Schenectady City School District

District Behavior Specialist Team
Systems-Level Prevention & Support

"Our primary mission is to support school staff in exploring and continually improving on the use of best practice, multi-tiered school-wide systems and solutions for promoting all students' academic engagement, positive behavior, and social-emotional skill growth."

Systems-Level Support

From Your SCSD Behavior Team

Website: www.SCSDbehaviormatters.weebly.com
Twitter: @SCSDbxteam

Jacquelyn O'Connor, PsyD, NCSP • Amanda Linehan, MS, CAS, NCSP

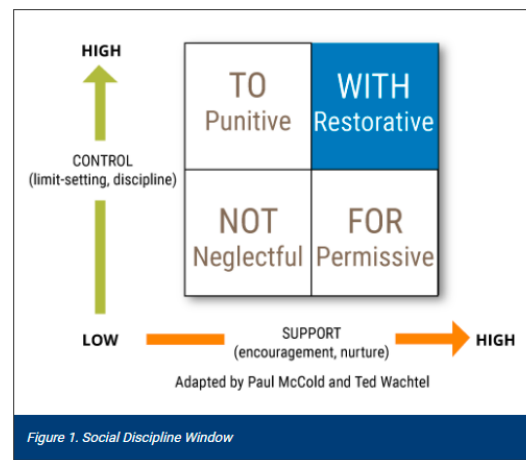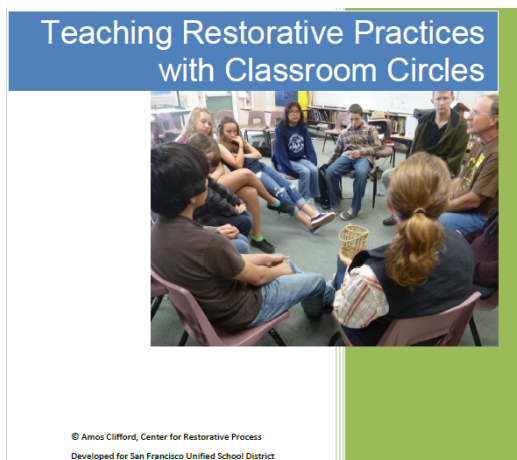| Pillars of Our SCSD Strategic Plan			
	Student & Graduate Success	**Passionate People**	**Partnerships with Families & Community**	**Efficient Systems & Equitable Resources**
Tools, Resources, & Support from our SCSD Behavior Team	• Reflection tools & practices that support specific & universal approaches to espousing the 5 Trauma-Informed Care values • Support with school-wide approaches, strategies, and work that increase students' feelings of belongingness and provide restorative pathways for preventing & repairing harm	• Regular Best Practice Behavior Collaborative Meetings, PD offerings, and resource-sharing website updates to foster collaboration and agency among SCSD stakeholders • Ongoing resource provision and support of district initiatives, vision & goals (TSS/ Anti-Racism, PBIS, SEL)	• Amplification of parent and community assets through annual Mental Health Awareness Fair & ongoing partnership bridging • Planning of strategic approaches to collaboration & shared decision-making with parent liaisons, etc.	• Consultation around use of varied school-wide data sources and coordination of best practice, multi-tiered systems of support (MTSS) to building on strengths and mitigating student risk factors • Collaboration to increase integration, simplicity, efficiency of school-wide social, emotional & behavioral support offerings & delivery

Comprehensive Classroom Management Planning

The customizable Comprehensive Classroom Management (CCMP) template is designed to be a tool for teachers to organize all key components of classroom management according to various best practices and resources. This template can be used as a grade-level team discussion tool or a consultation tool with teachers, and includes specific, best practice ideas for student engagement and positive classroom climate. Teachers can access our Google Classroom to view training videos, supporting documents and tools for completing each domain of the CCMP.

My Comprehensive Classroom Management Plan

"An ounce of prevention is worth a pound of cure." - Benjamin Franklin

My Name:
School Year:
Date of Plan:
My Classroom Mission Statement:

From Your SCSD Behavioral Health Consultants
Website: www.SCSDbehavioralhlers.weebly.com
Twitter @SCSDbhteam

Laura Beritini-Colón, LCSW   Jacquelyn O'Connor, PsyD   Kelli Schultz, LCSW   Amanda Zelima, MS, CAS

Resources provided include:
- Training videos, tools and resources for each domain of the CCMP:
  - Five Senses & The Physical Space
  - Kids Aren't Mind Readers: Defining classroom expectations, rules, routines and behavioral routines
  - Kindness Is a Language: Building Effective Relationships with my Students
  - What's Your Hook: Identifying Strategies for Promoting Academic Engagement
  - Keep Calm & Carry On: Utilizing planned responses to appropriate and inappropriate behavior to enhance students' opportunities for learning
  - It's a Journey, Not a Destination: Reflecting on, reviewing, revising and sharing my plan
- Alignment between NYS standards for classroom management, Trauma Informed Care Values and Anti-Racist lens.
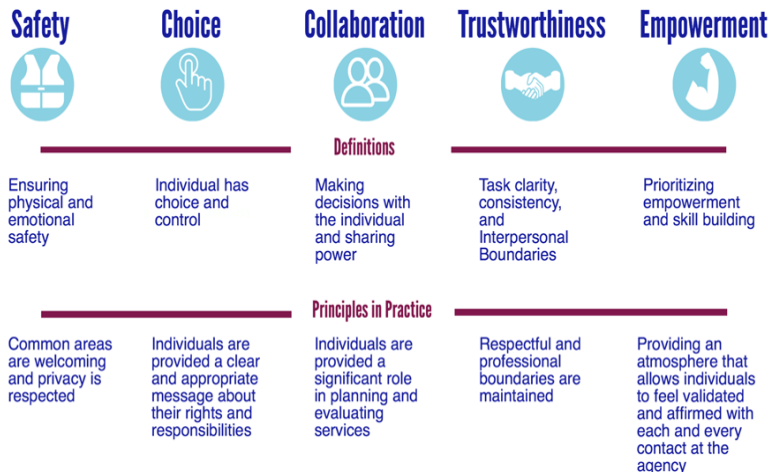- Guiding questions & examples provided for quality assurance

Google Classroom (Link): CCMP Google Classroom Code: **hxehhwh**

Teaching Restorative Practices with Classroom Circles

© Amos Clifford, Center for Restorative Process
Developed for San Francisco Unified School District

Figure 1. Social Discipline Window

Adapted by Paul McCold and Ted Wachtel
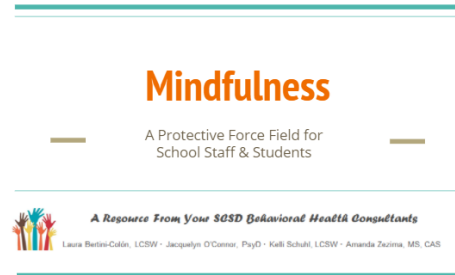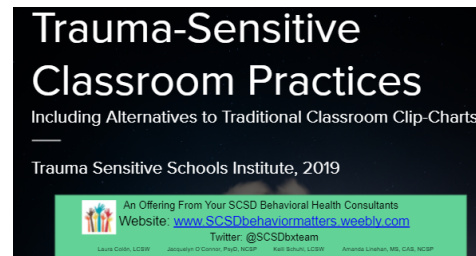
Trauma-Sensitive Schools (TSS) Support:

Incorporate the Trauma-Informed Care (TIC) core values into work that is created and utilized across the district on all tiered levels. In a trauma sensitive schools system, every person walking through the building should benefit from the core values being adopted and integrated into daily practices. We support TSS through quality assurance and best practices research based recommendations of initiatives/practices throughout the building as well as provide PD and training on practices to incorporate that promote the well-being of all people involved with the building.

The 5 Trauma-Informed Care Values

Safety	Choice	Collaboration	Trustworthiness	Empowerment
Definitions				
Ensuring physical and emotional safety	Individual has choice and control	Making decisions with the individual and sharing power	Task clarity, consistency, and Interpersonal Boundaries	Prioritizing empowerment and skill building
Principles in Practice				
Common areas are welcoming and privacy is respected	Individuals are provided a clear and appropriate message about their rights and responsibilities	Individuals are provided a significant role in planning and evaluating services	Respectful and professional boundaries are maintained	Providing an atmosphere that allows individuals to feel validated and affirmed with each and every contact at the agency

Institute on Trauma and Trauma-Informed Care (2015)

[Trauma-Informed Care Values & Desirable Responses from Students, Families and Staff](#)
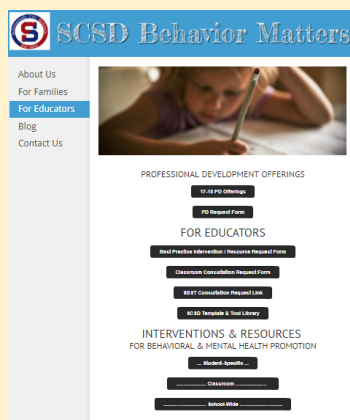
Trauma-Sensitive Classroom Practices
Including Alternatives to Traditional Classroom Clip-Charts

Trauma Sensitive Schools Institute, 2019

An Offering From Your SCSD Behavioral Health Consultants
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Mindfulness
A Protective Force Field for School Staff & Students

A Resource From Your SCSD Behavioral Health Consultants
Laura Bertini-Colón, LCSW · Jacquelyn O'Connor, PsyD · Kelli Schuhl, LCSW · Amanda Zezima, MS, CAS

Vicarious Trauma & Self-Care
SCSD Behavioral Health Consultants
Website: www.SCSDbehaviormatters.weebly.com   Twitter: @SCSDbxteam
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Resource-Sharing Website

www.scsdbehaviormatters.weebly.com

SCSD Behavior Matters

About Us
For Families
For Educators
Blog
Contact Us

PROFESSIONAL DEVELOPMENT OFFERINGS
- 17-18 PD Offerings
- PD Request Form

FOR EDUCATORS
- Best Practice Intervention / Resource Request Form
- Classroom Consultation Request Form
- SCS7 Consultation Request Link
- SCSD Template & Tool Library

INTERVENTIONS & RESOURCES
FOR BEHAVIORAL & MENTAL HEALTH PROMOTION
- ... Student-Specific ...
- .... Classroom ....
- .... School-Wide ....

Bitmoji Classrooms

Access for all staff to explore and engage in electronic tools and resources for equity promoting practices, PBIS & SEL roadmaps & tools for implementation.

Tier 1, Classwide, Equity-Promoting Preventative Strategies: Best Practices

Professional Development Offerings

The District Behavior Team offers PD sessions to support the district with achieving its mission and goals across the 5 pillars. Trainings are offered for all levels and available for turn-key trainings within buildings. They can be delivered in person or electronically either synchronous or asynchronous. The PD's cover the district's SCEP tenets 5 (social/ emotional) and 6 (parent & family) and addressed topics including:

- social emotional learning,
- trauma-sensitive schools (tier 1 interventions), and
- best practice behavior intervention strategies for tiers 1, 2, and 3.

Various Book Study Offerings
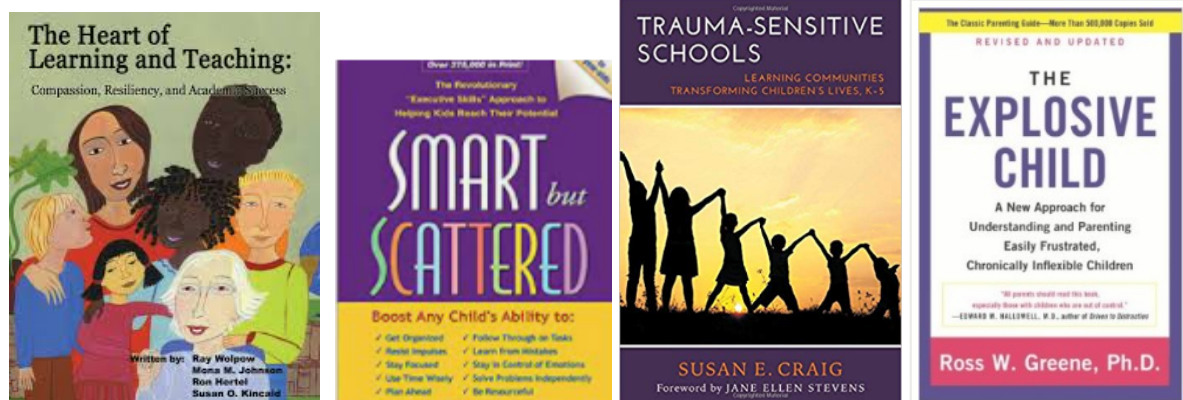
Best-Practice Collaboratives

YOU'RE INVITED! Add to your Toolkit by Attending a

Best Practice Behavior Collaborative

The SCSD Behavior Team's primary mission is to support school staff in exploring best practice solutions for promoting students' academic engagement, positive behavior, and social-emotional skills. In support of this mission, we host regularly scheduled Best Practice Behavior Collaborative Meetings open to all teachers and district staff.

All school staff are invited to 30 minute, biweekly Best Practice Collaborative meetings, where they have the opportunity to benefit from:

- a presentation summarizing a current best practice behavior intervention or approach,
- ready to use materials or a step by step guide to using it, and
- guidance about recommended adaptations to meet the specific needs of SCSD students.

Previous Best Practice Behavior Collaborative Topics summaries are archived on our blog, at www.scsdbehaviormatters.weebly.com/blog, and requests for future Best Practice Collaborative topics are welcome.

Mindfulness PD Series: Now available via Google Classroom!

One way schools can promote the trauma-informed values of safety, choice, trust, empowerment and collaboration is through planful approaches to mindfulness practice for teachers and students. Our goals for the following mindfulness PD and meet-up offerings are to attain positive outcomes for students, teachers, and the school community, including increased accessibility for learning, enhanced job satisfaction, and improved culture and climate.

Google Classroom (Link): [Best Practice Approaches to Mindfulness Activities with Students](#)
Google Classroom Code: **yxp2gt6**

Mindful Art

Mindful Eating

Mindful Breathing

Progressive Muscle Relaxation

Mindful Movement

Mindful Listening

Mindfulness Discovery PD Series

Participants focus on a six part video series of mindfulness practices they can use with their students, and which types of practices will have energizing or calming effects on their classroom. In each 30 minute video segment, they explore a practice experientially, learn about best practices sources of similar practices, discuss practical tips for application with their students and have guiding questions provided. Buildings can play the video segments during PLC time or access the videos on our website (www.scsdbehaviormatters.weebly.com) then complete the respective survey to receive PD credit.

Mindful Meet-Up for Adults

Cultivating our own mindfulness practice enables us to self-monitor, model being mindful, increase attunement to student needs, become more responsive and less reactive, and sustain ourselves through self-care. Meet-ups include practices in mindful breathing, mindful eating, body scanning, mindful sitting, grounding meditation, using the STOP technique, experiential acceptance, breathing space practice, loving-kindness meditation, compassionate breathing and gratitude meditation.

Partnerships with Families & Community

Schenectady Mental Health Awareness Fair Every May, we observe Mental Health Awareness Month by hosting a community fair that highlights our strengths, assets, and partnerships. Our focus for the Mental Health Awareness Fair is to empower students, families, and community members with the opportunity to nourish the strength and resilience within themselves by exploring activities and making connections that promote mental health and wellbeing. We come together to celebrate and appreciate student creative expression, enjoy wellness-related breakout sessions, and connect with community organizations & agencies.

Families and staff join together and try out creative arts, dance, boxing, tennis, pet therapy, music therapy, chair massages, yoga, etc.! Among other things, students and families have the opportunity to participate in/watch poetry slams, play tennis with 15-Love and play a pick-up basketball game with the Schenectady Police Department, walk through a gallery art exhibit and much more. There have been awards and raffle giveaways.

Student Involvement	Breakout Session Activities	Community and District Exhibitors	
• BRTC • Key Club • LPP • Peaceful Warriors • Roots Club • SADD • SCSD Dance Team • BDO • Voices of Schenectady	• Drumming • Yoga 101 • Pet-therapy • Chair Massage • 15 Love Tennis • Ring of Hope Boxing Club • Basketball • Poetry Slam • Expressive Dance • Ballet • Restorative Circles • "Teens Helping Teens" • "In Her Shoes"	• 15-Love • Behavioral Health Center • Belmont Pop Warner Football • Capital Counseling/ EAP • Centro Civico Hispano, Albany • Concerned for the Hungry • CREATE Community Studios • Hometown Health • Myers Ballet School • New Horizons Recovery • Community Hospice Youth Center • Pride Center of the Capital Region • Samaritan Counseling Center • Working Group on Girls • Parsons Child & Family Center • Ellis Medicine - Department of Psychiatry • Big Brothers & Big Sisters of the Capital District • Capital District Tobacco-Free Communities	●Boys Day out ●Fidelis ●YMCA ●YWCA ●City Life Center ●Salvation Army ●Girls on the Run ●Planned Parenthood ●Victim Advocacy Services ●Twist & Flip Gymnastics

Monday, May 6th ✳ 4:30-6:30pm

SCSD Mont Pleasant MS

Come to the fair to:

Enjoy free snacks & fun family activities!

Connect with friends & community members!

Explore community offerings & get resources!

Mental Health Awareness

For SCSD Students, Families, Colleagues, & Community Agencies & Organizations

#StrongerTogether #MentalHealthAwareness

To offer a virtual fair alternative (19-20 and 20-21), we created the [Mental Health Awareness Website](), which serves as a platform for connection and partnership-building within our district and local community, offering wellness promotion activities for all.

Strengthening Home-School Partnerships

Providing parenting support and education to our SCSD families impacts our students directly and indirectly. When parents can explore developmental considerations, build coping skills for the stressors of parenting, and share ideas on the importance of routines and structure around areas such as homework, chores and bedtime, they are better equipped to help their children thrive as students. Positive outcomes of enhanced home-school collaboration include improved attendance and reduced maladaptive behavior, which both lead to greater academic success. Examples of this work have included:

- Provision of resources and professional development opportunities on helpful approaches for enhancing home-school relationships
- School-wide Mental Wellness Mini-messaging for parents/ guardians
- Resources for Parents on the Behavior Team website at: http://scsdbehaviormatters.weebly.com/for-families.html
- Community involvement in SEL curriculum decision process at the secondary level.
- Parenting Groups

The [Backpack Connection Series]() was created by TACSEI to provide a way for school staff and parents/caregivers to work together to help young children develop social emotional skills and prevent & reduce challenging behavior. Handouts are provided for school staff to send home to families about a new strategy or skill that is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

Efficient Systems &
Equitable Resources

Use of Universal Behavior Screening and Other Building Data to Inform Multi-Tiered Support Plans
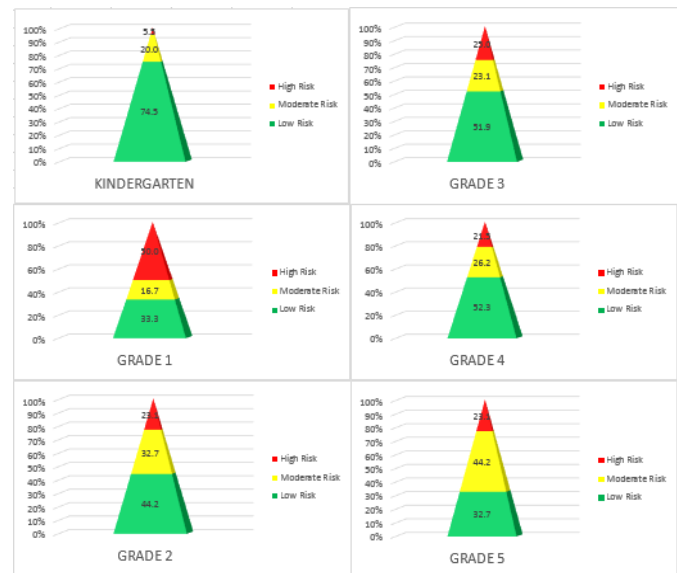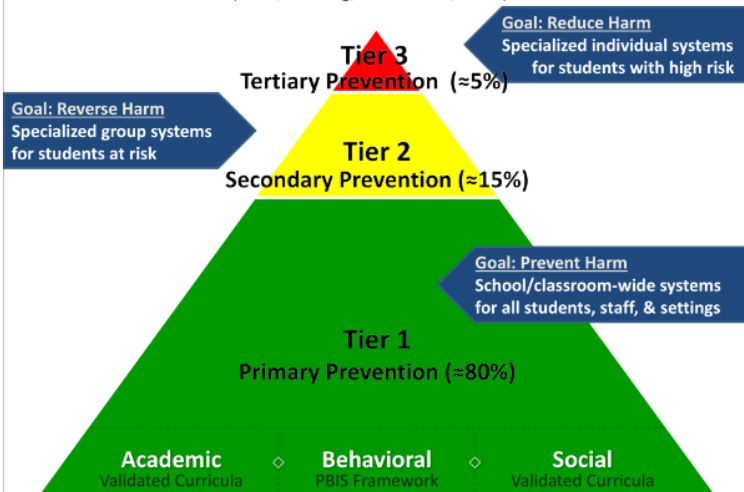

Student Risk Screening Scale – Internalizing /Externalizing (SRSS-IE) Screens for Mental & Behavioral Symptoms

Predictive
The SRSS-IE is as predictive of academic and behavioral needs as Office Discipline Referrals.

Proactive
The SRSS IE gives schools the ability to pinpoint problem areas before resorting to punitive measures.

Productive
SRSS-IE results helps schools to allocate resources where they are needed most.

School-wide screener results can be invaluable, in conjunction with other data, in matching tiered, evidence-based supports to identified student, classroom, and school-wide needs. Our team has provided data aggregation and support to building teams by preparing summaries of student, classroom, and school-wide risk, according to SRSS-IE results. We've also recommend and supported corresponding use of best practice multi-tiered responses and provide consultation support to increase effectiveness and evaluate outcomes.


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Specialized individual systems for students with high risk

Tier 3
Tertiary Prevention (≈5%)

Goal: Reverse Harm
Specialized group systems for students at risk

Tier 2
Secondary Prevention (≈15%)

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Tier 1
Primary Prevention (≈80%)

Academic ◇ Behavioral ◇ Social
Validated Curricula   PBIS Framework   Validated Curricula

	Suspension Days	Pct In Attendance	Fall Behavior Screener SRSS-E Total	Fall Behavior Screener SRSS-I Total	Report Card (2017-18 Q1 Failing Courses)	AW ORF Fall	AW ORF Winter	AW M-COMP Fall	AW M-COMP Winter	2016-17 NYS ELA	2016-17 NYS Math
	0	88.57%	1	1	2	74	60	5	41	Level 1	Level 1
	0	87.14%	1	3	1	44	40	11	7	Level 2	Level 1
	0	97.86%	8	0	2	49	37	25	35	Level 2	Level 1
	0	92.86%	5	0	0	95	94	16	29	Level 2	Level 1
	0	84.62%			0	n/a	3	n/a	2	n/a	n/a
	0	74.29%	9	2	5	26	n/a	16	9	Level 2	Level 1
	0	92.86%	8	0	1	34	21	8	49	Level 2	Level 1
	0	100.00%	4	0	0	76	n/a	n/a	86	Level 4	Level 3

Integration of School-wide Social-Emotional-Behavioral Initiatives

The integration and coordination of multi-tiered, school-wide PBIS and SEL approaches can reduce fragmentation and redundancy in committee work, and PBIS & SEL efforts can complement and enhance each other. The district behavior team can support teams with increasing the efficiency and effectiveness of these systems working together in support of a model of prevention for building and improving positive school climate.
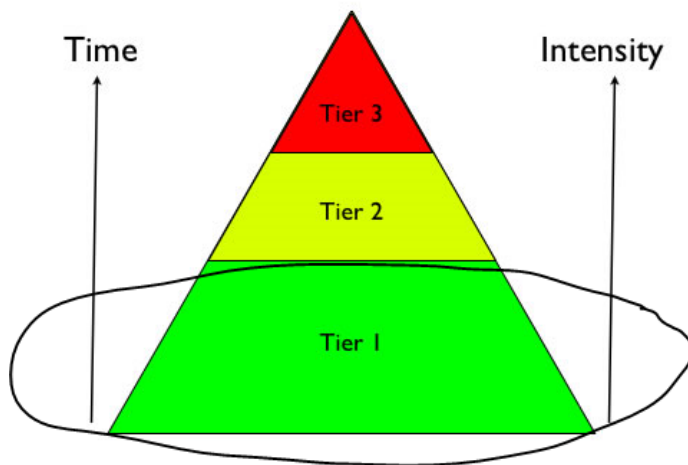
Integrating PBIS & SEL: A Roadmap of Meeting Agendas for your School Year

Positive Behavior Interventions & Supports: A Roadmap for Implementation

Social Emotional Learning (SEL): A Roadmap for Implementation

Positive Behavior Interventions & Supports (PBIS)
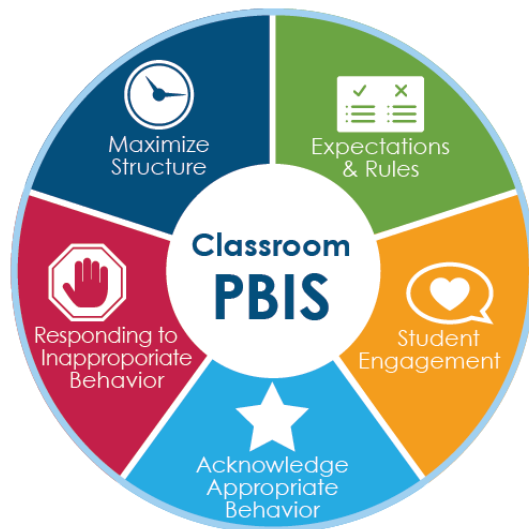
Social Emotional Learning (SEL)

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

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

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

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

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

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

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SEL for Adults

Self-Care as an Ethical Mandate

SEL for Students

Stakeholder Group Work on Selecting an SEL Curriculum at the Secondary Level