



# Session 2B:

## Practical Strategies for Strengthening Behavioral and Emotional Supports Across School Settings

Aaron R. Campbell, Ph.D., University of Missouri

Bennett Wilkins, Ed.D. Ferguson/Florissant School District (MO)

Carnella Williams, Ed.S. Ferguson/Florissant School District (MO)

# Overview

01

School administration and staff face challenges due to lack of time and fiscal resources.

02

Focus on systems, data, and practices across all three tiers

03

Case study to be provided



# Objectives

1.

Identify common behavioral and emotional challenges and explore strategies to address them using a tiered - support framework.

2.

Apply practical tools to evaluate and adjust existing behavioral supports for greater consistency and impact

3.

Strengthen decision - making skills related to student behavior and emotional learning using real - life examples from the classroom and from school contexts

# Current Limitations and Challenges



- Insufficient staff training on social-emotional-behavioral support.



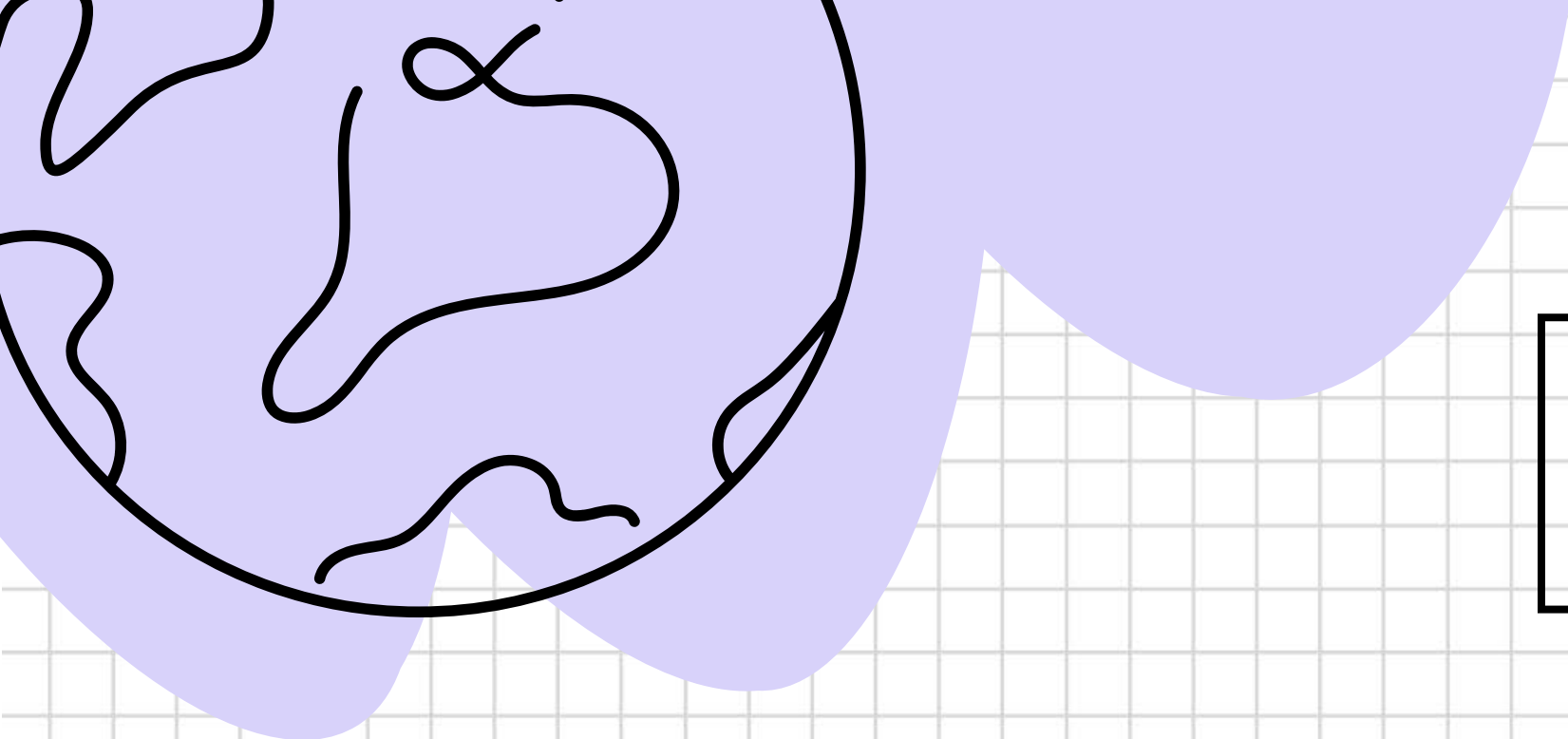
- Limited funding and resources for programs.



- Inadequate time allocated for intervention and support.



- Lack of comprehensive data systems to track needs and resources.

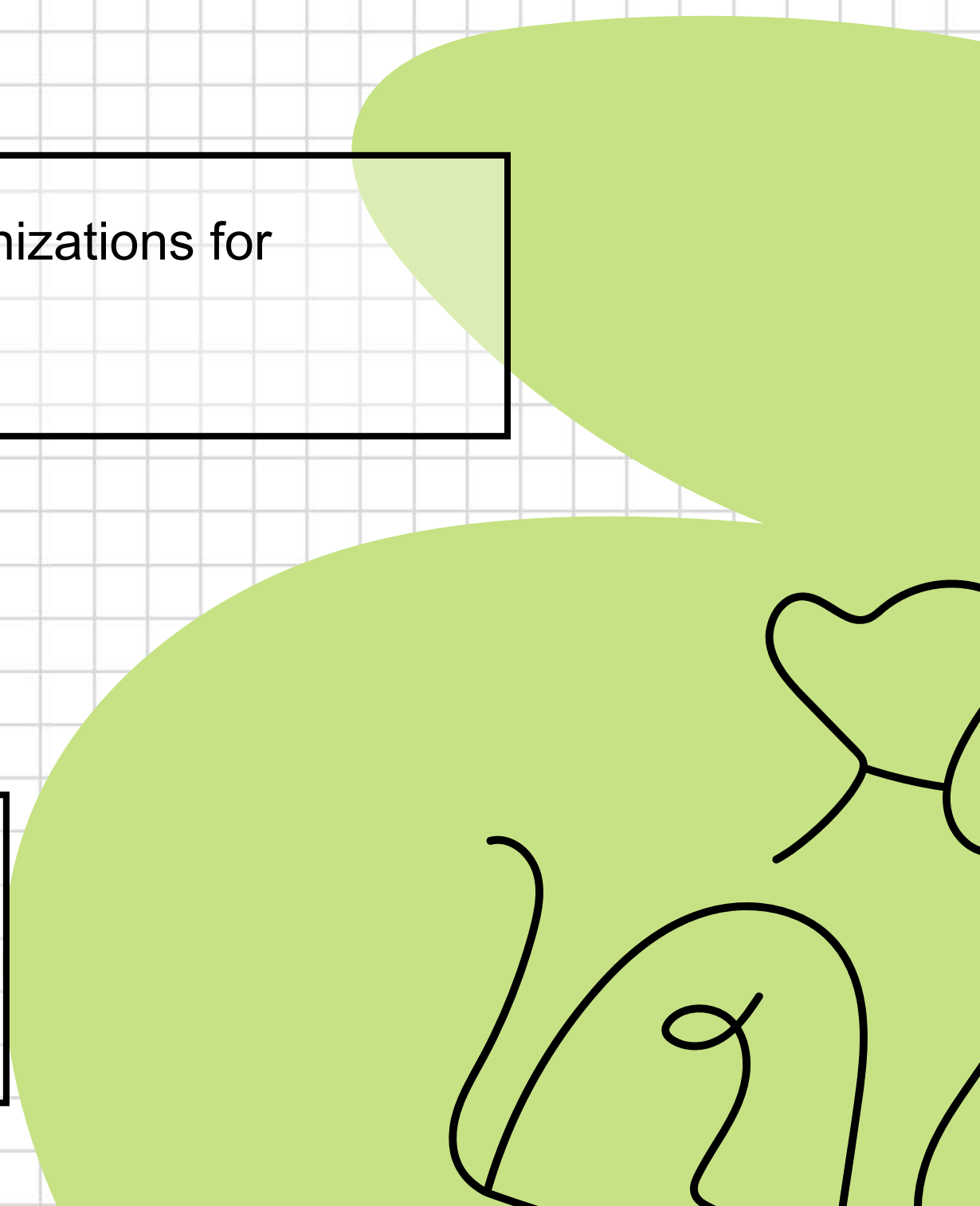


# Resource Allocation Strategies

Prioritize funding for social -emotional  
behavioral programs.

Collaborate with community organizations for  
additional support

Implement tiered support models to maximize  
resource effectiveness.





# Successful Models and Case Studies

1

Ferg/Flor's  
Implementation  
of a Tiered  
Intervention  
Model.

Increased access  
to mental health  
resources.

2

Collaborated with  
local mental  
health providers.

Created a  
dedicated  
programming  
time for social  
and emotional  
wellness

3

Improved student  
engagement  
outcomes

# Equity - Focused PBIS Improves Disproportionality in Discipline

Improves achievement, attendance, emotional regulation, and school climate

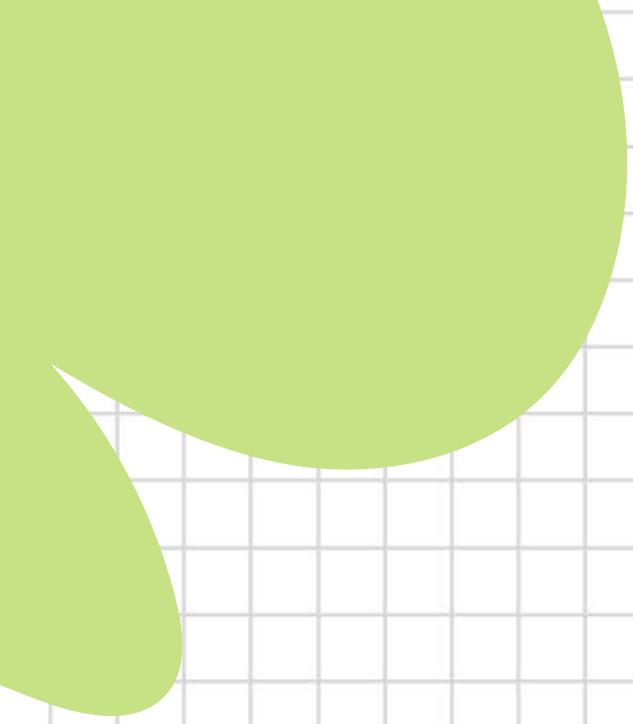
Decreases disruptive behavior, bullying, peer exclusion, and substance misuse

Decreases educator stress and burn-out

Allows LEAs to save money to focus on equity-focused PBIS

## EQUITY-FOCUSED PBIS AND DISCIPLINE DISPROPORTIONALITY

- Equity-focused PBIS has been shown in several studies to significantly reduce racial disproportionality in exclusionary discipline, including both descriptive, and a randomized control trial, the gold standard for experimental research.



# Using an equity lens for c l a r i t y?

What is a fight

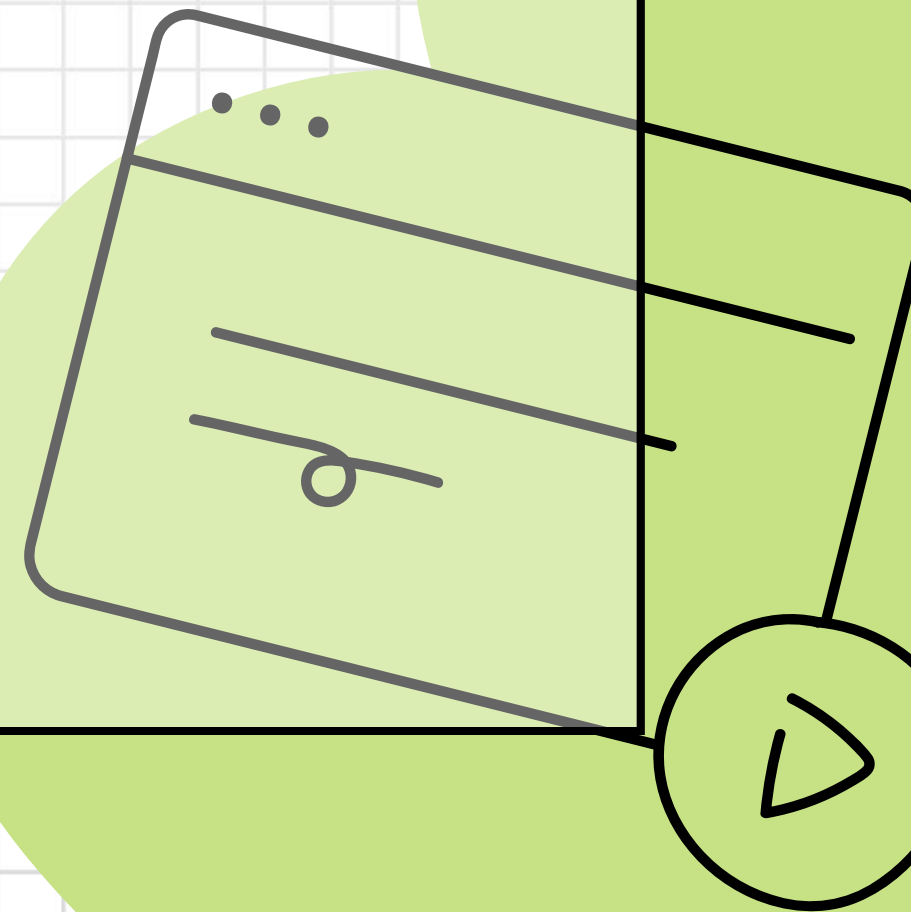
What is respect?





# CR PBIS IMPROVES STUDENT AND ADULT MENTAL HEALTH AND WELLBEING

- Routines
- Calm Down Corners
- Classroom versus office managed behaviors
- Teacher appreciation week
- Prioritize teacher full lunch



# I don't have to figure this out myself!

Active Response Flow Chart

Classroom Managed- Behaviors that impact student learning and/or causes disruption to others		Office Managed- Behaviors that impact safety or causes major school disruptions	
<ul style="list-style-type: none"> <li>Refusal to work</li> <li>Put downs</li> <li>Refusal to follow directions</li> <li>Electronic Devices</li> <li>Foul Language</li> <li>Class disruptions</li> <li>Inappropriate language/gestures/noises</li> <li>Inappropriate physical contact poking/touching, pushing/shoving</li> <li>Minor Theft</li> <li>Non-compliance</li> <li>Talking out</li> </ul>	<ul style="list-style-type: none"> <li>Mimicking behavior</li> <li>Argumentative Behavior</li> <li>Leaving supervised area</li> <li>Not doing class/homework</li> <li>Stealing</li> <li>Teasing/Joning</li> <li>Throwing</li> <li>Unwanted touching</li> </ul>	<ul style="list-style-type: none"> <li>Physical Fighting</li> <li>Harassment of Student or Teacher</li> <li>Leaves school grounds without permission</li> <li>Major Theft - personal or school</li> <li>Aggressive Physical Contact</li> <li>Credible Physical or verbal threats</li> <li>Weapons</li> <li>Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Elopement (chronic)</li> <li>Biting</li> <li>Forgery</li> <li>Drugs/tobacco/paraphernalia</li> <li>Sexual behaviors</li> <li>Inappropriate computer use</li> <li>Actions that cause harm</li> <li>Bullying</li> <li>Spitting on others (deliberately)</li> <li>Repeated Violations - documentation</li> <li>3 Responsibility Reminders (Pre-Referral)</li> </ul>

**Initial Response:** The de-escalation strategies below are part of our PBIS framework and are intended to support students to be successful in all settings by taking an instructional approach to behavior and responding calmly, supportively, and respectfully.  
Steps: 1-6

- Show empathy- get down on the student's level, show concern, consider possible triggers. The goal is to support the student in making good choices and to create a positive, productive, and safe environment. Assess whether the student won't do or can't do.
- Maintain flow of instruction- attend to students displaying appropriate behavior first and ensure instruction is moving forward.
- Acknowledge other students- those that are making and meeting the expectation. It is important to show attention to those meeting expectations rather than those with inappropriate behaviors.
- Redirect and Re-Teach (prompts)- students who are struggling by providing verbal or nonverbal reminders in private (get down on their level and keep language clear, minimal, and positive). If repeated behaviors persist, reteach and model expectations for the student.  
\*\*Consider providing choices; provide the student with choices to help break the behavior chain.
- Allow time and space - for students to respond to request, and re-engage.
- Second STEP - Remind and model for students the Second Step Problem-Solving and Calming strategies.
- Recognize/ Reinforce- student when appropriate behavior is demonstrated. Reinforce if their behavior has changed. If students continue inappropriate behavior with 3 separate incidents per RR, move to major.

## Classroom Managed\*

- Refusal to work
- Put downs
- Refusal to follow directions
- Dress code violations
- Electronic Devices
- Foul Language
- Class disruptions
- Inappropriate Comments
  - professional judgement
- Inappropriate attitude/tone
- Inappropriate physical contact
  - professional judgement
- Minor Theft

## Office Managed\*

- Physical Fighting
- Harassment of Student or Teacher
  - situations & circumstances
- Leaves school grounds without permission
- Major Theft
  - value, personal, school
- Aggressive Physical Contact
- Repeated Violations
  - documentation
- Physical or verbal threats
  - professional judgement
- Weapons
- Vandalism
- 3 Pre-referrals (Responsibility Reminders)

## Protocol for Classroom Managed Behavior

- **5 Step Protocol** - It is expected that teachers keep a student file for any needed documentation.
  1. **Verbal Warning**
  2. **Student/Teacher Conference**
  3. **Consequence/Timeout in Classroom**
  4. **Send to Buddy room, Student will fill out "Self-Check" Form** - Students complete a Self-Check Form to reflect on their behavior. A copy will be sent home for parent signature with a duplicate copy to remain at school.  
\*If student has not responded with improved behavior, fill out and send home a Responsibility Reminder.
  5. **Parent Communication and/or Parent Conference** (this step should be utilized as needed and documented in TYLER)
- **Office Referral** - This referral is given for Office Managed (major) offenses. This referral is also given on the third Responsibility Reminder.

## Protocol for Office Managed Behavior

- Submit a referral in Tyler & notification email to administration team
- Students should be sent to a buddy room for office managed referrals unless immediate assistance is needed
- Administrator determines and carries out the consequence.
- Administrator provides feedback to the teacher, student, and family.

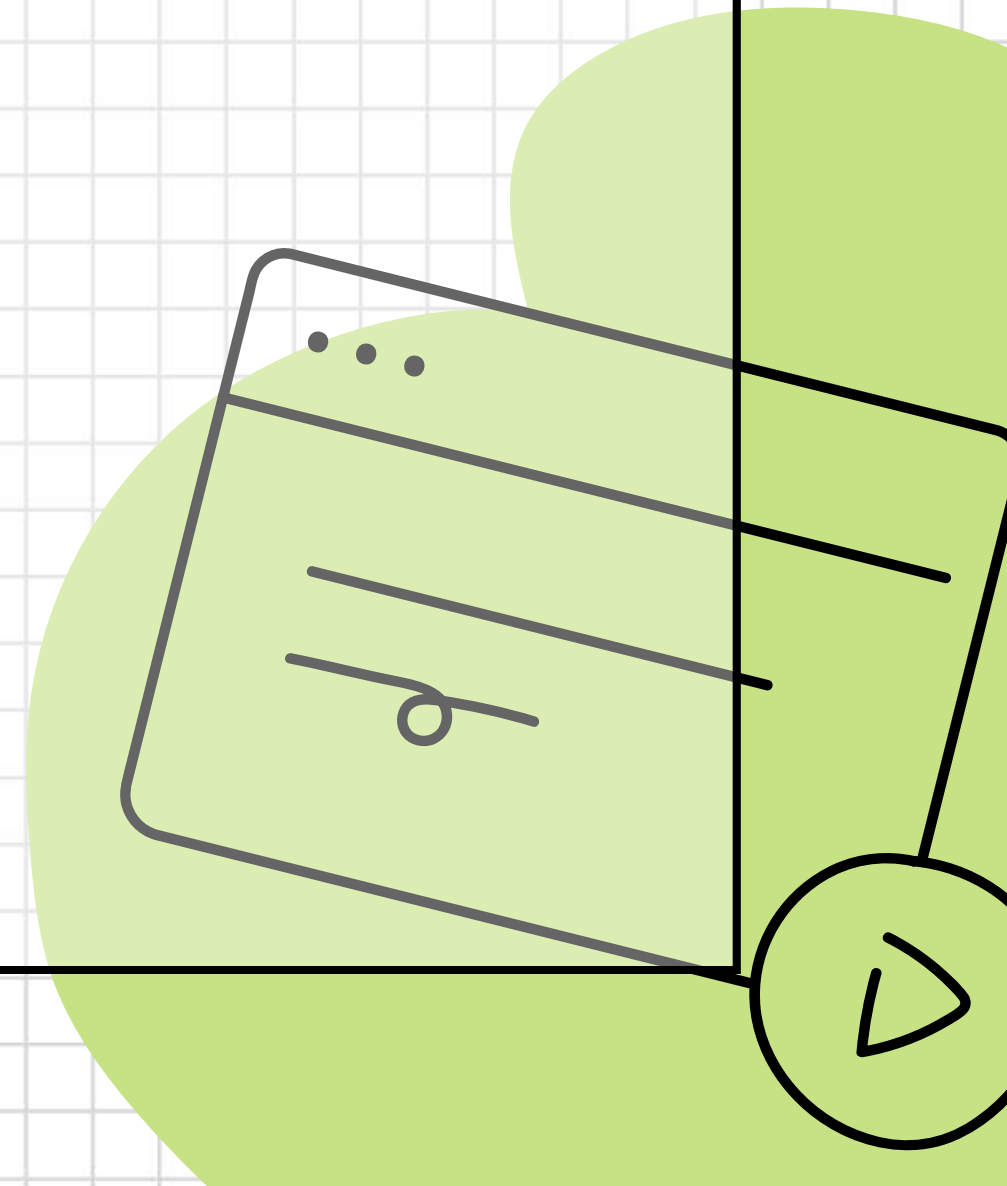






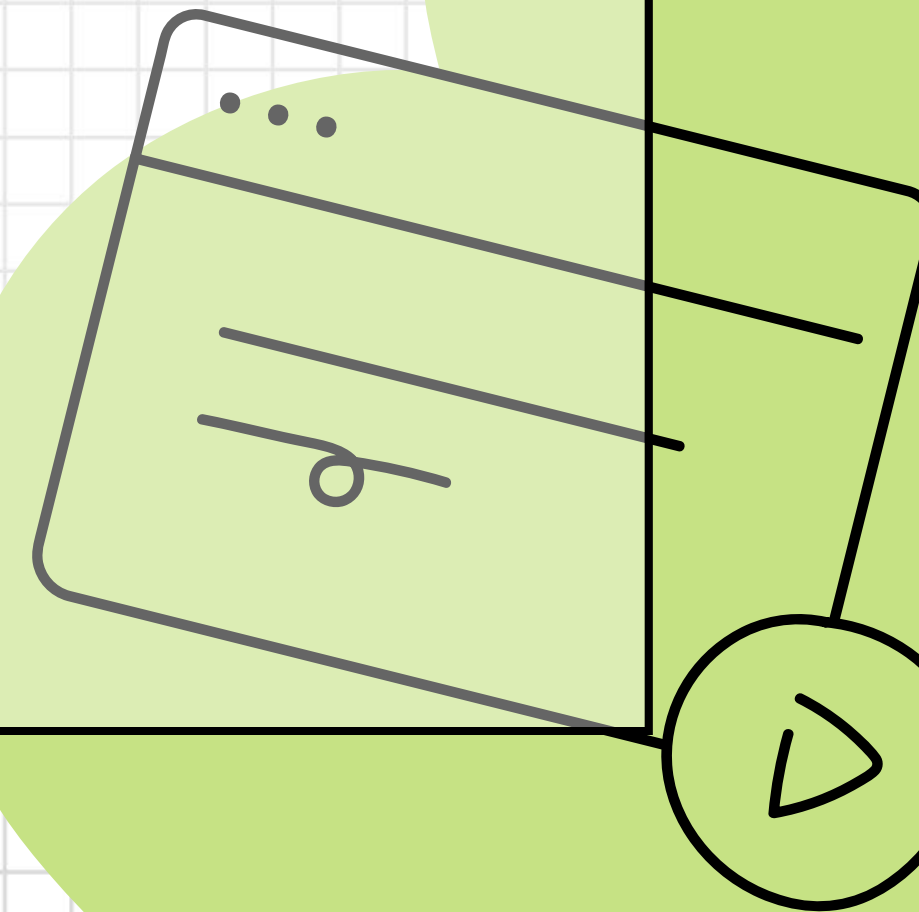
# Ferguson/Florissant District

- Step 1: Being Preventative
  - Strategies to build relationships with all stakeholders
- Step 2: Building School Culture
  - Call and Response
  - Positive interactions before infractions
- Step 3: Intentionally Modeling the Behavior
- Step 4: Reinforce Feedback Loop



# Why Family Supports for Successful CRP in PBIS across Tiers?

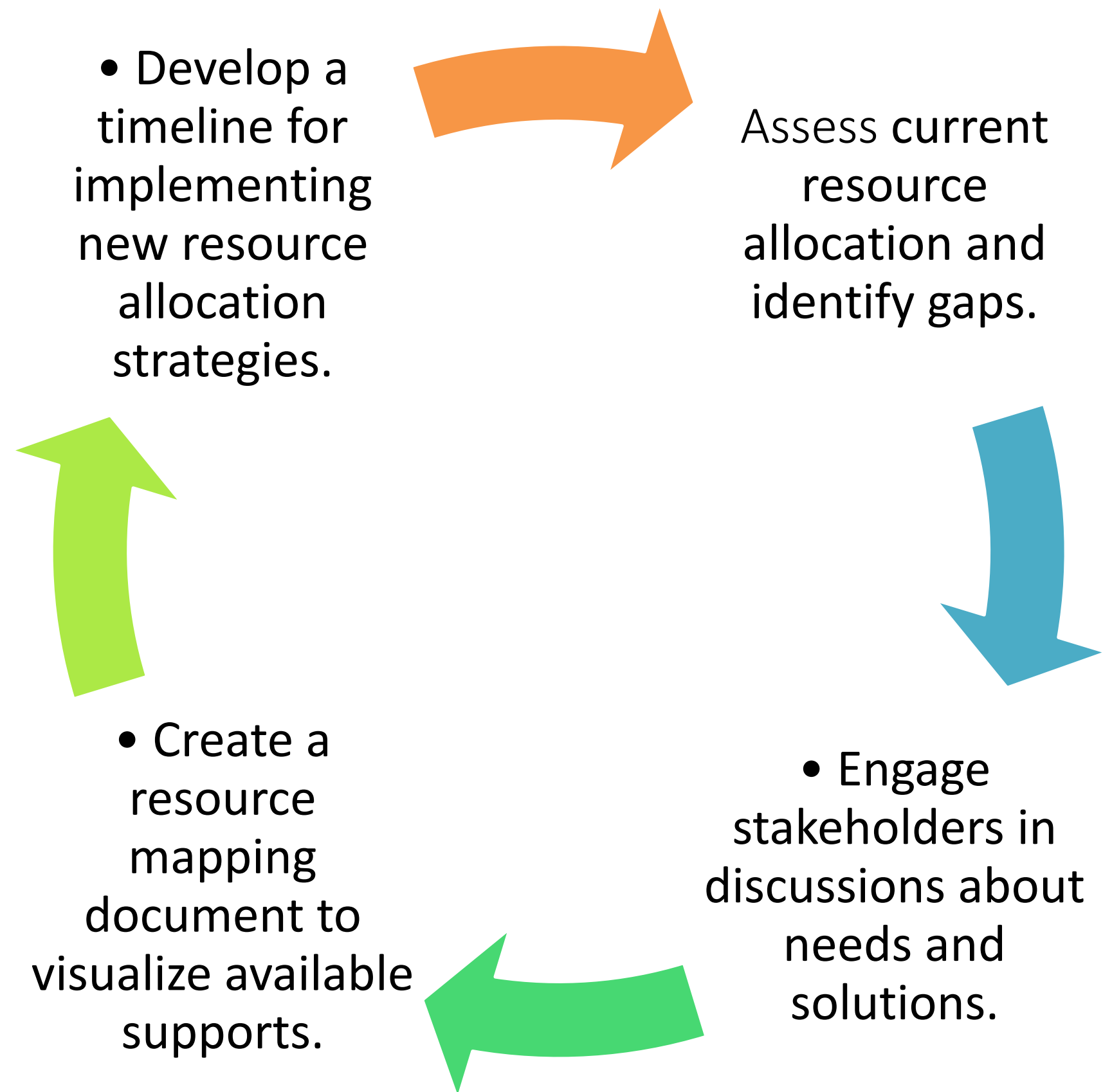
- How do you train teachers to speak with families that don't look like them?
- How to speak to parents about appropriate ways to communicate with teachers?
- How do you engage parents that are distant?
- Methods of communication (texting, email)





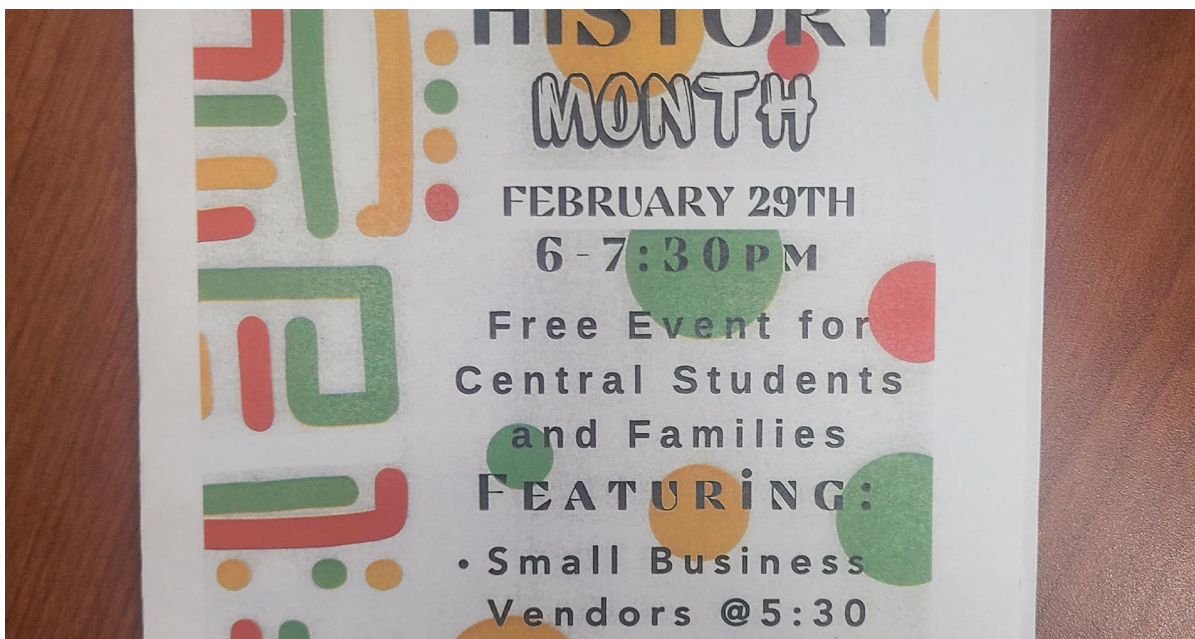


# Actionable Plans for Increasing Resources



Family Engagement Nights, Parent volunteers, Donations, Title I dollars





# Family Engagement Events



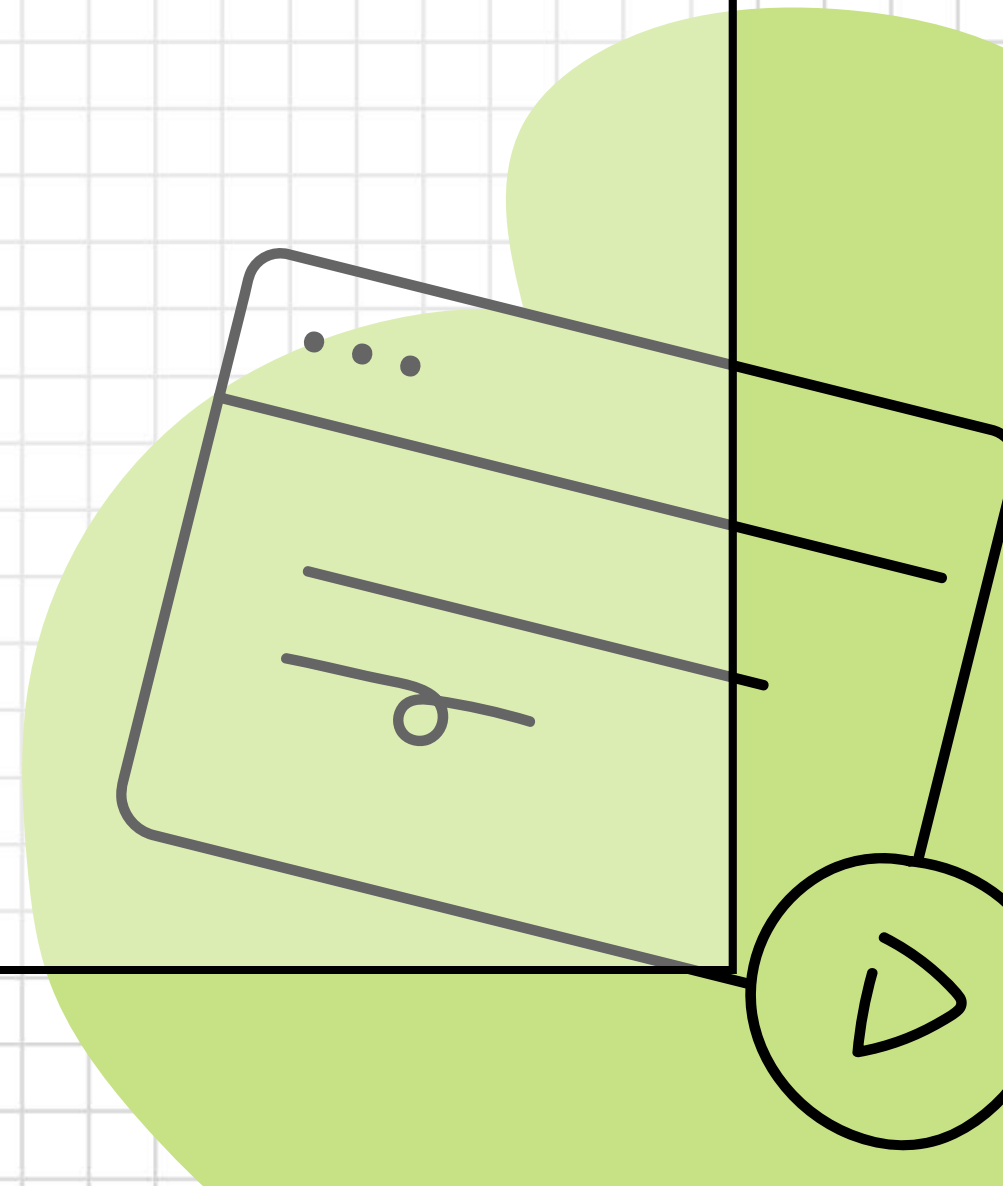
# Community Partners

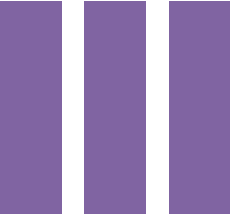




# Wrap up

- Understanding and addressing social concerns is critical for student success. - emotional - behavioral
- Effective resource allocation strategies can enhance support structures in schools.
- Collaboration and community engagement are key components for success.





# Discussion and Q&A

