well today. I am seeing that and starting to feel frustrated about our inability to be successful as a team. I need a few minutes to stop and think about what I can do differently and what maybe I need from you in order to fix this problem. Can you do the same for me? Clearly we are not communicating well and I need to better understand how to fix this. I will check back in with you in a few minutes.”

Prairie View School-Wide Plan and Suggested Scripts

- I. **Be Proactive:** The best intervention, is one that is done early. The Marzano Instructional Framework coins the term “withitness” to describe actions a teacher takes before problems arise. When a student seems to be bothered (as evidenced by facial expression or body posture) use one of the following:

“It looks like you are (frustrated, confused, sad, etc.) right now. How can I help you meet our HAWK “I” expectations? (or “What’s up?”) or

“It looks like you need some help being learning ready (or “help staying in your upstairs brain”). Can we talk?”

If student says “no” say:

“Let me know if there is anything I can help with. It would be great for you to participate today and I am here to help you be as successful as possible. I’ll check back in in a little bit.”

II. Progressive Steps

STEP 1: Becoming Learning Ready at your seat: When student needs some time to get back to his/her upstairs brain and in a learning ready state, use a private voice (calm, without emotion or sarcasm), to say to the student:

“I see that you are having a tough time (or are frustrated, confused, sad, etc.). Go ahead and take a few minutes reviewing the Learning Ready Guide to see if you can work to get back to your upstairs brain and be learning ready. If you need a quiet space, you are welcome to go to _____ (give optional locations within the classroom). I am here to help you if you need it.”

If child challenges, simply respond:

“I have faith in your ability to get it together and get back to a learning ready state. It seems to me as if you are struggling with being able to do that. I am offering you some additional support to help you get there. If you don’t need it then by all means rejoin and get to learning. If you do think you need it—give yourself permission to take care of you and get that need met. Assume compliance, disengage and move away from the child.

STEP 2: Becoming Learning Ready in Classroom: If the lowest level of intervention does not lead to the student being back in his or her upstairs brain, state (without emotion or sarcasm):

“I can see you are really struggling. Where in the classroom do you feel you could go to get back in your upstairs brain? We have the regulation station available to

you. You are welcome to go there or you can let me know if someplace different in here will work better.”

May also include statement such as:

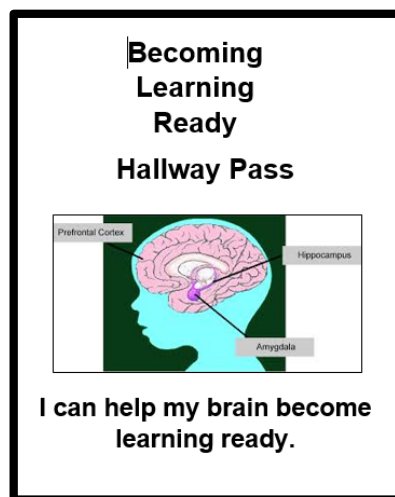
“What do you think you need to get back into your upstairs brain (or to have your brain learning ready)?”

IMPORTANT NOTE: If the student refuses to go to regulation or to exit the classroom for a Buddy Room, contact administration for support. When teaching students about the process, they should be made aware that going to the buddy room is their opportunity to become learning ready. If they need assistance from an administrator, it is an automatic major referral (filled out by the administrator) a call home (from the administrator) and an additional consequence for not handling the problem on their own. Additionally, completing the buddy room process successfully will be required before the student returns to the classroom.

STEP 3: Becoming Learning Ready in Buddy Room: If student is not successful in becoming learning ready within the classroom, or if dysregulation is severe enough to be disrupting the learning of others, state (without emotion or sarcasm):

“It doesn’t look like the classroom is helping you get back into your upstairs brain. Tell me where you need to go to get learning ready. You know who your choices are (meaning designated buddy rooms). Who do you think might best help you right now?”

Send student with pass shown below (printed on yellow):



If child challenges (“but I didn’t do anything”) simply respond:

“Take a minute to think about which classroom will be the most help. I’ll come back and check in with you in a minute or two.”

Receiving Buddy Room: Students are moving to the Buddy Room for R and R (Regulation and Return). This should be for a minimum of 10 minutes to ensure the student is fully learning ready.

NOTE: The buddy room is to be seen as a supportive intervention with options based on what the individual does best with including:

- a. **Relational Connection and Check in-** This is where the student identifies someone in the building that helps him/her regulate.
- b. **Responsibility Connection—**The student can be given a task; assignment; role to support the re-regulation. This could be a teacher's project; a support staff project; teaching support; reading to another student, etc.
- c. **Regulation Opportunity—** This can be the use of regulation tools to help physically support regulation. The student may just need a different atmosphere to kick that in (breathing ball; tactile stimulation; journaling opportunity to write about it, etc.).

When the student arrives, he/she will step inside the Buddy Room classroom door and wait for acknowledgement from the Buddy Room teacher. This may be as simple as eye contact and motioning to wait at the door for a moment or the teacher making a motion to where the arriving student should move to and wait for the Buddy Room teacher.

It is important to remember that the student will likely be escalated and in his/her downstairs brain. When appropriate, and as not to interfere with instruction, privately confer with the arriving student. In calm and supportive manner state:

“I am here to support you in your ability to get back into your upstairs brain and be learning ready. Some things are rough right now and sometimes it is hard to focus when other things are distracting us. Whatever is bothering you must be pretty serious if it required that you leave your classroom to get back on track. Let me know what you need to be able to manage whatever is bothering you. I want you to be successful in the remainder of your day. Take a few minutes (provide location choices) and I'll check back in a little bit.”

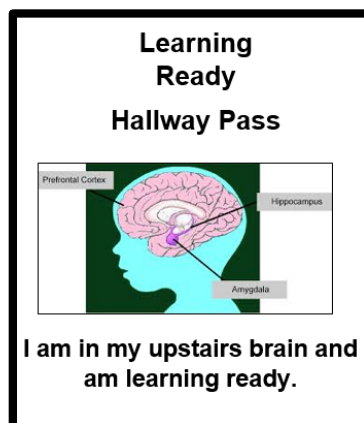
After a few minutes, check in and consider the following prompts:

“Do you feel you are in moving back into your upstairs brain?”

“How will I know you are there? What will that look like to me?”

“How can you and _____ resolve what is making you struggle right now so that this does not become an issue for you again today?”

Send student back with the pass shown below that indicates that the student is learning ready (printed on blue).



Other Buddy Room Considerations:

- If a student has remained in a buddy room for 30 minutes and is not yet ready to process, contact office for assistance. The student will not be “in trouble” but may need more support to get back in to a learning ready state.
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Repair and Reentry when student returns from Buddy Room: It is important to keep in mind that it is the adult that is responsible for initiating the repair, even if it was the child who did the deed.

- a. When the student returns he/she will step inside the classroom door and wait for acknowledgement from the classroom teacher.
- b. The teacher has three choices. He/she can:
 - i. Initiate repair right away.
 - ii. Direct the student to a location to wait for the teacher, or
 - iii. Have the student rejoin instruction and then complete the Repair and Reentry within 10-15 minutes.
- c. When ready, the teacher initiates the Repair and Reentry process. How the questions below are asked is as important as what is asked. Below are suggested sentence stems and themes to initiate and cultivate Repair and Reentry:

“What led you to make that choice? (or be specific with what the child did, stating, for example, “what led you to knock the papers off of Jimmy’s desk?”)

“What were you attempting to achieve?”

“What are we going to do to repair what happened?”

“Can you tell when you are about to make a poor choice?”

“What do you need to be successful next time?”

“How can I (or someone else in the building) support this next time?”

“Who do you need to repair with?” (This could be another student, another staff member, or the teacher leading the Repair and Reentry process.)

“Who could help you repair this?” (This could be another student, another staff member, or the teacher leading the Repair and Reentry process.)

Additional Considerations:

- *Additional Consequences:* No additional consequences are to be given for a student who goes to a buddy room (loss of recess, privilege etc.). The Buddy Room is a time out of sorts and should be viewed by students as a way to get themselves learning ready.
- *Taking work:* Students focus on becoming learning ready in the Buddy Room. They should not take work with them.
- *Specialists:*
 - A student who is sent to a Buddy Room during a specialist period, should remain in the buddy room for the balance of the specialist period.

STEP 4: Becoming Learning Ready in an Alternate Placement (The Office): If, after returning from a Buddy Room and completing Repair and Reentry, the student returns to a dysregulated state, it is time to involve administration. State (without emotion or sarcasm):

“At this point, you are not learning ready. The next step in the process is to involve one of the principals.”

The staff member then:

- a. Sends the student to the office (write a hall pass or call to have the student escorted)
- b. Writes a referral (white slip) documenting what has occurred and submits to the office. Be sure that the white slip specifically states STEP 4, as we track the number of step 4's per student.

When de-escalated, the student will be placed in an alternate classroom for the remainder of the day to reflect on the situation that has led him/her to have an office visit. A reflection form (shown below) will be part of the Repair and Reentry process and will be a required task to complete (alone or assisted) in order to gain entry back into the classroom. The form will guide the repair/re-entry meeting conducted by the teacher.

Office Repair and Reentry Processing Form	
Name: _____	Date: _____
What ROAR Expectation do you need help with?	
Respect self and others Overcoming Problems Act Safely Be Responsible	
Reflect on the choices that have led you to the office. Complete the following questions:	
What choices have led you to the office?	

_____ ☐ more on back	
How have your choices impacted other learners?	

_____ ☐ more on back	
What are you going to do to repair what happened?	

_____ ☐ more on back	
Who do you need to repair with?	

_____ ☐ more on back	
Who could help you repair what happened?	

_____ ☐ more on back	
I am now in my upstairs brain and learning ready: _____	
(Student signature)	
Principal/Principal Assistant/Principal Designee Signature: _____	

Repair and Reentry to Classroom (after administrator involvement):

- a. Repair will take place prior to reentry, and at teacher's discretion within the school day (if at all possible).
- b. Administrator will attempt to make him/herself available to cover a teacher's classroom for repair/reentry process.
- c. Reentry will take place on the next school day, or after repair if the repair process is not completed on the day step 4 is reached.

It is important to keep in mind that it is the adult that is responsible for initiating the repair, even if it was the child who did the deed. The teacher will use the completed Office Repair and Reentry Processing Form as a guide for reentry. Additional sentence stems to consider include:

“Can you tell when you are about to make a poor choice?”

“What do you need to be successful next time?”

“How can I (or someone else in the building) support this next time?”