

Inclusive by Design: Strengthening Tier 1 PBIS Through Trauma-Informed Mindsets

Today's Outcomes



Attendees will identify key trauma-informed mindsets that strengthen inclusive Tier 1 PBIS implementation.



Attendees will apply practical strategies to design schoolwide systems that promote safety, belonging, and equitable access for all learners.



Attendees will analyze examples of inclusive, trauma-responsive practices and determine how to integrate them into their own school or district PBIS plans.

The Missouri Model: A Developmental Framework for Trauma-Informed Schools Initiative Publication

Pursuant to Missouri Senate Bill 638, Section 161.1050, the Missouri Department of Elementary and Secondary Education (DESE) has established the “Trauma-Informed Schools Initiative.”

For the purposes of this initiative, the following terms are defined as follows:

1. “Trauma-informed approach” – an approach that involves understanding and responding to the symptoms of chronic interpersonal trauma and traumatic stress across the lifespan
2. “Trauma-informed school” – a school that:
 - a. realizes the widespread impact of trauma and understands potential paths for recovery
 - b. recognizes the signs and symptoms of trauma in students, teachers and staff
 - c. responds by fully integrating knowledge about trauma into its policies, procedures and practices; and
 - d. seeks to actively resist re-traumatization

Trauma-Informed

Missouri Senate Bill 638, Section 161.1050

Examples of Trauma:

- Abuse (physical, emotional, sexual)
- Neglect
- Serious illness or medical procedure
- Witness to abuse
- Death or separation
- Bullying
- School violence
- Natural disaster
- Collective Trauma
- Chronic Stress

Recent societal traumatic events create a form of Collective Trauma:

- Medical trauma
- Natural and human-made disasters
- Community violence
- Political violence

The Trauma-Informed Brain Model

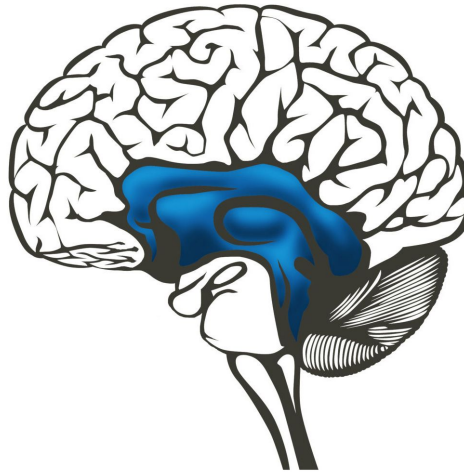
Trauma impacts the way the brain and body respond to stress. When we are conscious of brain and body states in ourselves and our students, we can then use practical skills to manage our thoughts, feelings, and actions.



Survival State

BRAIN STEM

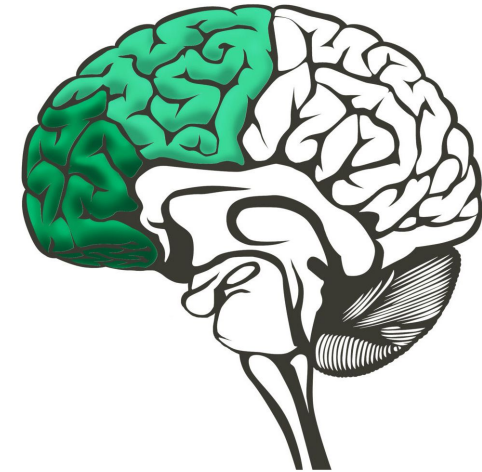
The Survival State represents the primal brain and asks the question, “*Am I safe?*” The only way to soothe the Survival State is through the creation of *Safety*.



Emotional State

LIMBIC SYSTEM

This Brain State represents mid-level functionality and asks the question, “*Am I loved?*” The only way to soothe an upset emotional state is through *Connection*.



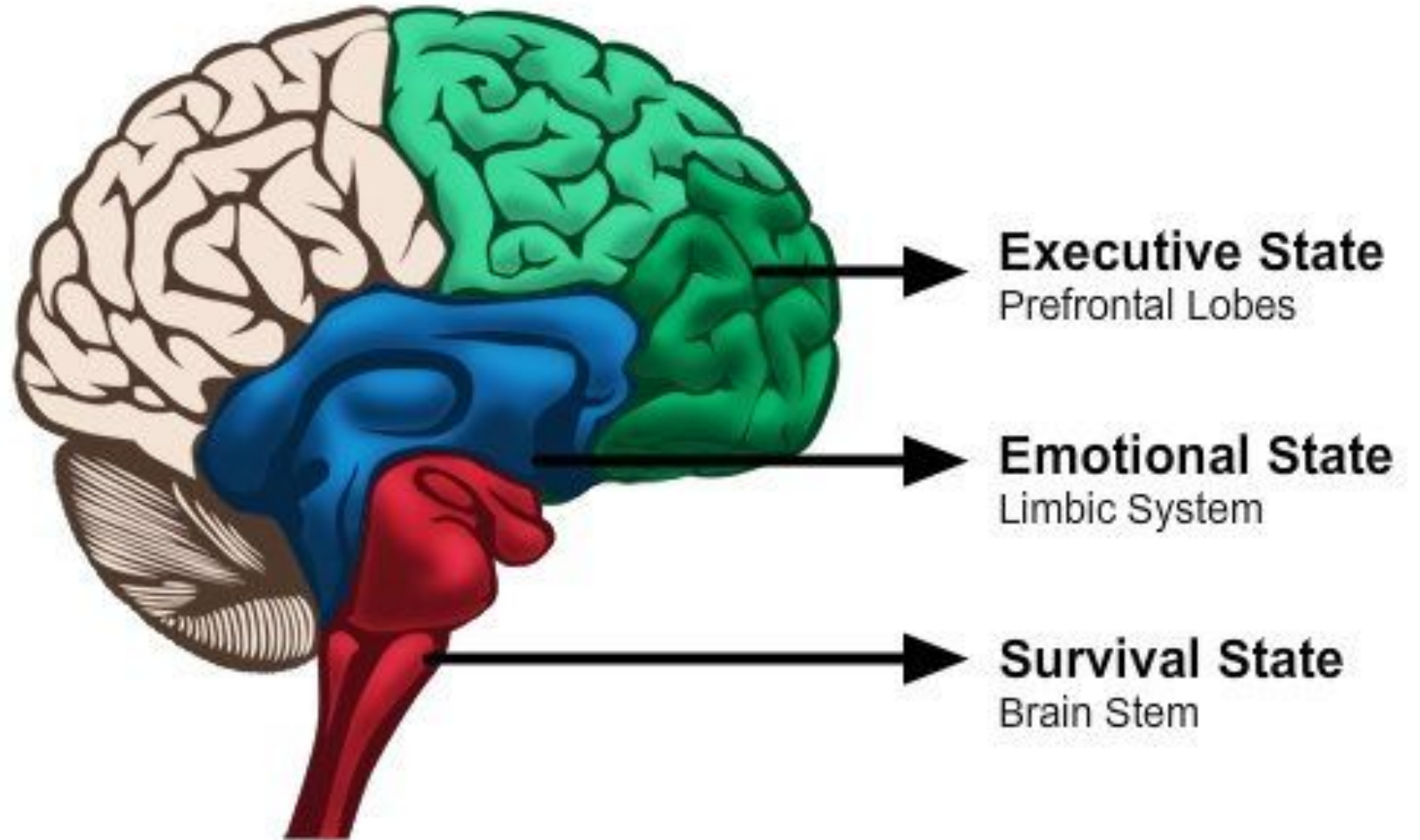
Executive State

PREFRONTAL LOBES

The Executive State represents the optimal state for problem-solving and learning. This Brain State asks the question, “*What can I learn from this?*”

Brain States

When we can understand the characteristics of each state, we can be more likely to help students reach their executive state which is where learning can occur.



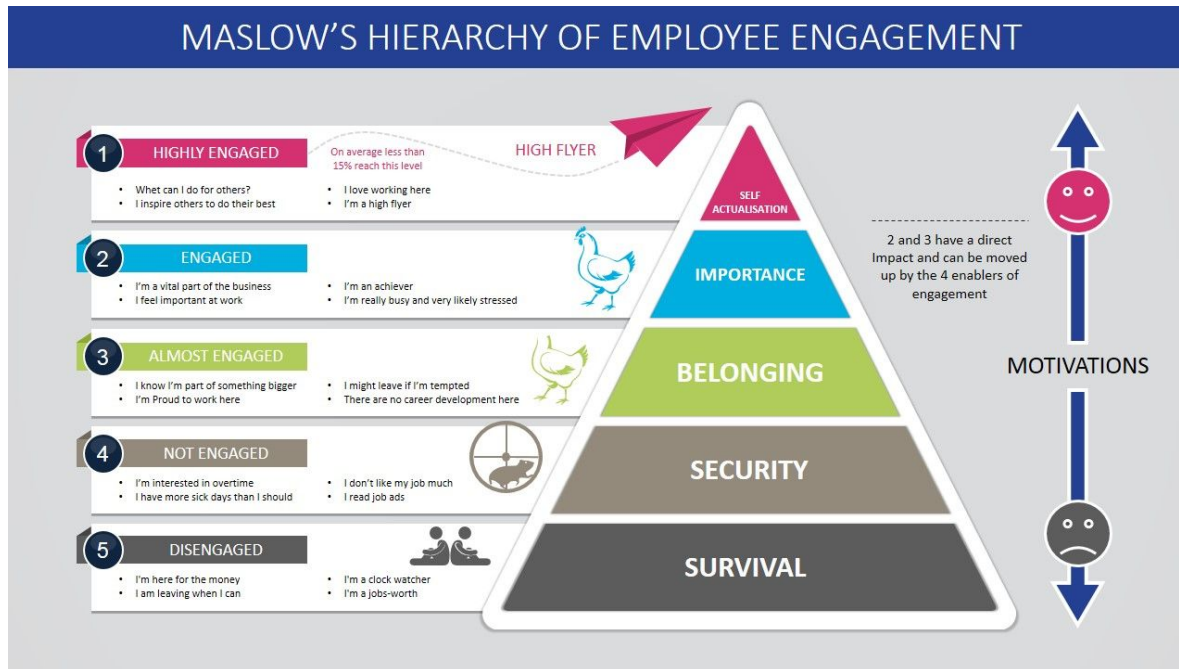
A trauma-informed approach for any system, including schools, adheres to the following 4 R's:

1 REALIZE the widespread impact of trauma and understand the paths for recovery	Build knowledge and awareness of school staff on the impact of trauma for students and adults with connection of PBIS implementation.
2 RECOGNIZE the signs and symptoms of trauma in students, families, and staff	Use expanded data sources to: <ol style="list-style-type: none">1. Establish the need for a trauma-informed approach.2. Inform resource mapping and needs assessment.3. Integrate social emotional learning competencies to focus on mental wellness and replacement skills for learned trauma coping responses, like fight replacement, freeze, or flight.4. Support students in using social emotional skills taught as a first response to problem behavior through redirection, re-teaching and de-escalation techniques.^{1,2}
3 RESPOND by fully integrating knowledge about trauma into policies, procedures, and school practices	
4 RESIST re-traumatization actively	Focus on self-care school wide by supporting student and staff well-being.

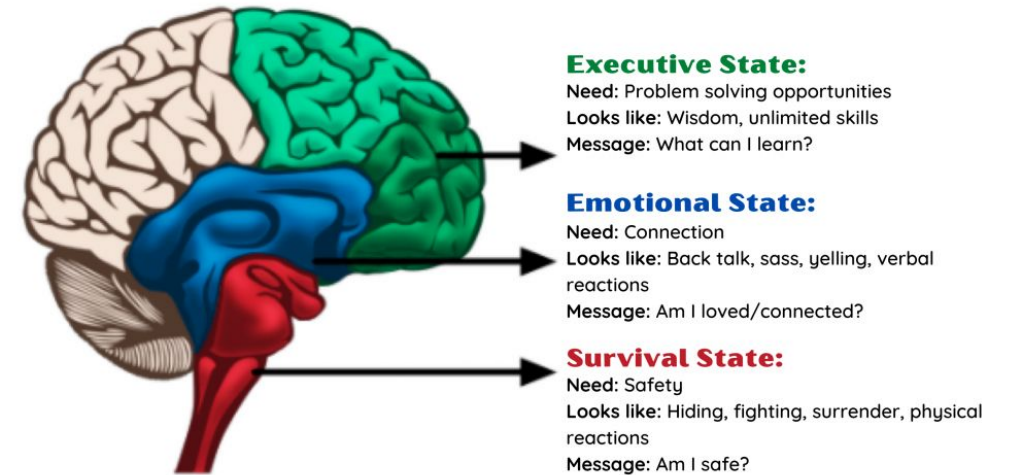
Tipping the Scale for a Healthy Future

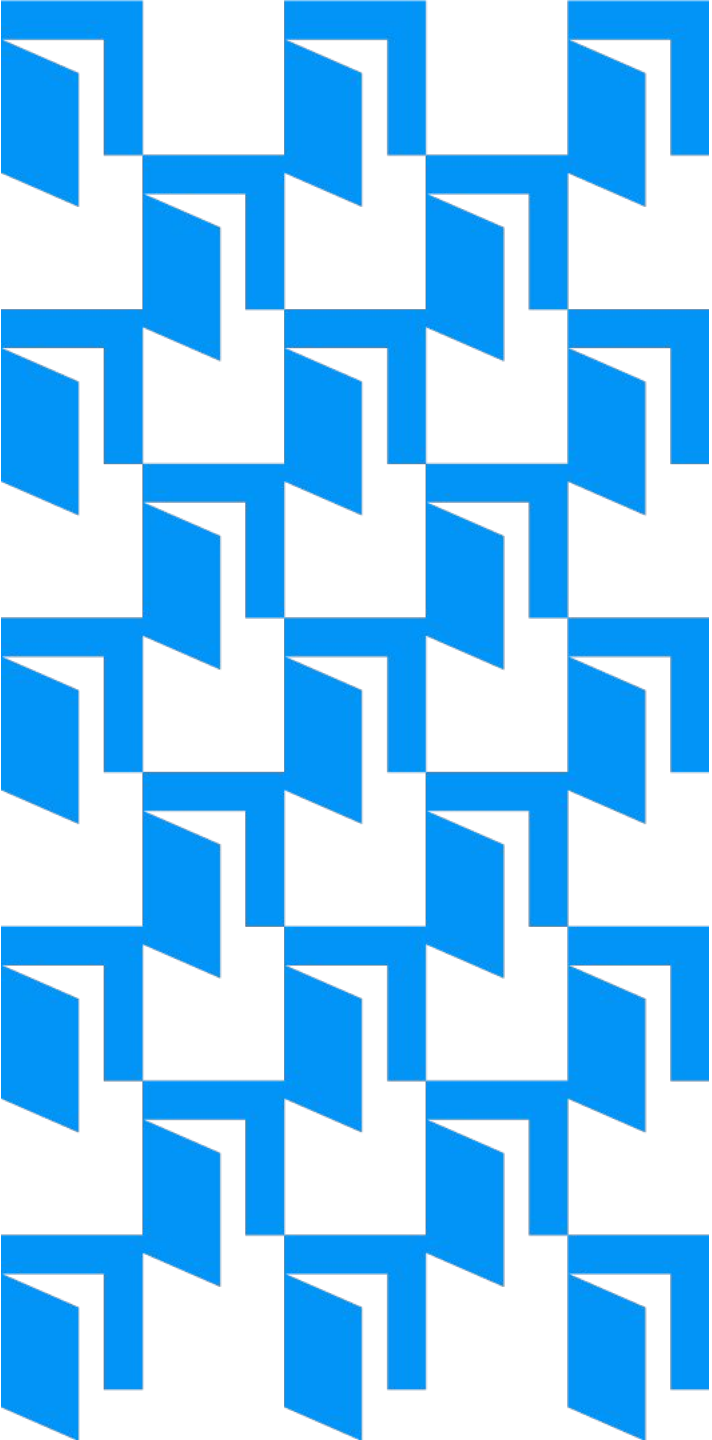


Why Does it Matter?



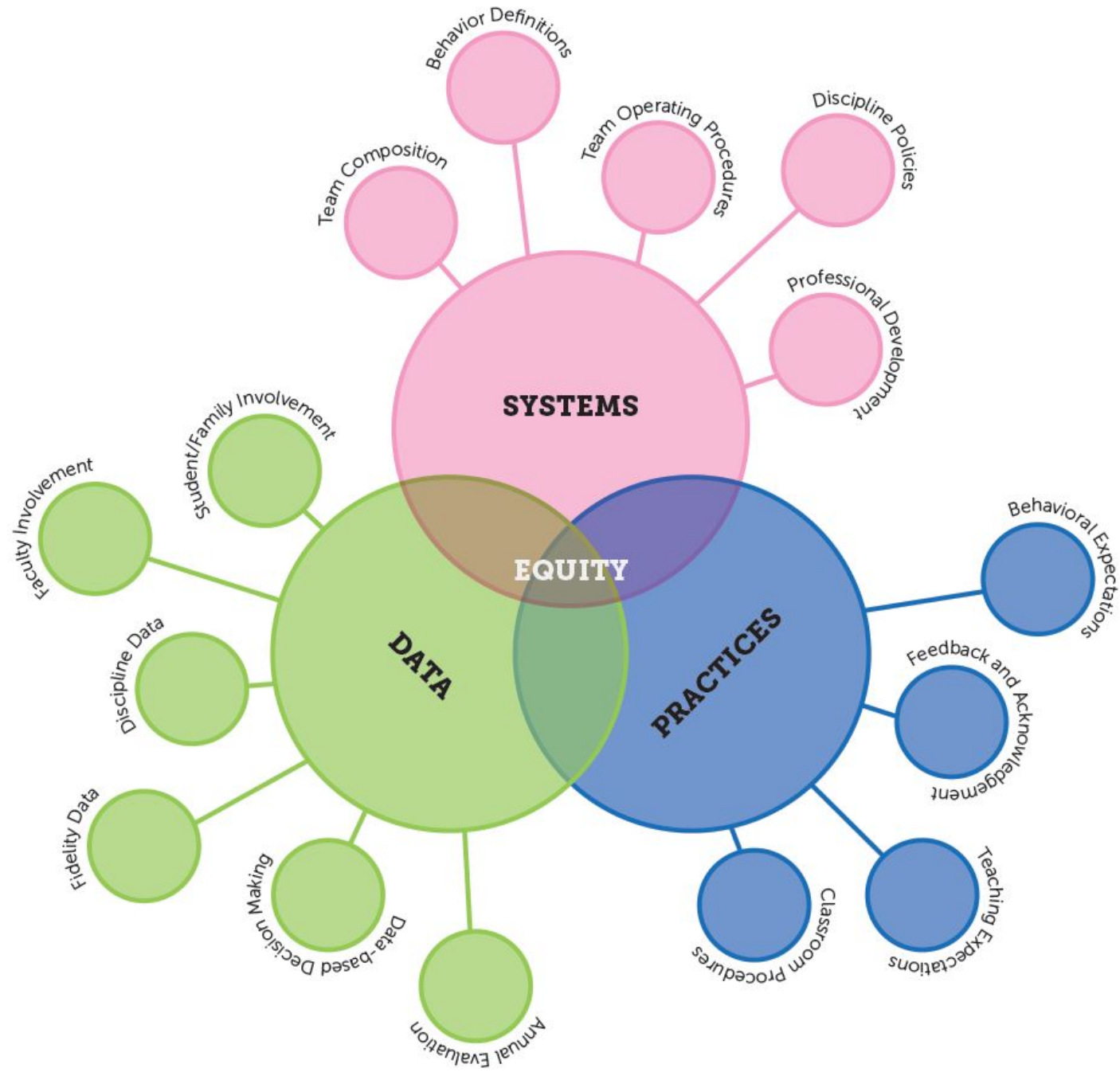
CONSCIOUS DISCIPLINE BRAIN STATES MODEL





PBIS is not just about teaching behavior—it's about creating the conditions where behavior can be learned.

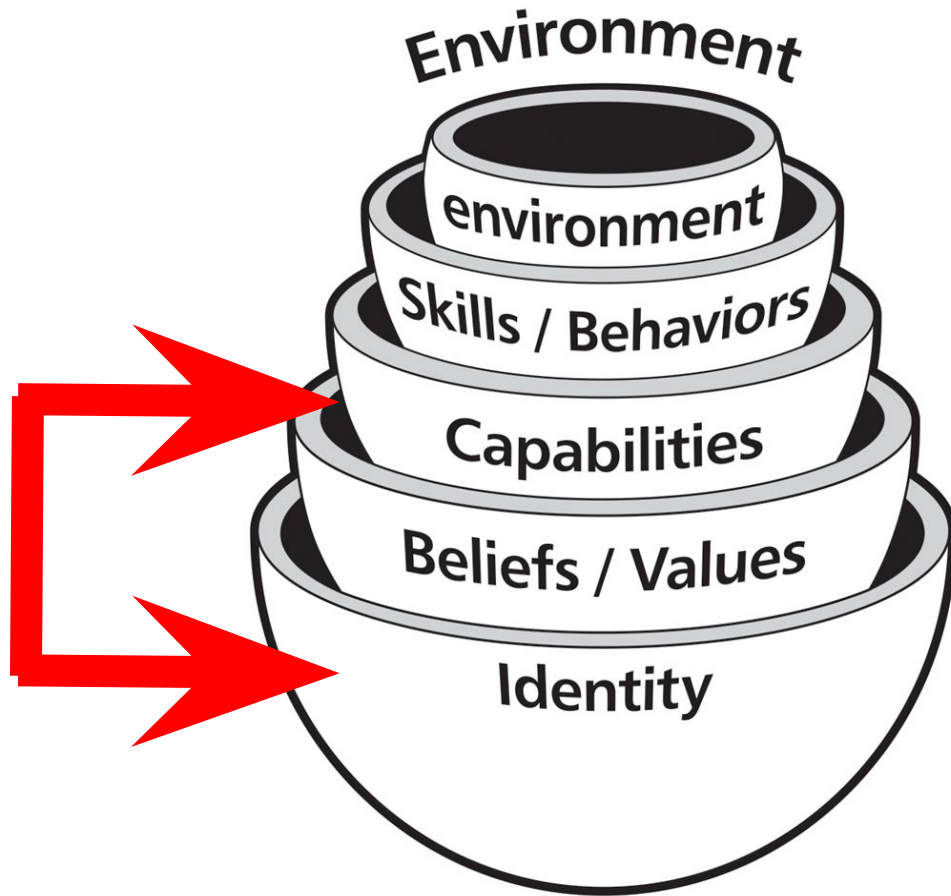
When implemented with common philosophy and fidelity, PBIS naturally aligns with these trauma-informed concepts by promoting **safe, predictable and routine** environments that **foster positive, and trusting relationships** and intentionally teach the **skills and behaviors needed for success.**



Mindset Matters

1. Regulation Before Expectation
2. Predictability and Boundaries Create Safety
3. Behavior is Communication of Need or Skill
4. Relationships Drive Change (Belonging First)
5. All Students Can Learn (High Expectations + Support)

Dilt's Domains of Influence



A lens for **intervening**, **influencing**, and **sustaining** both **learning** and **change** in a *complex system*.

Shared Identity and Common Purpose is Central to PBIS



These levels share interconnected influence, but with a strong identity and belief as the foundation, everything is driven by purpose.

Beliefs

Beliefs are the underlying sentiments, assertions or assumptions that inform the customs or practices of a group.


Our beliefs about student behavior and discipline unify us and direct our actions—the decisions we make, the practices we choose, and how we interact with others. When we take time to articulate our beliefs, we are forced to be precise about how we want to behave.



PBIS Belief Statements

Beliefs are the underlying sentiments, assertions or assumptions that inform the customs or practices of a group.

1. Education today must include a balanced focus on both academic achievement and social competency.
2. Students today may not have had the opportunity to learn acceptable behavior. We must not assume students know the behaviors and social skills that lead to success at school and in life.
3. Behavior is learned, therefore, responsible behavior can be taught.
4. Student discipline is best achieved through instruction rather than punishment.
5. Student behavior can be taught using the same strategies used to teach academics.
6. Misbehavior presents the student with an opportunity to learn, the educator with an opportunity to teach.
7. Punishment focuses on what not to do and does not teach the child alternative successful ways to behave.
8. For behavior change to occur, we must use positive approaches that strengthen teacher-student relationships.
9. Efforts to help students become socially competent require ongoing teaching, encouragement, and correction.
10. Students need and want high standards for their behavior. Maintaining high expectations does not require "get tough" or punitive approaches.
11. Successful change in discipline practices requires building-wide, systematic approaches.
12. Student discipline is a shared responsibility and requires a combined effort by all staff. We all "own" each and every student and are jointly committed to their success.
13. Student discipline is a collaborative effort. All staff must work together, striving for consensus on procedures and consistent implementation.
14. Services for students with chronic or intense behaviors are most effective within the context of a larger building-wide commitment to the social development of all students.

A black and white photograph of a magnifying glass with a black handle, resting on a stack of several old, worn books. The magnifying glass is positioned on the left side of the image, with its lens pointing towards the center. The books are stacked vertically, and the pages are visible, showing signs of age and use.

Discipline is used to **teach** and **guide** students how to **recognize** and **manage** emotions, *demonstrate care* and concern for others, develop **positive** relationships, make *good* decisions, and behave **ethically**, **respectfully** and **responsibly**.

SPS Handbook p. 56

What keywords stand out to you? Share.

Mindset Matters

How might trauma-informed mindsets add to or support your PBIS implementation?

Turn and Talk

These key indicators can help design systems that promote safety, belonging, and equitable access for all learners:

- **Focus on Strengths:** The approach emphasizes resilience and coping skills rather than solely focusing on deficits.
- **Anticipating Re-traumatization:** Policies are designed to avoid, not cause, further trauma (e.g., in medical exams or disciplinary procedures).
- **Universal Precautions:** Assuming that anyone in a setting (client or staff) might have a history of trauma, and acting accordingly, rather than waiting for disclosure.

By  **P R I D E**

	Prepares	Respect	Integrity	Dedication	Excellence
Hallway	• Stay out of the way • Walk to the right	• Use hand sanitizer • Say "excuse me"	• Use hand sanitizer • Say "excuse me"	• Stand in line • Wait to be served	• Stay out of the way • Walk to the right
Restroom	• Use the restroom • Wash hands	• Use hand sanitizer • Say "excuse me"	• Use hand sanitizer • Say "excuse me"	• Stand in line • Wait to be served	• Stay out of the way • Walk to the right
Assembly	• Stay out of the way • Walk to the right	• Use hand sanitizer • Say "excuse me"	• Use hand sanitizer • Say "excuse me"	• Stand in line • Wait to be served	• Stay out of the way • Walk to the right
Playground	• Stay out of the way • Walk to the right	• Use hand sanitizer • Say "excuse me"	• Use hand sanitizer • Say "excuse me"	• Stand in line • Wait to be served	• Stay out of the way • Walk to the right
Cafeteria	• Stay out of the way • Walk to the right	• Use hand sanitizer • Say "excuse me"	• Use hand sanitizer • Say "excuse me"	• Stand in line • Wait to be served	• Stay out of the way • Walk to the right



RESTROOM
Tomahawk Elementary
TIGERS VOICE LEVEL 1

RESPONSIBLE

- Wash
- Keep your hands, feet, and objects to self
- Report problems in the restroom

ORGANIZED

- Go
- Flush
- Wash
- Exit

ACHIEVE GOALS

- Use restroom manners
- Learn and follow restroom expectations

RESPECTFUL

- Respect others' privacy
- Use quiet voices
- Keep with line

CLASSROOM
Tomahawk Elementary
TIGERS VOICE LEVEL 1

RESPONSIBLE

- Wash
- Keep your hands, feet, and objects to self
- Use quiet voices

ORGANIZED

- Be on time
- Be ready to learn
- Do your best

ACHIEVE GOALS

- Be on task and focused
- Eyes watching, ears listening, quiet voices, and body still

RESPECTFUL

- Allow others to learn

TIGERS VOICE LEVEL 1

RESPONSIBLE

- Walk
- Sit at your assigned table
- Keep your hands, feet, and objects to self

ORGANIZED

- Remember your lunch
- Know your student ID number
- Sit at your assigned table

ACHIEVE GOALS

- Learn cafeteria expectations
- Learn how to recycle

RESPECTFUL

- Follow adult directions
- Use quiet voices
- Wait to be dismissed

000001  000001

**Be Safe
Be Respectful
Be Responsible**

Name _____

US-TICKET.COM

Consider what has been done **environmentally** at your campus to influence student behavior.

Share as a table.

What's the **impact?**





How do we get players to improve an athletic skill?



How do we teach children to master reading skills?

What are some of the ways that you have been intentional about teaching skills for self regulation and emotional management?

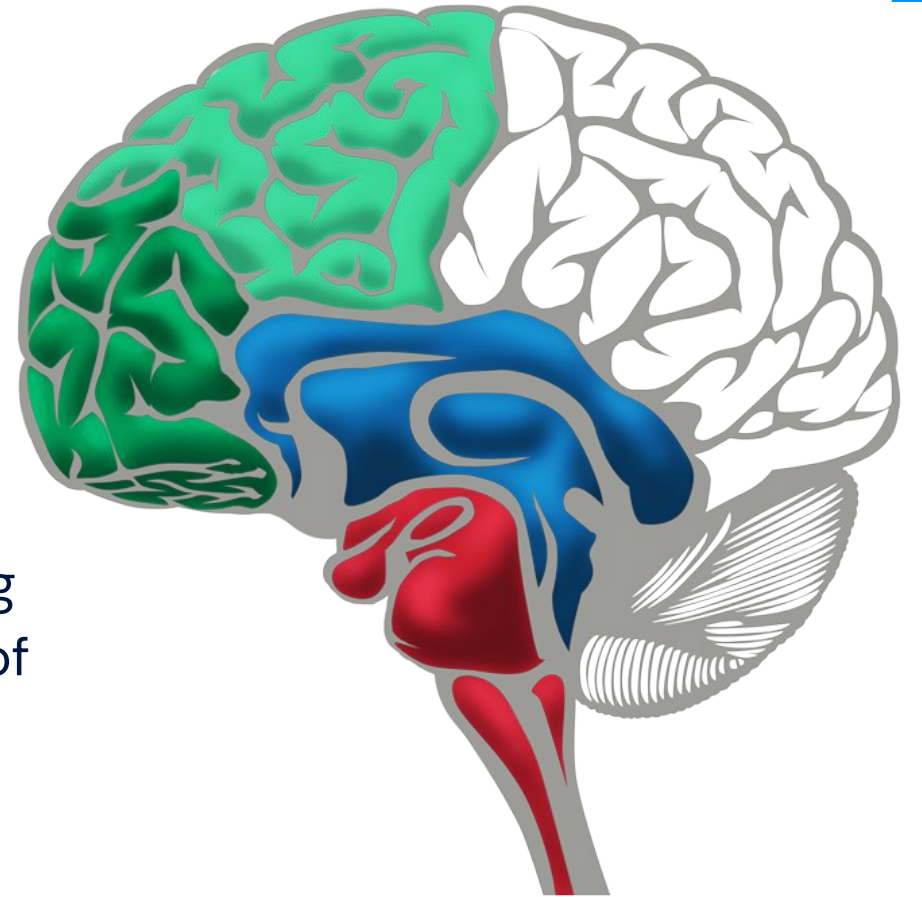


Felt Safety Starts Adults

It takes a calm, regulated adult to calm a child, and our schools benefit greatly when we prioritize and act upon the plasticity of the adult nervous system. A grounded, peaceful adult should share their emotionally available presence with a child or youth.

A child cannot be in a state higher than the adult in charge.

Co-regulation is the process through which children develop the ability to soothe and manage distressing emotions and sensations from the beginning of life through connection with nurturing and reliable primary caregivers. Co-regulation involves various types of responses, including but not limited to: a warm, calming presence and tone of voice, verbal acknowledgement of distress, modeling of behaviors that can modulate arousal, and the provision of a structured environment that supports emotional and physical safety.



Skill or Will?



ALL BEHAVIOR IS
COMMUNICATION.

**Get
curious.**

Even when students understand the expectations and the desired behavior, there may be missing **social** or **executive** skills that are preventing mastery.




S
Strive for Excellence
O
Own Your Actions
A
Attend Every Day
R
Respect Yourself & Others

Be Socially Appropriate

	S Strive for Excellence	O Own Your Actions	A Attend Every Day	R Respect Yourself & Others
CLASSROOM	<ul style="list-style-type: none"> Do your own work <u>Consistently</u> stay on task Turn in all assignments on time 	<ul style="list-style-type: none"> Be mindful of your words Wear your ID at all times Accept redirection Refrain from cell phone use as directed by the teacher 	<ul style="list-style-type: none"> Arrive on-time Participate in class activities and assignments Come prepared with all needed materials 	<ul style="list-style-type: none"> Follow all classroom rules and instructions Speak and act with kindness Accept and understand differences
HALLWAY	<ul style="list-style-type: none"> Be socially appropriate Do not disrupt classes 	<ul style="list-style-type: none"> Listen to directions from teachers and administrators Have a green pass to travel Wear your ID at all times 	<ul style="list-style-type: none"> Go directly to class Wear your ID at all times 	<ul style="list-style-type: none"> Use school appropriate language
RESTROOM	<ul style="list-style-type: none"> Keep restroom clean Use proper hygiene Report problems and vandalism 	<ul style="list-style-type: none"> Use only the assigned restrooms Use school appropriate language Wear your ID at all times 	<ul style="list-style-type: none"> Use restroom quickly and quietly Return to class promptly 	<ul style="list-style-type: none"> Respect others privacy Cell phones are prohibited Respect school property Do not congregate in the restroom
CAFETERIA	<ul style="list-style-type: none"> Be courteous and have good manners Follow directions given by school personnel 	<ul style="list-style-type: none"> Keep your area clean Throw your trash away Use School appropriate language Wear your ID at all times 	<ul style="list-style-type: none"> Be in cafeteria on time Remain seated and in cafeteria until dismissed 	<ul style="list-style-type: none"> Be mindful of personal space and volume Be respectful of students and staff
ASSEMBLY	<ul style="list-style-type: none"> Participate in a positive appropriate manner Encourage other students, and maintain a positive environment 	<ul style="list-style-type: none"> Sit in assigned area Accept redirection Wear your ID at all times 	<ul style="list-style-type: none"> Enter and exit in an orderly manner Remain seated until dismissed 	<ul style="list-style-type: none"> Listen respectfully to all speakers and performers Be positive and lead by example

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



Keep Hands
and Feet to
Self



CLASSROOM EXPECTATIONS

PIPKIN PIRATES



SAFE

- KEEP HANDS AND FEET TO SELF
- BE AWARE OF YOUR SURROUNDINGS
- ENTER/LEAVE ROOM APPROPRIATELY
- USE CLASSROOM MATERIALS FOR DESIGNED USE ONLY
- SIT APPROPRIATELY IN CHAIRS

RESPECTFUL

- USE APPROPRIATE LANGUAGE AND VOLUME
- REMAIN QUIET WHEN OTHERS ARE TALKING
- PARTICIPATE IN ACTIVITIES
- ONLY USE DESIGNATED SUPPLIES
- FOLLOW ALL STAFF INSTRUCTION

RESPONSIBLE

- COME TO CLASS PREPARED
- COMPLETE ALL ASSIGNED WORK
- ASK FOR HELP WHEN NEEDED
- HELP KEEP IT CLEAN
- HOLD YOURSELF ACCOUNTABLE

EXECUTIVE *functions*



ATTENTION

The ability to sustain focus despite distractions, boredom and fatigue.

TIME MANAGEMENT

The ability to estimate how much time something will take, allocate it and meet deadlines.

ORGANIZATION

The ability to create and maintain systems to track information and materials.

METACOGNITION

The ability to observe, monitor, and evaluate one's own thinking.

PRIORITIZATION

The process of deciding the relative importance or urgency of a task.

WORKING MEMORY

The ability to temporarily store and manage information required to carry out complex cognitive tasks.

IMPULSE CONTROL

Impulse control is the ability to regulate thoughts, actions, and emotions in response to stimuli.

EMOTIONAL REGULATION

The ability to recognize and manage a wide range of emotions.

FLEXIBILITY

The ability to revise plans in face of obstacles or adapt to changing circumstances.

EMPATHY

The capacity to understand the feelings or perspective of another person.

GOAL PERSISTANCE

The ability to set and persist toward a goal despite competing demands or interests.

TASK INITIATION

The ability to see what needs to be done and begin without prompting.

What about Will?

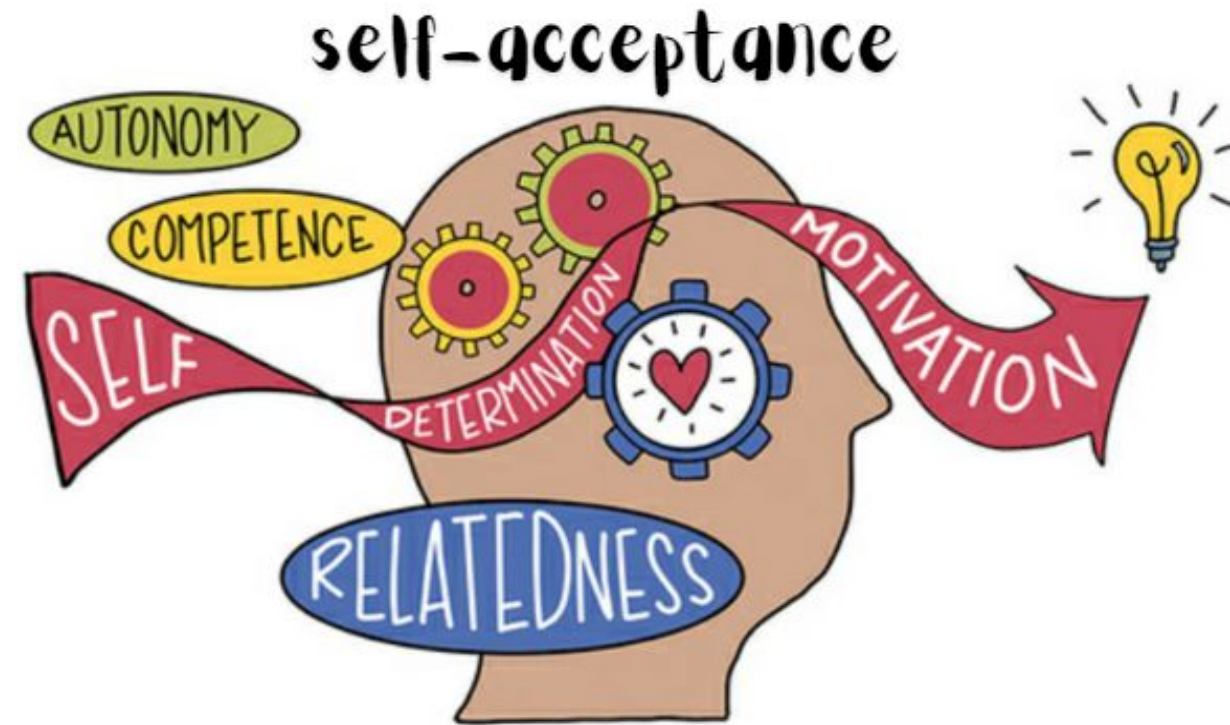
Autonomy is the principle of self-determination, having say in your existence and future.

Mastery is the feeling of competence and continuous improvement; growth in skills and knowledge.

Purpose is connected to meaning; why am I doing this and why does it matter?

Drive: The Surprising Truth About What Motivates Us -Daniel Pink

Belonging in School: Creating a Place Where Kids Want to Learn and Teachers Want to Stay-Fischer & Frey



What makes a reward system inclusive?

To ensure your PBIS reward systems are truly inclusive, consider the following principles:

Principle	Inclusive Practice
Accessible to All	Rewards can be earned through effort, improvement, and adherence to modified, individualized goals, not just perfect behavior.
Diverse Meaning	A variety of rewards are offered (privileges, social time, choice, tangibles) because students are motivated differently.
Community-Focused	Rewards often benefit the group, building a sense of belonging and reducing competition.
Choice-Driven	Students are given choices about <i>how</i> they demonstrate positive behavior and <i>which</i> reward they work towards.

INTRINSIC MOTIVATION: AUTONOMY, COMPETENCE, RELATEDNESS, & RELEVANCE



AUTONOMY

The principle of self-determination, having say in your existence and future.



COMPETENCE

The feeling of mastery and continuous improvement; growth in skills and knowledge.



RELATEDNESS

Connected to others; feeling a sense of belonging and mutual support.



RELEVANCE

Understanding the personal significance and value of the activity; why it matters to me.



Traditional Timeline

Boundaries

Consequences (punishment)

Accountability (power struggle)

Before

Rules and expectations for behavior are set and communicated by authority.

In the Moment

If rules are broken or expectations are not met consequences are threatened or assigned.

After

Adults attempt to deliver consequence/hold student accountable for their behavior.



“Giving a consequence without **relational support** will only create more dysregulation, anger, and a feeling of ‘me against you’.”

-Beyond Consequences Institute

Trauma Informed Timeline

Boundaries

Relationship

Responsibility

Before

Clear expectations that have been taught and practiced. Rules are developed with student input when needed.

In the Moment

When rules are broken or expectations are not met, adults approach the situation with empathy and understanding.

After

Self reflection is encouraged so students can take personal responsibility for their behavior and the consequences.

Behavior Integration Assessment

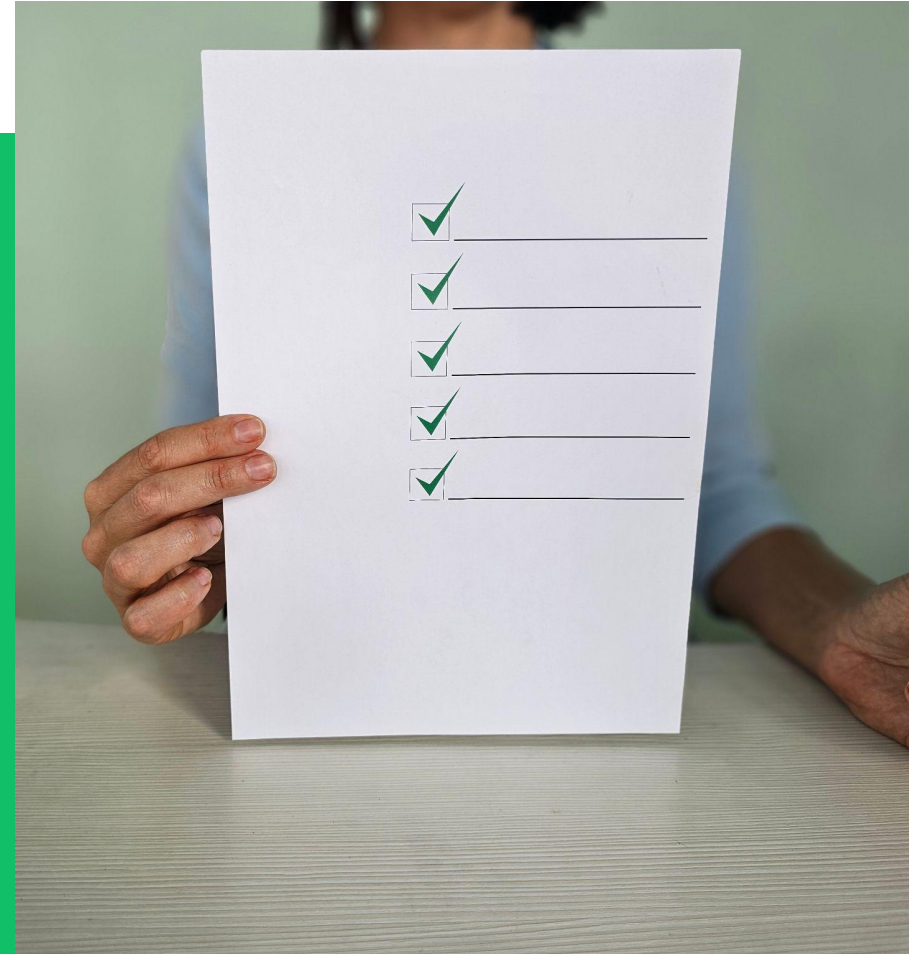
Behavior Solutions

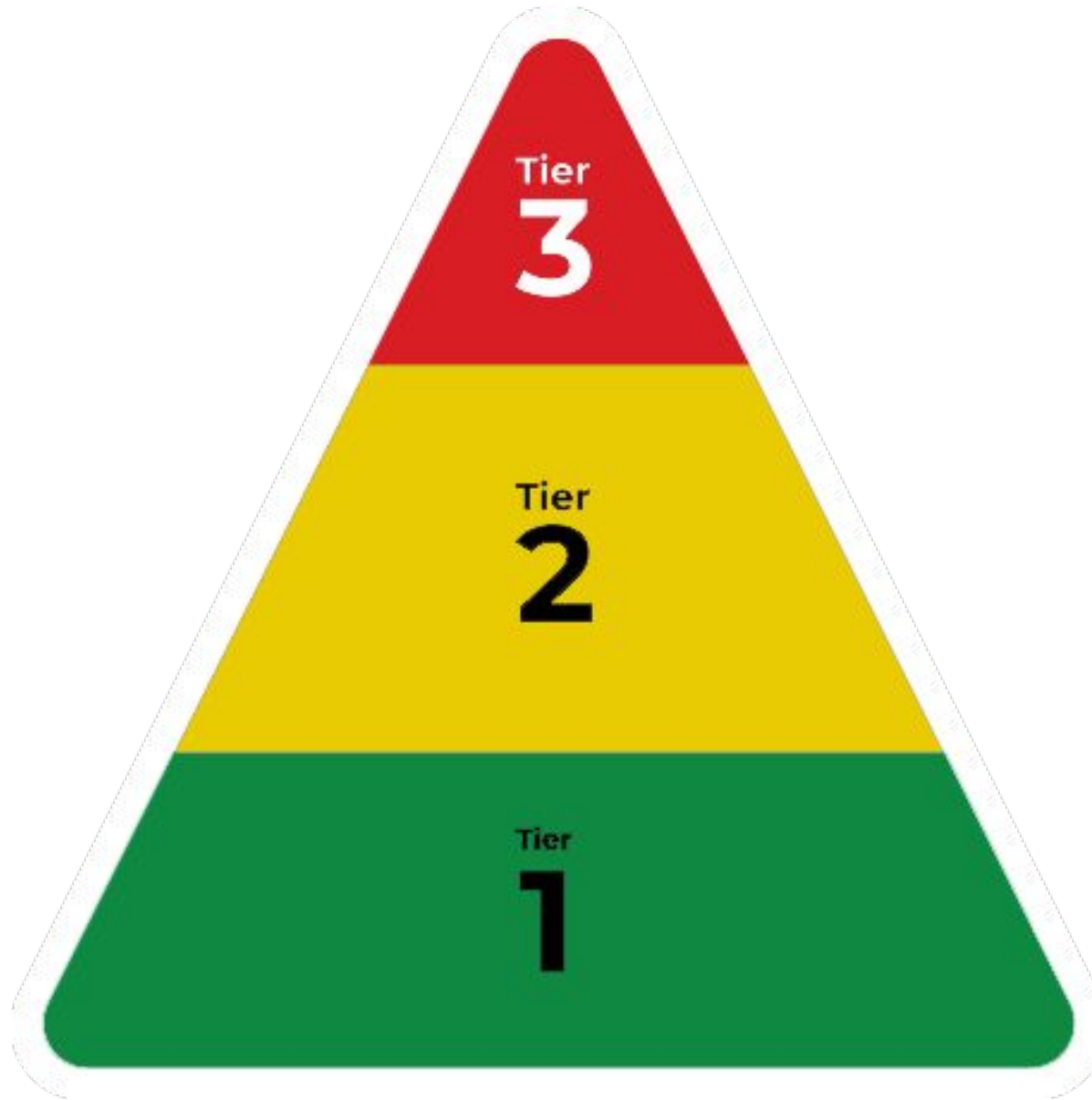
Each school has a goal related to the BIA in their BSIP.

2-In Place

1-In Progress

0-Not There





Intensive
support for
few

Targeted
support for
some

Universal
Support for all

In Practice:

Training

Professional learning brain state (survival / emotional / executive)

Systems that support classroom culture, climate and co-regulation before consequences

Coaching

8 Effective Practices built into walkthrough feedback

Alignment

Evaluating policy and practices for alignment with PBIS & Trauma Informed Practice

Communication

A commitment to using adopted systems, practices and data

Unified messaging around district priorities

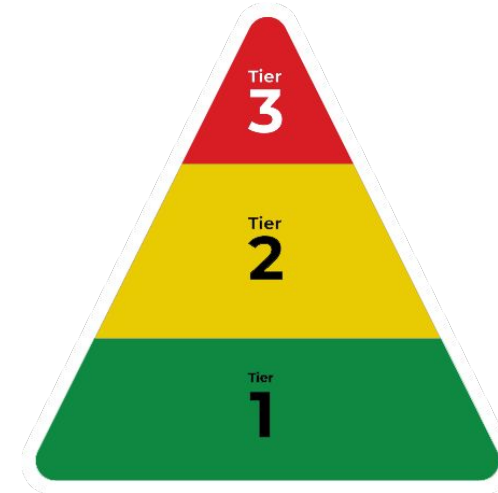
CLARITY OF SYSTEMS



A framework for creating **safe and orderly learning environments** where all students can be academically and socially successful.



A multi-tiered system of support that promotes early identification and intervention for students needing additional behavioral supports.



A district level data **driven system** for recognizing, identifying and providing [tiered PBIS support](#) to campuses

Carrying the PBIS Message: What Support Sounds Like:

1. Teaching Behavior, Not Just Managing It

"We're not just managing behavior — we're teaching it. PBIS gives us a structure to teach, practice, and reinforce the behaviors that support learning."

2. A Foundation, Not One More Thing

"PBIS isn't one more thing — it's the foundation that helps everything else work better. It aligns well with your academic and SEL priorities."

3. Strengthening Belonging and Partnership

"PBIS helps us create safe, respectful, and inclusive environments where students feel like they belong and can succeed."

4. A Smart Investment in Student Success

"When we invest in PBIS, we're investing in school climate, student well-being, and long-term success — it's a smart, research-based use of resources."

5. Long-Term Commitment and Encouragement

"PBIS is a long game. Even when the progress feels slow, every step we take is laying the groundwork for sustainable change. What matters is that we stay committed, keep learning, and keep showing up."

CLARITY OF SYSTEMS



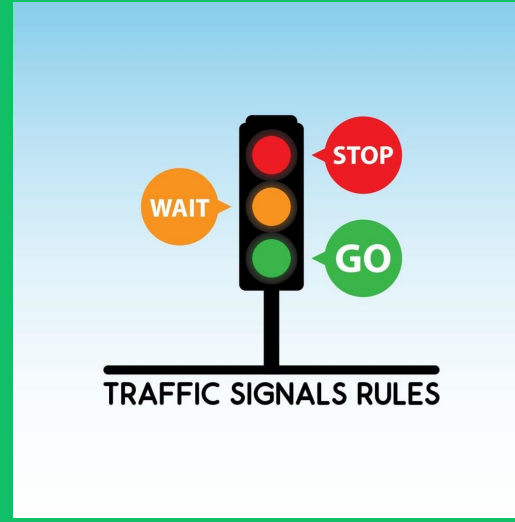
The Infrastructure

District Wide PBIS



The Road Map

Behavior Solutions



The Road Rules

**District SEL/B
Instructional
Framework**



The Vehicles





**Site or Program
Specific Resources**



8 Effective Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

SEL Instructional Framework

Morning Meetings		Daily Practices	
Welcoming/Inclusion Activities 1–3 minutes <i>All classes</i>	Explicit SEL/PBIS Instruction 12–14 minutes <i>Homeroom & Advisory</i>	Engaging Strategies, Brain Integrated <i>Transitions & All Instruction</i>	Academic Integration Integrated <i>All Instruction</i>
			
<p>Open each class period, or meeting, with an <u>INCLUSIVE WELCOME, ACTIVITY, ROUTINE, OR RITUAL</u> that builds community and connects to the work ahead. Routines create predictability and structure which contribute to a felt sense of safety. Rituals, such as classroom traditions and celebrations help reinforce desired behaviors and foster a sense of community, and belonging.</p> <p>Examples of Welcoming Activities, Routines, and Rituals:</p> <ul style="list-style-type: none"> • Smile warmly and greet each person by their preferred name. • Whole-group greeting activities • Morning circles • Interactive “do-nows,” such as peer-to-peer homework help • Class Jobs • Acknowledge important personal and academic achievements. 	<p>Provide daily opportunities for students to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive. In this guide you will find explicit lessons outlined for each week. The scope and sequence should be followed as written; however, teachers may adapt lessons based on Tier 1 data to better address the relevant needs of their students.</p> <p>Examples of Explicit SEL instruction:</p> <ul style="list-style-type: none"> • Lessons that focus primarily on building a social and emotional skill in an age-appropriate way. • Classroom activities that develop specific skills. • Routines and structures such as morning check-ins, circle discussions, or conflict resolution practices. 	<p>Embed ENGAGING STRATEGIES, to anchor thinking and learning, throughout the day. Engaging strategies are intentionally chosen strategies and activities with sequenced steps that offer opportunities to deepen learning AND practice SEL skills. They can be facilitated individually e.g. turn and talk, and collectively e.g., “Socratic Seminar ” and”Jigsaw” to suit your group’s current needs. Build in a balance of interactive and reflective experiences to meet the needs of all participants.</p> <p>Examples of Engaging Strategies:</p> <ul style="list-style-type: none"> • Brain Smart Start Structure • Kagan Structures • Benchmark Foundations & Routines • QSSSA • Opportunities to Respond • Active Classroom Strategies • Calming Strategies • Executive Skills Practice • Intentional Closure 	<p><u>ACADEMIC INTEGRATION</u> Integrating SEL into academic instruction shows students that these skills apply across settings and can support emotional regulation during instruction. Using <u>INTENTIONAL CLOSURE</u> reinforces shared understanding, highlights both cognitive and emotional aspects of the experience, and fosters a sense of accomplishment. Closures may reflect on the process or content of learning, identify next steps, connect to personal work, or express appreciation for one another.</p> <p>Examples of Intentional Closure:</p> <ul style="list-style-type: none"> • One-Minute Accolade • Something I learned... • I am curious about... • I am looking forward to tomorrow because... • Suit Yourself • Something I still question... • Something that still concerns me...

SEL Instructional Framework

Daily Practices

Welcoming/Inclusion Activities (1-3 minutes)



Open each class period, or meeting, with an [INCLUSIVE WELCOME, ACTIVITY, ROUTINE, OR RITUAL](#) that builds community and connects to the work ahead. Routines create predictability and structure which contribute to a felt sense of safety. Rituals, such as classroom traditions and celebrations help reinforce desired behaviors and foster a sense of community, and belonging.

Examples of Welcoming Activities, Routines, and Rituals:

- Smile warmly and greet each person by their preferred name.
- Whole-group greeting activities
- Morning circles
- Interactive "do-nows," such as peer-to-peer homework help
- Class Jobs
- Acknowledge important personal and academic achievements.

Engaging Strategies, Brain (Transitions & All Instruction)



Embed [ENGAGING STRATEGIES](#), to anchor thinking and learning, throughout the day. Engaging strategies are intentionally chosen strategies and activities with sequenced steps that offer opportunities to deepen learning AND practice SEL skills. They can be facilitated individually e.g. turn and talk, and collectively e.g., "Socratic Seminar" and "Jigsaw" to suit your group's current needs. Build in a balance of interactive and reflective experiences to meet the needs of all participants.

Examples of Engaging Strategies:

- [Brain Smart Start Structure](#)
- [Kagan Structures](#)
- [Benchmark Foundations & Routines](#)
- [QSSSA](#)
- [Opportunities to Respond](#)
- [Active Classroom Strategies](#)
- [Calming Strategies](#)
- [Executive Skills Practice](#)
- [Intentional Closure](#)

Academic Integration (All Instruction)






[ACADEMIC INTEGRATION](#) Integrating SEL into academic instruction shows students that these skills apply across settings and can support emotional regulation during instruction. Using [INTENTIONAL CLOSURE](#) reinforces shared understanding, highlights both cognitive and emotional aspects of the experience, and fosters a sense of accomplishment. Closures may reflect on the process or content of learning, identify next steps, connect to personal work, or express appreciation for one another.

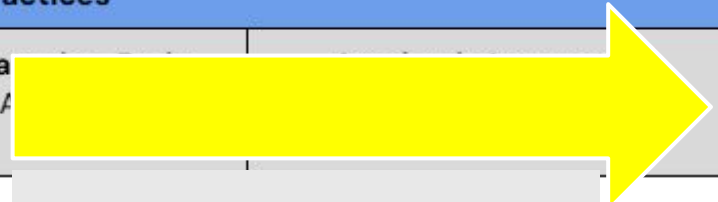
Examples of Intentional Closure:

- One-Minute Accolade
- Something I learned...
- I am curious about...
- I am looking forward to tomorrow because...
- Suit Yourself
- Something I still question...
- Something that still concerns me...

These are best practices across all environments to support [Climate, Communication and Culture.](#)

SEL Instructional Framework		
Daily Practices		Daily or Weekly Practice
<p>Welcoming/Inclusion Activities (1-3 minutes)</p>  <p>Open each class period, or meeting, with an <u>INCLUSIVE WELCOME, ACTIVITY, ROUTINE, OR RITUAL</u> that builds community and connects to the work ahead. Routines create predictability and structure which contribute to a felt sense of safety. Rituals, such as classroom traditions and celebrations help reinforce desired behaviors and foster a sense of community, and belonging.</p> <p>Examples of Welcoming Activities, Routines, and Rituals:</p> <ul style="list-style-type: none"> • Smile warmly and greet each person by their preferred name. • Whole-group greeting activities • Morning circles • Interactive “do-nows,” such as peer-to-peer homework help • Class Jobs • Acknowledge important personal and academic achievements. 	<p>Engaging Strategies (Transitions & Activities)</p>  <p>Embed <u>ENGAGING STRATEGIES</u> to anchor thinking and learning throughout the day. Engaging strategies are intentionally chosen strategies and activities with sequenced steps that offer opportunities to deepen learning AND practice SEL skills. They can be facilitated individually e.g. turn and talk, and collectively e.g., “Socratic Seminar ” and”Jigsaw” to suit your group’s current needs. Build in a balance of interactive and reflective experiences to meet the needs of all participants.</p> <p>Examples of Engaging Strategies:</p> <ul style="list-style-type: none"> • Brain Smart Start Structure • Kagan Structures • Benchmark Foundations & Routines • QSSSA • Opportunities to Respond • Active Classroom Strategies • Calming Strategies • Executive Skills Practice • Intentional Closure 	<p>Explicit SEL/PBIS Instruction (12-14 minutes) (Homeroom & Advisory)</p>  <p>Provide daily opportunities for students to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive. In this guide you will find explicit lessons outlined for each week. The scope and sequence should be followed as written; however, teachers may adapt lessons based on Tier 1 data to better address the relevant needs of their students.</p> <p>Examples of Explicit SEL instruction:</p> <ul style="list-style-type: none"> • Lessons that focus primarily on building a social and emotional skill in an age-appropriate way. • Classroom activities that develop specific skills. • Routines and structures such as morning check-ins, circle discussions, or conflict resolution practices.

This is the district provided Tier 1 SEL/B Curriculum.





ALL BEHAVIOR IS
COMMUNICATION.

**Get
curious.**

PROVIDE FEEDBACK

Thank you for taking time to provide feedback regarding your learning experience..



THANK you!

Jinny Datema, MS, LPC

Coordinator of Social Emotional Learning



**Springfield
Public Schools**

-  417-523-7641
-  vadatema@spsmail.org
-  1359 E. St. Louis St.
Springfield, MO 65802
-  www.sps.org

This is the title of the presentation

Subtitle

This is the title of the presentation

Subtitle

This is the title of the presentation

Subtitle

Section Divider Title

Subtitle

Section Divider Title

Subtitle

Section Divider Title

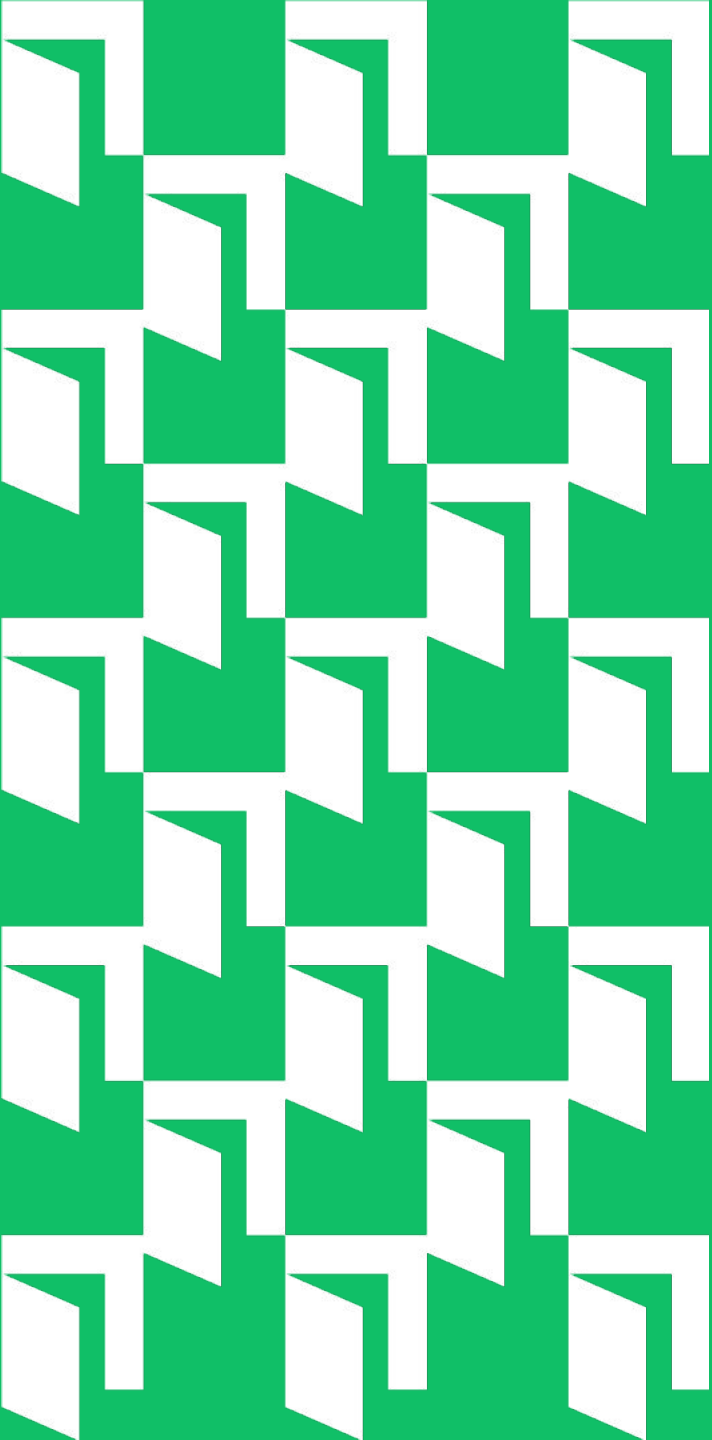
Subtitle



Section Divider Title



Section Divider Title



Section Divider Title

This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

This is a long page title

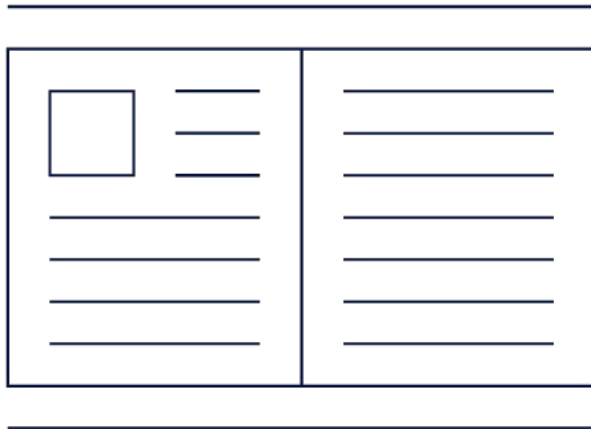
This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

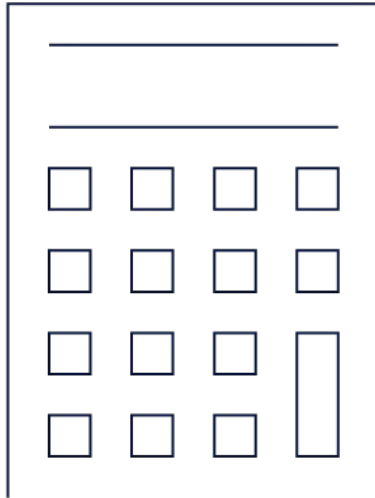
This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco



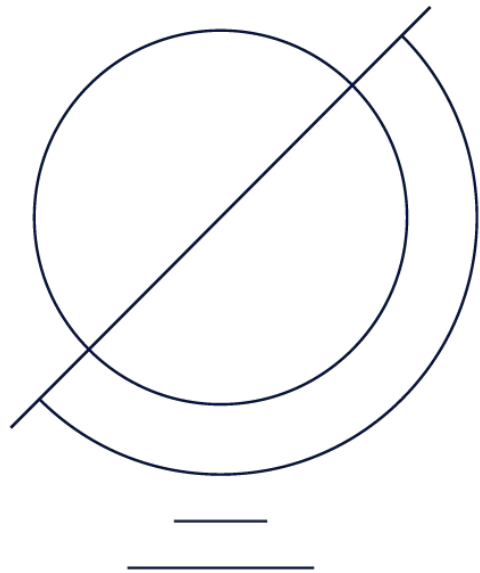
This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco



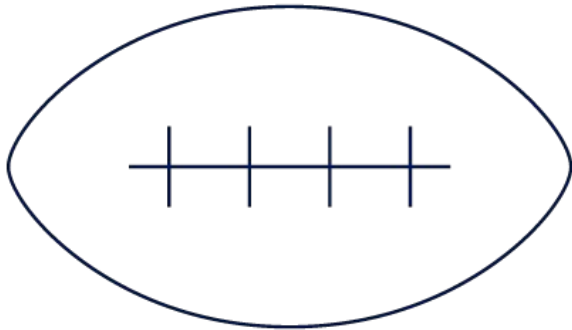
This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco



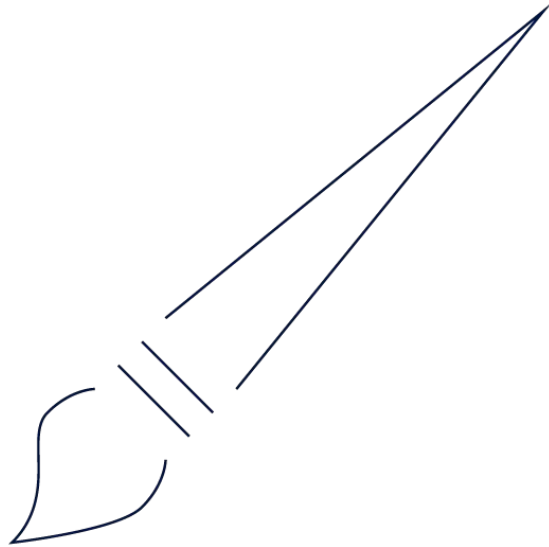
This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco



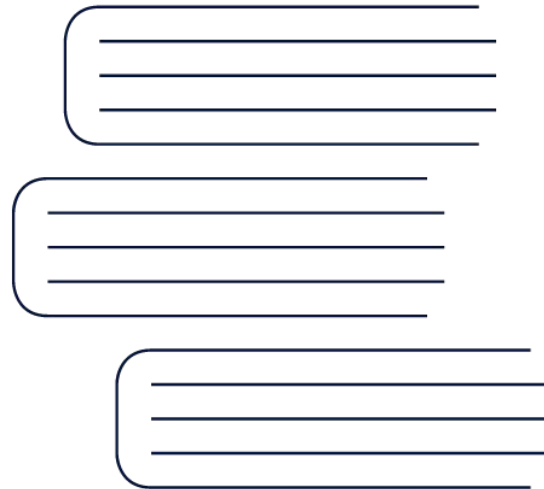
This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco



This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco



This is a long page title

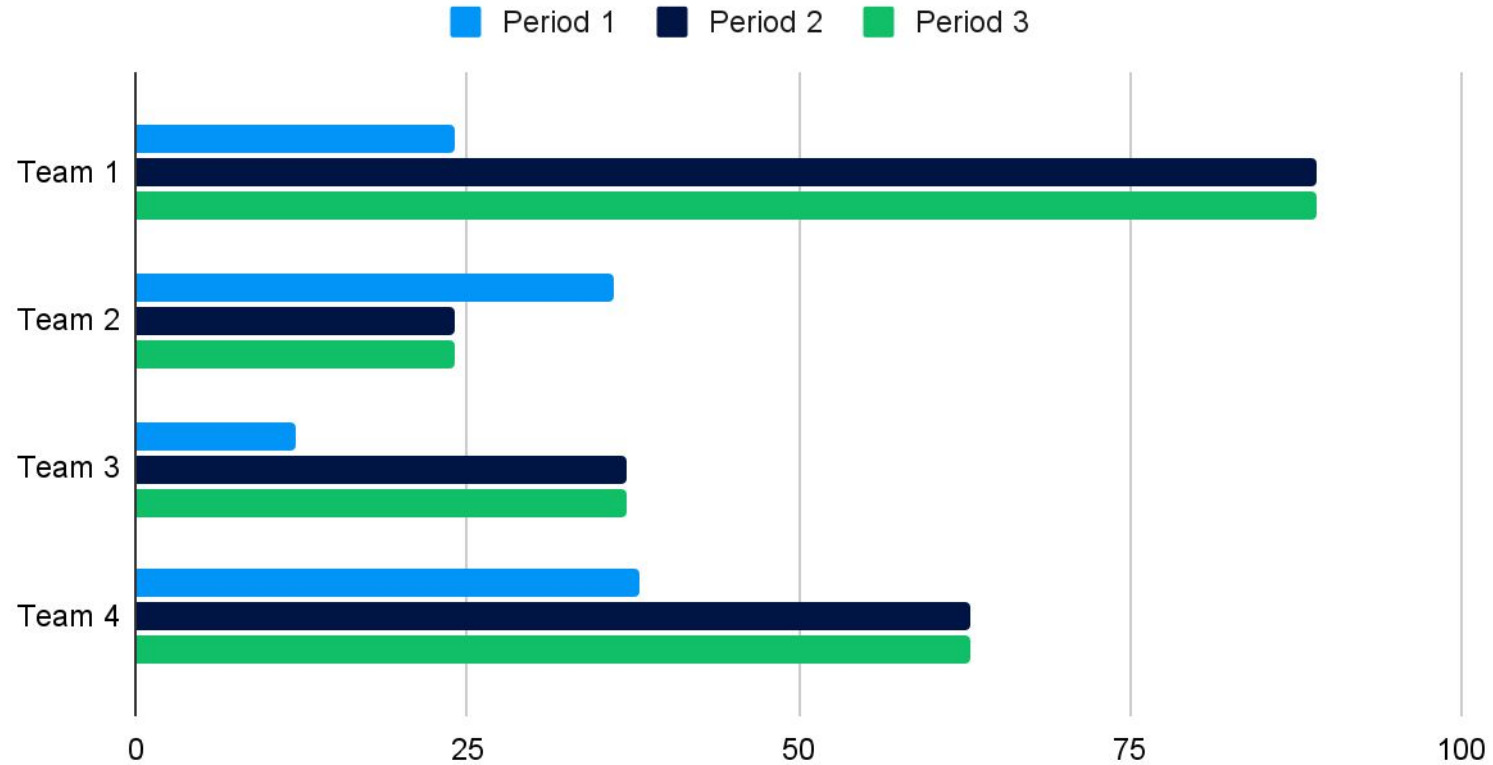
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco



This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

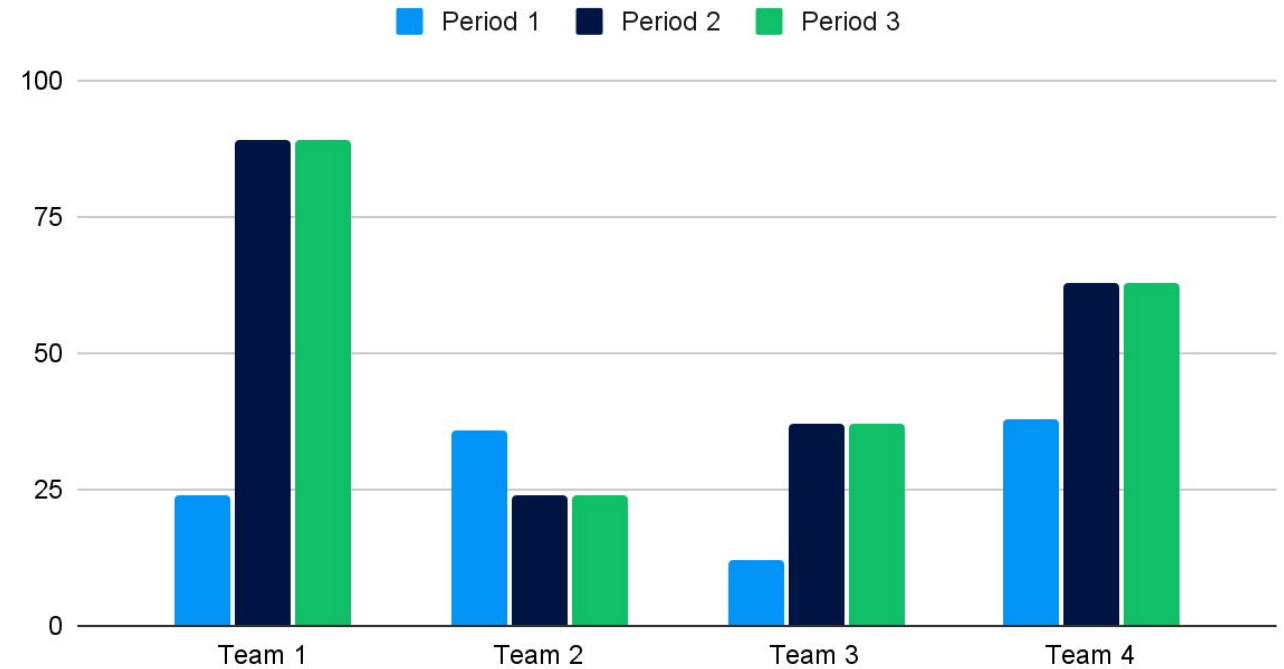
Points scored



This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

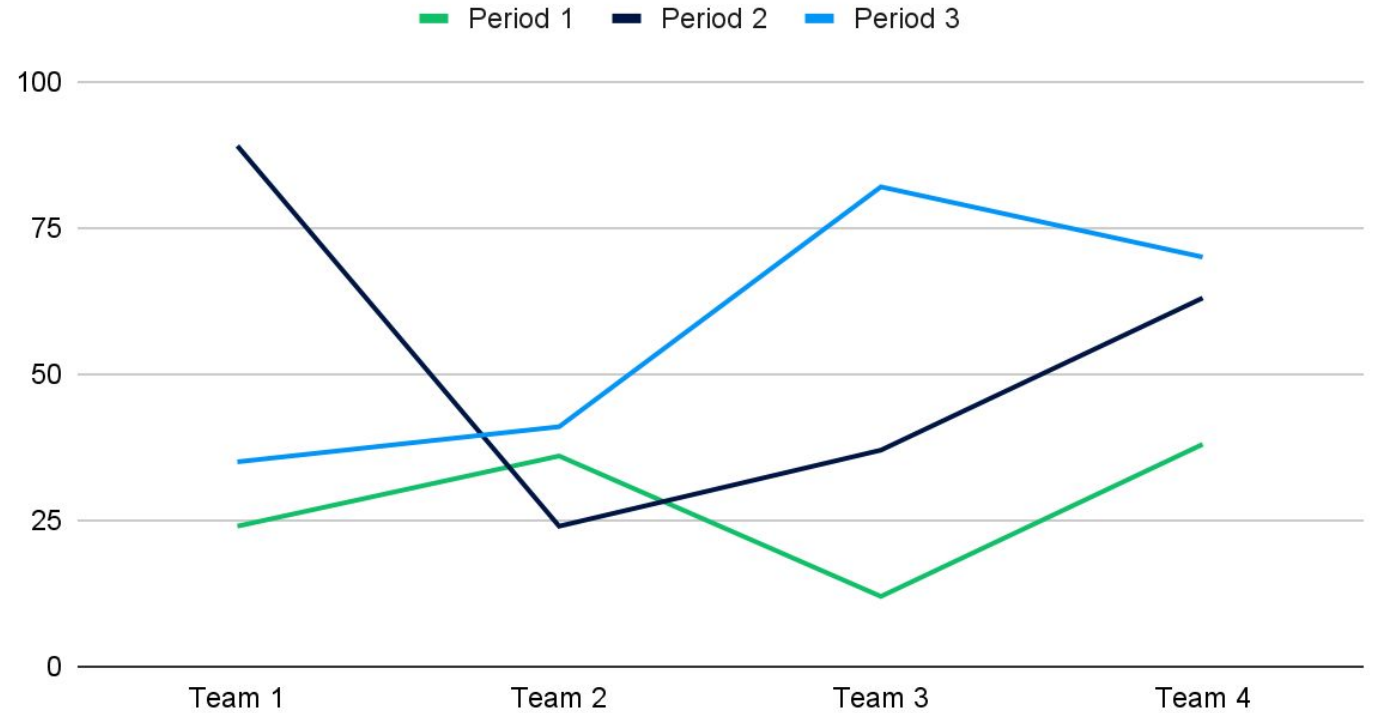
Points scored



This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

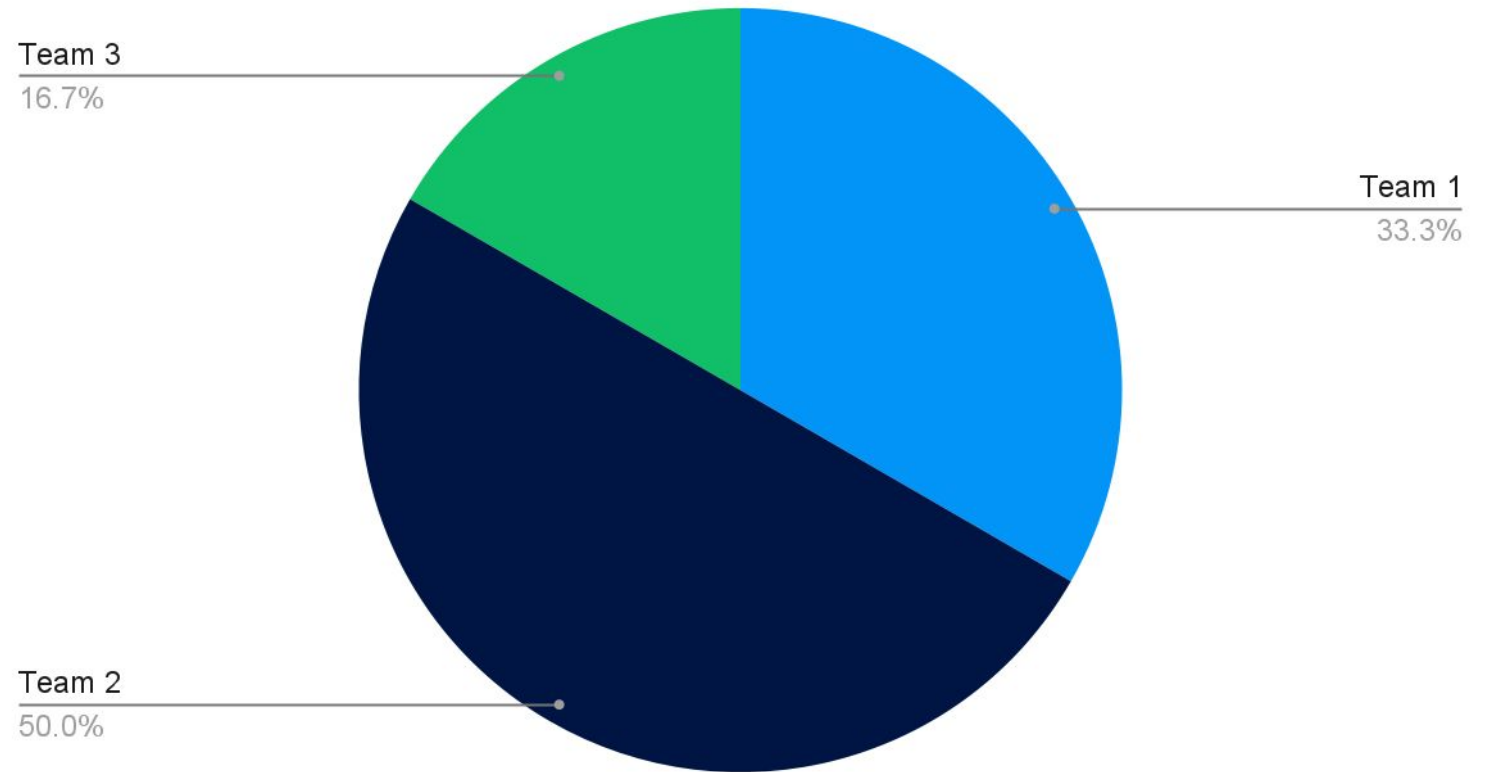
Points scored



This is a long page title

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco

Points scored





Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco



Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco



Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco



Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco











OZARKS TECHNICAL COMMUNITY COLLEGE
OZARKS TECHNICAL COMMUNITY COLLEGE



Thank You





Springfield
Public
Schools