

# Supporting Our Students with Social Problem Solving

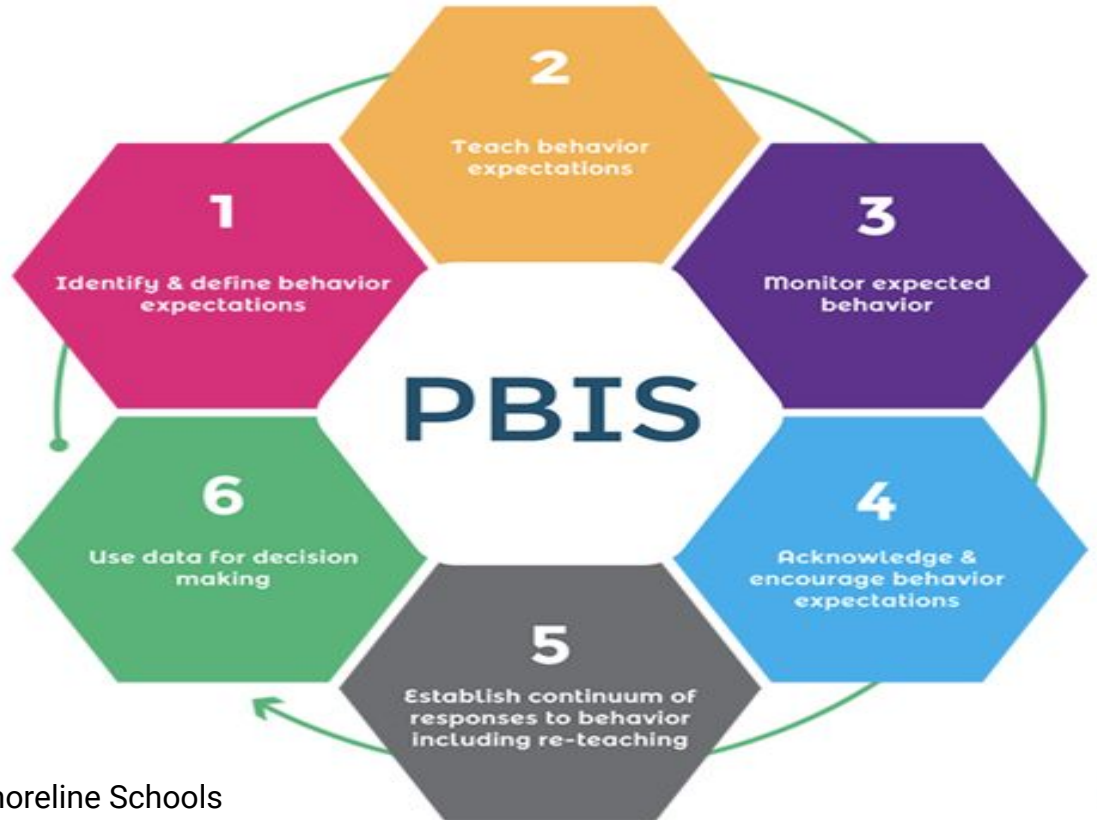
Mallory Rachel  
School Psychologist  
LVJUSD



# Agenda

- ★ What is PBIS?
- ★ SEL Competencies
- ★ Defining Bullying
- ★ Telling vs. Tattling
- ★ Social Problem Solving Skills
- ★ Scenarios
- ★ Guiding Questions

# What is PBIS?



<b>Values</b>	<b>Be Safe</b> Walk in designated areas Make decisions that keep yourself and others safe	<b>Be Kind</b> Treat others with respect Show Compassion	<b>Be Responsible</b> Focus on your learning Be prepared
<b>Classroom/ Learning Areas</b>	Respect personal space of others Use supplies as intended Help others stay safe	Respect all opinions and ideas Listen with your whole body Speak kindly	Have materials ready and organized Always give your best effort Contribute to the learning environment
<b>Lunch Area/MPR</b>	Raise your hand for support Make healthy choices Know and follow lunch routine	Engage in polite conversation Practice good table manners	Stay seated until dismissed Compost, recycle, and throw away trash Keep the eating area clean
<b>Playground/Grass Area</b>	Treat others with respect Use playground and equipment appropriately Play in designated areas	Use kind and appropriate language Invite and welcome others to play Share and take turns	Follow game rules Keep food in snack areas Pick up trash, even if it's not yours
<b>Bathrooms</b>	Use restroom for intended purpose Wash hands with soap and water	Respect others privacy	Keep area clean Report bathroom mess to an adult
<b>Drop Zone</b>	Use crosswalks Be aware of your surroundings Know and follow Drop Zone routines	Greet others Help others who need support	Walk on sidewalks Arrive on time Follow school routine once on campus
<b>Library</b>	Follow library routine Ask for help	Speak in quiet voices Help your classmates find a book Treat all books and materials with respect	Return books on time Keep your borrowed book safe
<b>Other Learning Areas (Garden, STEAM LAB, Wellness Center)</b>	Listen to supervising adult Learn and follow the expectations of the space	Share your skills Share materials	Leave area clean and organized Use materials as intended
<b>Assemblies and other gatherings</b>	Listen and follow directions	Be an active listener Participate appropriately	Show respect to the speaker Sit quietly on bottoms Be open to the learning

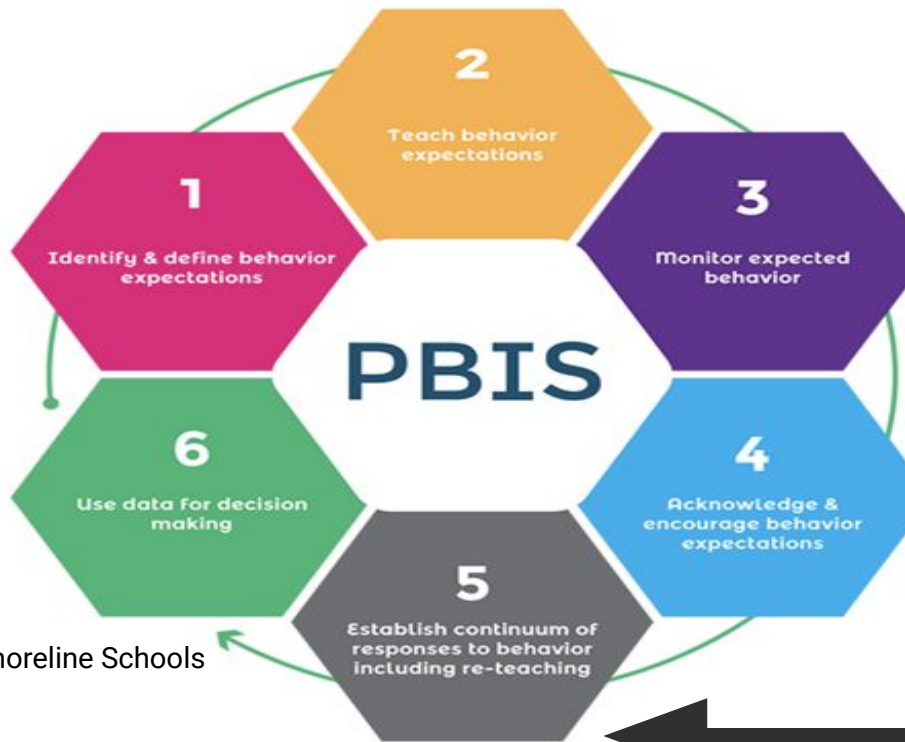


# Cowboy HEROES

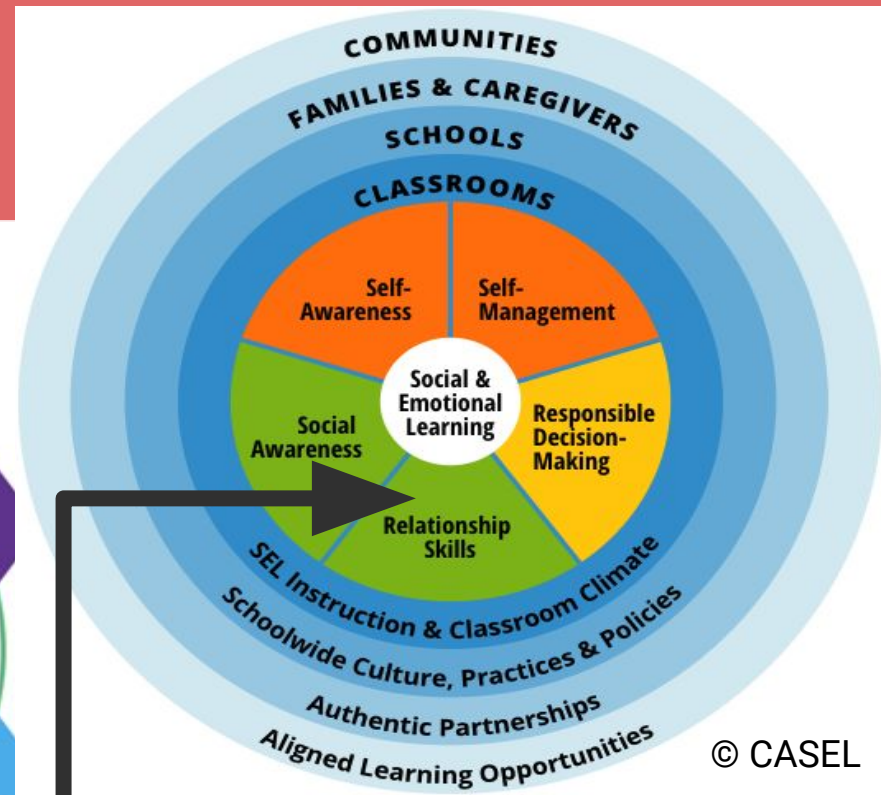
	Hallways	Student Union	Quads	Parking Lot
<b>Honor Education</b>	Use indoor voice during class time.  Use the hallway to get from one location to the next.	Use a conversational volume when talking.  Use lunchtime as break time to refresh your brain.	Be considerate to others who are in class.  Use appropriate voice level.  Be on time.	Be on time to school.
<b>be Respectful</b>	Say things to lift people up, not bring them down.  Use inoffensive language.	Clean up your mess, & help others clean theirs.  Respect personal space.  Take your proper place in line.	Clean up after yourself & throw trash away.  Acknowledge staff as professionals.  Leave up any posted decorations.	Park with a permit.  Students park in student lots, & teachers park in teacher lots.  Be respectful of others' cars.  Throw trash away
<b>be Open-Minded</b>	If someone who is different from you wants to talk to you or ask a question, be friendly.	Engage with lonely students.  Respect friend groups people choose.  Become a community of friends.	Be aware of surroundings.  Use inclusive language.  Become a community of friends.  Meet someone new.	Park in new places
<b>be Engaged</b>	Socialize during passing periods with people around you.	Talk with friends instead of looking at phone.	Interact with different people.	Pay attention to your surroundings; yield to pedestrians
<b>be Safe</b>	Walk.  Follow the directional flow.	Refrain from throwing anything.  Clean spills that can cause falls.  Keep backpacks out of the way.	Be aware of people.  Walk.  Look where you are going.  Sports equipment stays in designated areas.	Lock your car; Take valuables with you or leave at home; Drive safely; Only touch your own car; Park correctly within designated spots

What is Social  
Emotional  
Learning (SEL)?





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## Definitions: Bullying vs. Other Major Behaviors

### **Bullying:**

Repeated, unwanted interactions in which there is a power imbalance

### **Examples:**

- ongoing teasing
- repeated taunting
- repeated name calling
- leaving someone out on purpose
- rumors

### **Disrespect:**

Rude or dismissive messages to students or adults

### **Example:**

Insult directed at others



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### **Fighting:**

Mutual participation in physical violence

### **Example:**

- Two students punching each other
- A group of students kicking each other

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### **Physical Aggression:**

Physical contact where injury may occur

### **Example:**

- Hitting
- Punching
- Hair pulling
- Kicking
- Scratching
- Hitting with an object

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### **Harassment, including hate speech/expression:**

Disrespectful messages in any format based on a protected class such as gender, ethnicity, sexual, race, religion, disability, physical characteristics, or other protected class. *These subtypes are based on documentation from the U.S. Office of Civil Rights.*

### **Example:**

- Making fun of someone's accent
- Racial slurs

## Definitions: Telling vs. Tattling

### Telling:

- *Telling is* alerting adults that the situation is not safe and/or your child needs help managing the situation.
- *Telling to protect a peer from harm is* civic-minded or showing concern for others.

### Tattling:

- *Tattling is* reporting a peer's wrongdoing, when the situation is safe and the child can handle it themselves.
- *Tattling to get a peer in trouble can be* mean-spirited.

## Social Problem Solving Skill One: Affective Statements for Conflict Resolution

*“Affective statements are the least formal tool on the restorative practices continuum. Affective statements are expressions of personal feelings, both positive and negative, and are used to develop empathy, establish boundaries, and to identify harms, needs, and obligations.”*

(Partnershipla.org; adapted from California Conference for Equality & Justice, SFUSD Restorative Practices, and the International Institute for Restorative Practices)

## The "I" Message

I feel .....

When I .....

I need .....

Will you .....?

## The Clean Up

- 1 I **KNOW** that I .....
- 2 I **APOLOGIZE**.
- 3 What can I do to **MAKE IT RIGHT?**
- 4 Next time I **WILL** .....
- 5 Will you **FORGIVE ME?**

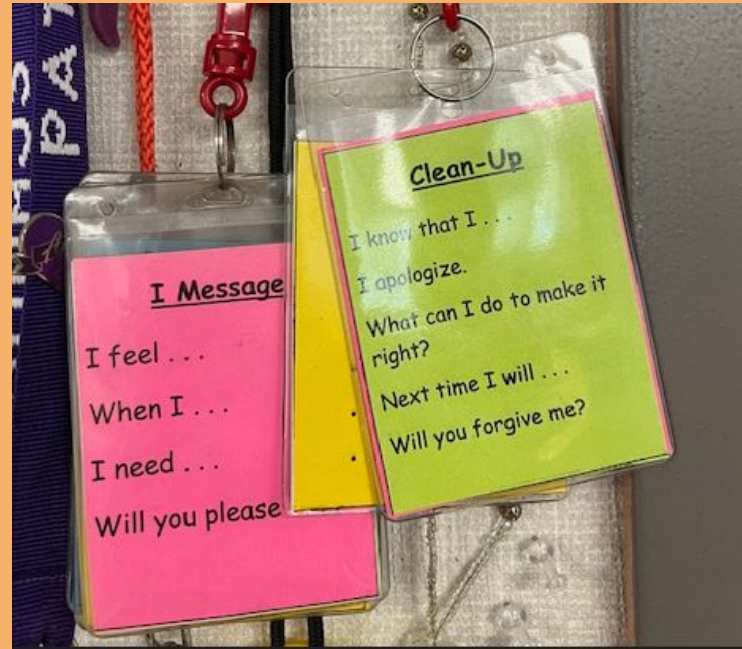
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Thank you Patricia Santin (Team Croce) for sharing examples of how you are integrating Soul Shoppe content into procedures. These also include affective statements, a restorative practice. The lanyards below are hanging by the door for ease of use if students need to step aside to discuss a conflict. These also support the SEL competency of relationship skills.



# DEAR- Assertive Communication Strategy

D- describe the situation

*“When you told me to shut up,”*

E- express your emotion

*“I felt [hurt, embarrassed, resentful...etc.], because I did not expect a student to speak to me that way”*

A- ask for what you need

*“I need us to come up with a better way for you to let me know when you need space or for me to come back to you.”*

R- reinforce the person/reward

*“So that in the future, if you are frustrated, we can have quicker resolution without either of us feeling hurt.”*

## Social Problem Solving Skill Two: Stop, Walk, Talk

Stop

Walk

Talk



Stop

Walk

Talk



## Social Problem Solving Skill 3: Locus of Control

### In my control:

- What I tell myself
- My boundaries
- My own actions
- My own words

### Out of my control:

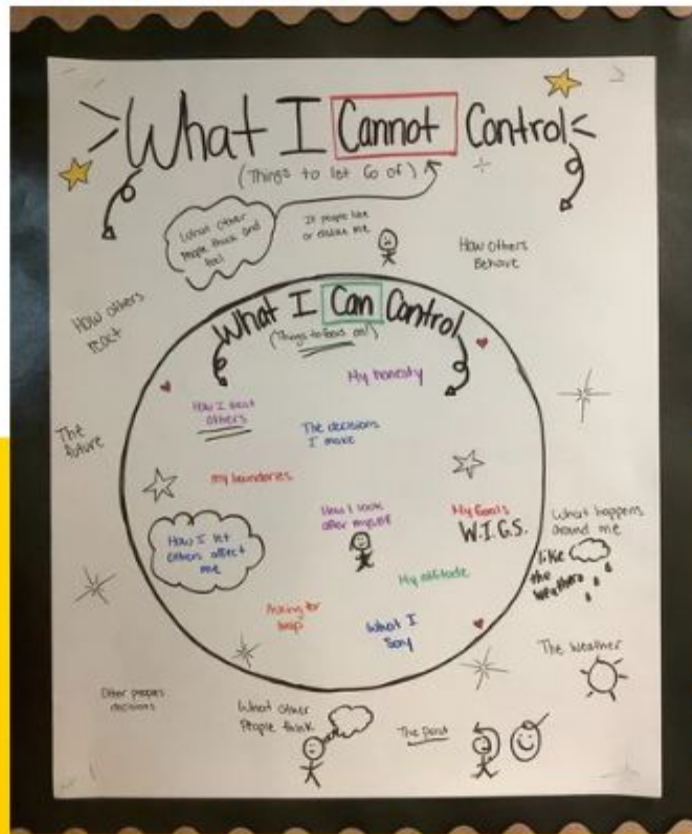
- What others tell me
- Others' actions
- Others' words

## SEL in the Classroom: Locus of Control

One of the most helpful things we can teach students is what is and is not within their control. This supports students in letting go of frustration over things they may not be able to change, as well as a focus on what they can do to change their situation or how they feel about it.

Thank you to Anna Johnson (Team Lawrence) for this wonderful example of how the site's *Leader in Me* SEL curriculum provides a lesson on these important CASEL competencies of responsible decision making and self-awareness.

Explicitly teaching SEL skills can support your PBIS work. When a student is struggling with a particular behavior, the first step on the discipline flowchart is typically to re-teach. This is more than just reviewing your matrix- it involves breaking those matrix expectations down into SEL skills that may need to be taught or reviewed. Thank you, Anna, for this great example!



# Social Problem Solving Skill 4: Flexible Thinking

## Examples:

1. Perspective taking
2. Dealing with the unexpected, changes in routine, etc.
3. Playing what someone else wants to play sometimes
4. Trying new things
5. Growth mindset, i.e. “I don’t know how to do this yet.”

## Strategies

1. Modeling flexibility
2. Modeling perspective taking
3. Trying new foods, restaurants, activities, etc.
4. Dinnertime question: “What was something unexpected that happened today, and how did you handle it?” (Lynn Lyons; Flusterclux).
5. Connections with books or movies
6. For younger students, using stuffed animals to act out conflicts.



We are apt to forget  
that children watch  
examples better than  
they listen to  
preaching.

Roy L. Smith

Practicing flexibility at home can support social problem solving at school (in class & on the yard).

# Questions to Support Developing Social Problem Solving

1. Is this a problem you would like to handle independently, with suggestions from me, or do you need me to get involved?
2. What do you think you are going to do?
3. What parts of this can you control?
4. What would help you feel more supported right now (solutions or just someone to listen)?
5. \*\*If you get a sense that maybe your child had a part in a conflict, then asking questions about the other person's point of view can be helpful.

\*\*Remember to validate and empathize!

# Scenarios

Your 3rd grader has been coming home lately expressing frustration about his best friend who keeps bossing him around as recess. He has been playing along, but is getting frustrated and says he doesn't want to be friends with this person anymore.

1. Validate & empathize, i.e.
  - a. “It sounds like you are feeling really hurt about what happened.”
  - b. “It sounds like you are feeling unsafe at school.”
  - c. “It’s so hard when we aren’t as close to friends as we used to be.”
2. Determine your child’s level of independence on solving this problem.
  - a. Is this a problem you would like to handle independently, with suggestions from me, or do you need me to get involved?
  - b. What do you think you are going to do?
  - c. What parts of this can you control?
  - d. What would help you feel more supported right now (solutions or just someone to listen)?
  - e. \*\*If you get a sense that maybe your child had a part in a conflict, then asking questions about the other person’s point of view can be helpful.
3. Is it bullying? **Repeated, unwanted interactions in which there is a power imbalance**
4. Is skill development necessary?
  - a. I-statements, practicing Stop/Walk/Talk, talking through locus of control, building opportunities for flexible thinking, connections to books, movies, imagination play
5. **Reach out to your site administrator with your concerns if you feel you and/or your child have done what you are able, and the problem is persisting, or if there are safety concerns.**

# Scenarios

Your 5th grader has been coming home in tears every day for the past two weeks. The friends she used to play with seem to be leaving her out on purpose, i.e. running away & giggling when she approaches, getting up from the table when she sits down, or using nonverbal cues that are hurtful, i.e. ignoring when she speaks, eye rolling. When she tried to use her words last week, they spread a rumor about her that the whole class heard, & yesterday when she tried to sit with a different group, the girls pulled these students away by the arm laughing, leaving her alone.

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# Scenarios

You get a call from the school administrator that your 7th grader was in a fight. It sounds like another student in class made a joke about her significant other, and they got into a verbal dispute. Witnesses report that both students seem to lunge at each other at the same time, and both were sent to the office for fighting. Your 7th grader says the other person started it.

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# Scenarios

You get a call from the VP at your 10th grader's school that he had recorded another student in class without their consent. He then posted the video, commenting the student was ugly. Another student saw it and reported it to the father of the student it happened to, which is with administration was notified & got involved. Your student said he was just playing around and that everyone is overreacting.

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  - c. "It's so hard when we aren't as close to friends as we used to be."
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# Helpful Resources

- [Board Policy on Bullying](#)
- District's [Mental Health webpage](#)
- [Kid Connection](#) (elementary schools)
- School site Wellness Centers
- National Association of School Psychologists [Helping Handout](#) (bullying)