**Action Planning Form**

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| **Activity** | **Who is Responsible** | **Target Start Date** | **Target Completion Date** | **How will we know if it’s working?** |
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| **Elements of Culture** | **My norms growing up** | **My norms in 2019** | **My norms in COVID-19** | **How my students and families might be different** | **How these differences might create conflict** |
| **Use of profanity (example)** | *No swearing, especially around adults* | *OK with friends outside of work, none at work or with family* | *Swearing is the least of our problems* | *Swearing might be acceptable to convey strong emotion* | *Students and families may be viewed as disrespectful when they have strong feelings* |
| **Appropriate dress** |  |  |  |  |  |
| **Appropriate voice level** |  |  |  |  |  |
| **Appropriate personal space** |  |  |  |  |  |
| **Appropriate learning space** |  |  |  |  |  |

**Project PREVENT**

**Expectations and Matrix Examination Activity**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is the school’s current set of established school-wide expectations/values (if any)?**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**When and how were they developed? Who was at the table? Who provided input?**

***Do they have the following critical features?***

* Positively stated (describe what TO DO, not what not to do)
* Broad (covers all expected behaviors)
* Small in number (3-5 expectations)
* Memorable
* Apply to both students and adults (e.g., adults commit to modeling them)
* Reflect community values or principles
* Represent “universal” core life skills beyond school
* Posted in multiple languages

**What would it look like if your school-wide expectations were rewritten as values (e.g., Respect instead of Be Respectful)?**

**How might you revise your expectations to better reflect your school’s values?**

***If you have a school-wide teaching matrix, does it have the following critical features?***

* Has all expectations/values and settings in the school across top and side
* Specific examples (in the boxes) are positively stated (describe what TO DO, not what not to do)
* Examples are active behaviors (not “Refrain from…”)
* Examples are written in student-friendly language
* Examples include the best action for how to show the expectation in that setting
* Examples include the positive alternative to the most common unwanted behavior in that setting
* Examples are small in number (between 2 and 5 examples per box)
* Examples have an educational purpose instead of school tradition or promoting the status quo
* Examples are examined for potential bias (e.g., reflecting norms of a dominant culture)

**Are common violations of the matrix expectations:**

* Possibly unfamiliar but acceptable variations of OK behavior?
* Behaviors that may be acceptable out of school but not in school?

|  |  |
| --- | --- |
| **Possible Actions** | **Notes** |
| * Create process for periodic input on expectations and matrix from:   + students   + families   + community   + staff |  |
| * Revise expectations to match critical features   + as values   + to focus on core life skills   + etc. |  |
| * Revise specific examples in the matrix to match critical features |  |
|  |  |

**Student Equity Advisory Board Planning Form[[1]](#footnote-1)**

A Student Equity Advisory Board allows PBIS teams to get input and feedback directly from a representative group of students about the school’s systems to help improve outcomes for every student in the school, but especially those who are not being successful with the current systems. The steps for implementation are outlined below.

1. **WHO will facilitate the group?**

Identify a PBIS team member with positive relationships with a wide range of students to recruit members and facilitate meetings.

1. **WHO do we invite?**

Identify students who bring diverse perspectives and backgrounds. Consider different identity groups (e.g., race/ethnicities, social cliques), but ensure membership of students from the group most exposed to exclusionary discipline.

|  |  |
| --- | --- |
| Who | What type of diversity or perspective do they bring? |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

1. **HOW do we invite?**

It is important to emphasize that the board is voluntary and used for seeking students’ opinions and ideas. Expect some skepticism and be sure to explain that it is not a traditional assignment. Here is a sample invitation script (from Emdin, 2016, p. 69):

***“I would like to have a conversation with you and a few of your classmates for 2-3 minutes after class. No - you’re not in trouble [before they ask]; I just wanted to get your thoughts on a few things.”***

Notes on how and when to invite students:

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1. **The SET-UP**

The arrangement of the room should be informal and feel like a comfortable space for students to meet and share.

-Seats in a circle

-Music is playing in the background

-Space is empty (others are not coming in and out)

-Plan the board meeting around food and provide a snack

-Consider other elements to make it student-centered

Describe your setup:

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1. **The GUIDELINES**

In addition to the school-wide expectations, create some ground rules or agreements for how the board will run. Emphasize that everyone (including the facilitator) will agree to the rules. Some sample ground rules:

* 1. No voice is privileged over another. “Everybody Eats, Everybody Speaks”
  2. One person speaks at a time (one mic)
  3. Result is a plan of action to improve school climate

Students/teacher make a poster or handout of the ground rules. The board can also rename their group if desired.

Note your ground rules or agreements here:

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1. **The FIRST MEETING**

After establishing guidelines and naming the group. The facilitator presents a SIMPLE issue/problem the board could tackle together (eventually the students will lead this process).

Examples:

* + Identify a positive practice staff could do more often
  + Review and help tailor proposed ReACT strategies
  + Brainstorm ways to help all students feel more welcome
  + Identify expectations booster lessons to teach

Note ideas for your first issue/problem here:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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After the first meeting

* + Facilitator and board explicitly engage in the plan of action.
  + Board can assist in checking fidelity of the plan of action.

1. **Build FLUENCY**

The board will meet regularly (e.g., monthly). The students will begin to take on more leadership in the meetings.

Sample meeting agenda:

* 1. Review the plan of action’s fidelity of implementation
  2. Discuss and select another issue
  3. Create a new plan of action

The board should see plans of actions implemented multiple times (e.g., 3 times) to establish the process as a firmed ritual/routine.

1. **CHANGE board membership**

Optionally, after the board’s process is established, the membership can rotate using a prescribed process. For example:

1. After every 3 meetings, one member of the board invites a new person.
2. The inviting member will “opt out” and take on a supporting role in the school.

Describe your proposed process here:

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| **School-wide Expectations** | **At SCHOOL**  **it looks like…** | **At HOME**  **it looks like…** | **With my FRIENDS**  **it looks like…** |
| **1. \_\_\_\_\_\_\_\_\_\_** |  |  |  |
| **2. \_\_\_\_\_\_\_\_\_\_** |  |  |  |
| **3. \_\_\_\_\_\_\_\_\_\_** |  |  |  |
| **4. \_\_\_\_\_\_\_\_\_\_** |  |  |  |
| **5. \_\_\_\_\_\_\_\_\_\_** |  |  |  |

**ReACT Strategy: Planned Praise Worksheet**

1. **Identify a student**

Group of Interest: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name a student from this group

* + With high rates of office discipline referrals (or disproportionate referrals)
  + With few positive relationships with adults in school

1. **Create a glossary of strengths**
   * Expected behaviors you know they do regularly
   * Unwanted behaviors that could be reframed as talents or strengths at other times (e.g., class clown behaviors)
   * Characteristics that may be viewed by society as negative cultural stereotypes (i.e., microaffirmations)
2. **Plan a praise statement**
   * Does it have the elements of behavior-specific praise (contingent, immediate, specific, genuine)?
   * Is it tailored to student preferences (e.g., public vs. private)?
3. **Pick a time**
4. **Do it!**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Unwanted Behavior** | **Strength** | **Praise Statement** | **Planned Timing** |
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**Evaluate praise plan implementation:** Try using this simple form for the first 10 days of your praise plan!

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mon** | | **Tues** | | **Wed** | | **Th** | | **Fri** | | **Mon** | | **Tues** | | **Wed** | | **Th** | | **Fri** | |
| Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**What I need to get ready to implement planned praise**

|  |  |
| --- | --- |
| **Action** | **By When** |
|  |  |
|  |  |

**Integration Planning Form: Instructional Response**

Instructional responses decrease unwanted behavior more quickly and effectively than basic corrections. Use this worksheet to outline a plan for how you will use a specific instructional response.

1. An **unwanted student behavior** I want to decrease is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. To decrease this behavior, I will use this **instructional response** (e.g., quick redirect, prompt student use of neutralizing routine, Wise Feedback):

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1. What are **the possible benefits** of implementing this strategy?

a.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What will I **teach to students** to prevent the unwanted behavior(s) in the first place (e.g., increase focus on positive, use non-verbal responses)?

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1. **When** would it be most important for me to use it (e.g., first 5 min. of lesson, during most challenging time of my day)?

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1. What **cue(s)** will I use to remind me to use the strategy (e.g., post-it, wristband, visual)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Action plan: Next steps

|  |  |
| --- | --- |
| What | By When |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

1. Adapted from Emdin (2016). *For white folks who teach in the hood…and the rest of y’all too: Reality pedagogy & urban education.* [↑](#footnote-ref-1)