



# A VTPBIS Principal's Perspective: How the strength of DBS's PBIS framework helped us pivot during challenging times.

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- ❖ 10 years @ The Dothan Brook School
- ❖ 1 year @ The Bridgewater Village School
- ❖ Technology Curriculum Coordinator



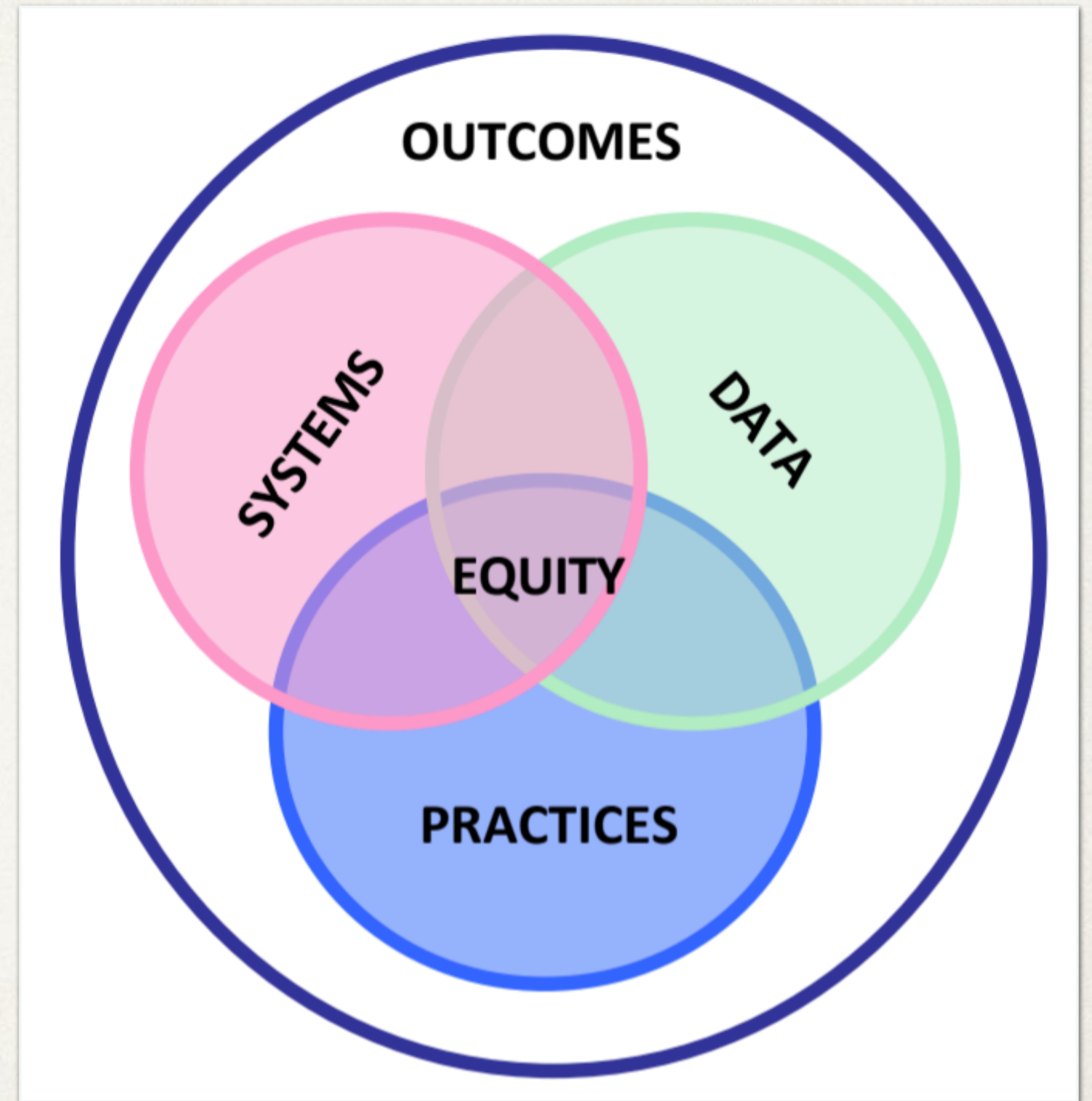


# PBIS Framework

PBIS.org

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- ❖ **Systems—What can we do to sustain this over the long haul?**
- ❖ **Data—What information do we need to make effective decisions?**
- ❖ **Practices—How will we reach our goal?**





# What can we do to sustain over the long haul?

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- ❖ Foster a growth mindset that encourages inquisitive thinking, a creative spirit and problem solving stance.
- ❖ Develop sustainable yet flexible structures that provide consistency for staff and students.
- ❖ Continuously reflect on student needs in relation to the efficacy of core instructional practices and school-wide systems.
- ❖ Foster a strong and supportive school community.



# Growth Mindset

- ❖ No one person or perspective can give us the answers we need to the problems of today. Paradoxically, we can only find those answers by admitting we don't know. We have to be willing to let go of our certainty and expect ourselves to be confused for a time.

❖ [https://ncs.uchicago.edu/sites/ncs.uchicago.edu/files/uploads/tools/NCs\\_PS\\_Toolkit\\_DPL\\_Set\\_B\\_WillingDisturbed.pdf](https://ncs.uchicago.edu/sites/ncs.uchicago.edu/files/uploads/tools/NCs_PS_Toolkit_DPL_Set_B_WillingDisturbed.pdf)







# Thinking Differently About Learning

<https://www.youtube.com/watch?v=VBZYwjs0-Ds&feature=youtu.be>



# Look Sharp Learn Sharp...Reimagining CSR For Home Learning

## CSR @ HOME

How to be Caring, Safe, and Responsible in your home learning environment.

Otters are always caring, safe, and responsible!

### CARING

- Have a calm body when using Google Meet
- Pay attention so you don't distract others
- Show that you are listening to your peers
- Use kind words in text and talking
- Place your computer on a firm surface so the camera doesn't move around

### SAFE

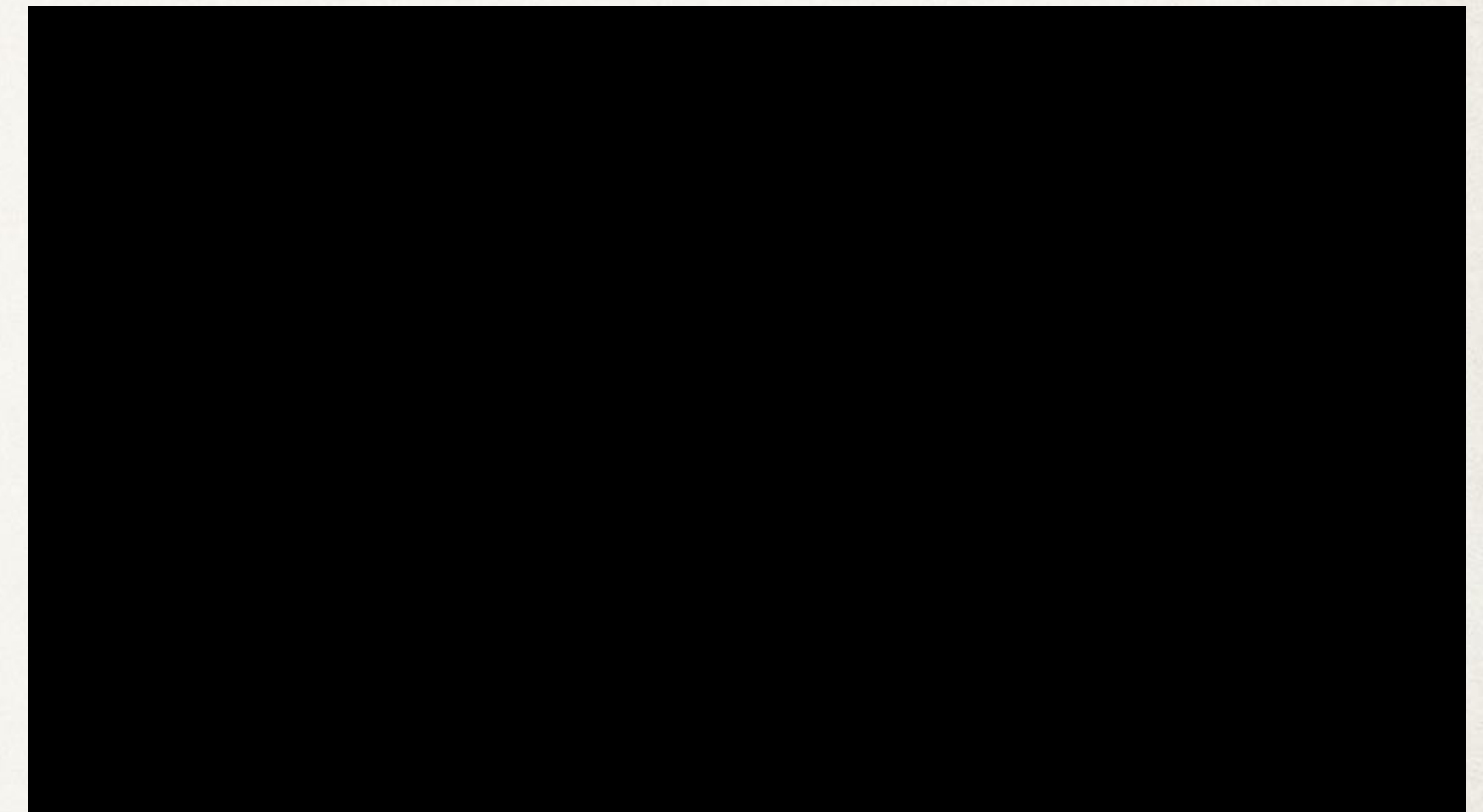
- Make sure you are not in Google Meet without an adult present
- Only go to websites that your teacher or caregiver tell you to
- Report anything inappropriate or dangerous to an adult

### RESPONSIBLE

- Show up for meetings on time
- Come ready to learn
- Create a calm learning environment to help you focus
- Do your school work to the best of your ability
- Ask for help when you need it

### FIND THE BALANCE

Otters take care of each other and ourselves too. Make sure that you are finding the balance in home learning. Get dressed each day. Eat healthy meals. Connect with friends and teachers on Google Meet. Focus on your learning. Take breaks. Get outside when possible. Enjoy reading, art, music, and time with your family. Stay home. Stay safe.



<https://drive.google.com/file/d/1glNZ5kcDjKP6xXJJAdcdBSA3dBu6eobL/view?usp=sharing>



# Durable Structures

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- ❖ Pervasive Understanding of Common Values
- ❖ Clear Roles & Responsibilities
- ❖ Continuous Focus On Universal

## Enterprises

### You Otter Go To The Restroom

Boylan Brook School Restroom Expectations



### Use your designated bathroom.

Look at the sign outside of the restroom. It should say your grade level. Please do not enter anyone else's bathroom.



### Wait your turn. Only 1 person in the bathroom at a time.

- Stand on the waiting spot.
- Say, "Is there anyone in there?"
- Listen for response.
- If you hear an answer, wait until they leave.
- If there is no answer, you may enter.



### Privacy is IMPORTANT



- Stand on spot and wait patiently.
- Give the student in the bathroom their privacy.

88

2  
541



## Second Step Social & Emotional Learning Lessons

<https://www.secondstep.org/covid19support>

At the Dothan Brook School we use the Second Step program to teach and reinforce social and emotional skills. Each week students are exposed to a new lesson that is explicitly taught and then reinforced throughout the week. Because of the school closure, students were not able to participate in all of the lessons. The following grid includes lessons that your child may not have received. Each lesson includes a family friendly teaching guide and a video.

[https://docs.google.com/document/d/1DZo-vFOr2UJco\\_0kY9DepM1nDGmURLwTi3AOeNcvpD4/edit?usp=sharing](https://docs.google.com/document/d/1DZo-vFOr2UJco_0kY9DepM1nDGmURLwTi3AOeNcvpD4/edit?usp=sharing)

	Pre-K	Kindergarten	1st	2nd	3rd	4th	5th
Identifying Feelings	<a href="#">Guides for Families</a> <a href="#">Day 1 Video</a> <a href="#">Day 2 Video</a>	<a href="#">Lesson Guides for Families</a> <a href="#">Video</a>	<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>	<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>	<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>	<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>	<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>
Strong Feelings	<a href="#">Guides for Families</a> <a href="#">Day 1 Video</a> <a href="#">Day 2 Video</a>	<a href="#">Guides for Families</a> <a href="#">Direct Video Link:</a>	<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>			<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>	
Naming Feelings	<a href="#">Guides for Families</a> <a href="#">Day 1 Video</a> <a href="#">Day 2 Video</a>						
Calming Down			<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>			<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>	<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>
Managing Anger	<a href="#">Guides for Families</a> <a href="#">Day 1 Video</a> <a href="#">Day 2 Video</a>	<a href="#">Guides for Families</a> <a href="#">Direct Video Link:</a>	<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>	<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>	<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>		
Managing Waiting	<a href="#">Guides for Families</a> <a href="#">Day 1 Video</a> <a href="#">Day 2 Video</a>	<a href="#">Guides for Families</a> <a href="#">Direct Video Link:</a>					
Managing Frustration		<a href="#">Guides for Families</a> <a href="#">Direct Video Link:</a>					<a href="#">Lesson Guides for Families</a> <a href="#">Direct Video Link:</a>



# Welcome Back Otters...Pre-Teaching School-Wide Expectations



<https://drive.google.com/file/d/16tVn-0ZqiQUGxBtK0HqqJ6cq0G7jb3Po/view?usp=sharing>

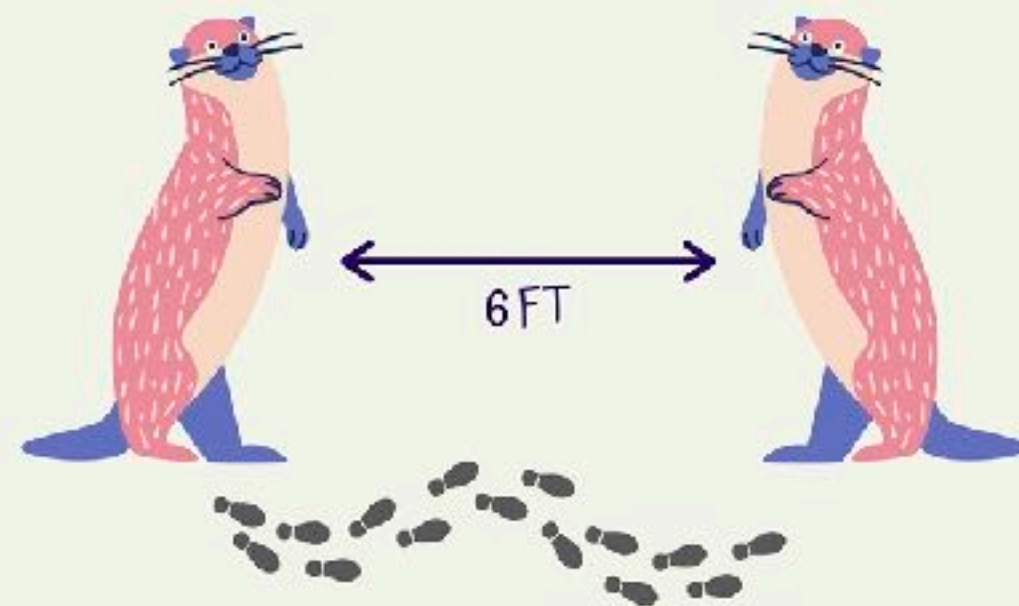


# IN THE HALLWAY



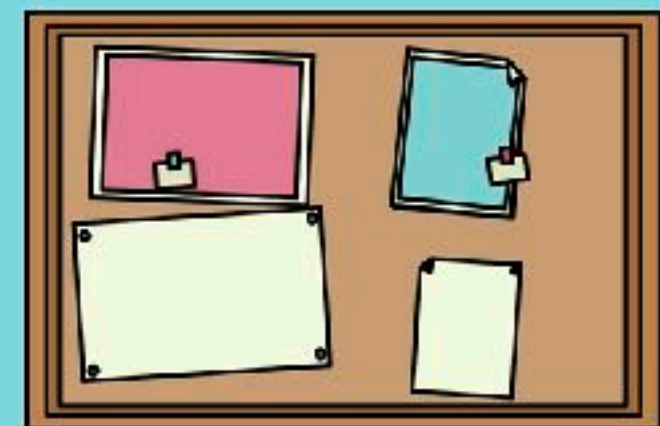
**WAIT UNTIL HALLWAY IS CLEAR**

If hallway is clear of people you may enter.



**STAY TO THE RIGHT & KEEP 6 FT APART**

Use the foot prints on the floor to guide you.



**ENJOY THE BULLETIN BOARDS WITH YOUR EYES ONLY**

Keep your hands to yourself, by your sides.



**GET WHERE YOU'RE GOING WITHOUT DELAY**

Use walking feet, no jumping, skipping, or running

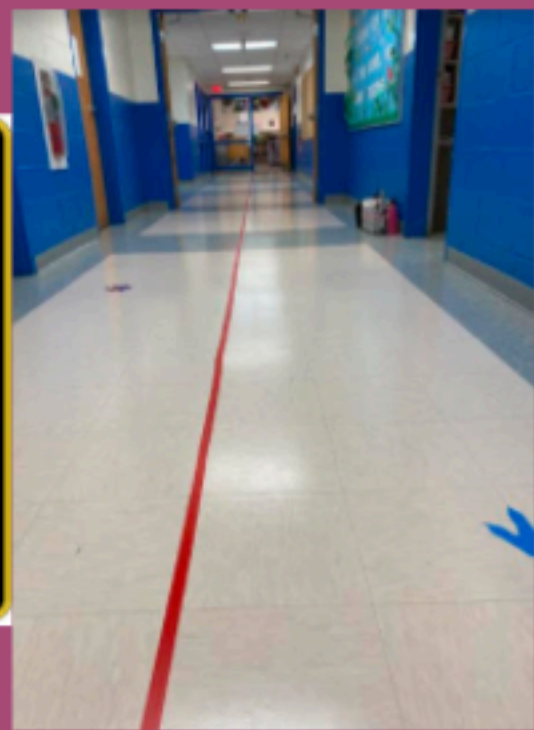
**WHEN ENTERING THE BUILDING ALL HALLWAY EXPECTATIONS ARE EFFECTIVE IMMEDIATELY.**

# Walk on the right using footprints

- Stay 6 ft apart



6 ft



☐ Meal Time Expectations 2020

☐ Hallway Expectations 2020

☐ dismissal 2020

☐ Covid Restroom Expectations 2020

☐ COVID Recess Expectations 2020

☐ Covid All Settings 2020

☐ Bus Safety 2020

☐ Arriving 2020



# Collaborative & Reflective

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- ❖ Equity of Voice
- ❖ Data Informed
- ❖ Teams Based Structures





# Community

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- ❖ Culture of Self-Care
- ❖ Intentionally Build Community
- ❖ Celebrate & Have Fun!





# Parent Circle

**Goal of the circle:** Share successes and challenges of schooling from home.

**Round 1:** How does Rebecca's writing speak to your experience with schooling from home?

**Round 2:** What successes have you had with supporting your students' schooling from home and what strategies have you used to promote these successes?

**Round 3:** What challenges have you faced and what strategies have you used to address these challenges?

# Staff Circle

**The Context:** Right now we are in the middle of experiencing multiple national traumas; the COVID-19 Pandemic, an economic crisis, a deepened awareness of the impact of racism, social justice issues, and visual depictions of violence. Anyone of these events is stressful and trauma inducing but the convergence of all of these events is creating a deep sense of unease for many.

**Round:** What has this cracked open for you?

**Round:** What do you think that this will mean for how we as educators move forward and individually and as a school?

**Round:** What gives you hope in difficult times?

**Round:** How will you take care of yourself as you leave our circle?

**Closing:** Racism in America is like dust in the air. It seems invisible — even if you're choking on it — until you let the sun in. Then you see it's everywhere. As long as we keep shining that light, we have a chance of cleaning it wherever it lands. But we have to stay vigilant, because it's always still in the air.

--Kareem Abdul-Jabbar



# Relationship Building & Self Care

Physical Health	Resilience/Mindful Self-Compassion	Relax	Professional Learning
<ul style="list-style-type: none"> <li>❖ Walk down the bike path</li> <li>❖ Hike behind the school</li> <li>❖ Yoga</li> <li>❖ Outdoor project (rake outdoor classroom, stack wood, weed the garden, etc)</li> <li>❖ Roller blade in the parking lot</li> <li>❖ Play frisbee</li> </ul>	<ul style="list-style-type: none"> <li>❖ Work through the Onward Workbook (I have multiple copies)</li> <li>❖ Work though Mindful Self Compassion Workbook (Judy has a copy)</li> <li>❖ Use <i>Circle Forward</i> and facilitate circles that focus on Building Connection (Module 4), Social Emotional Learning (Module 5), Important but Difficult Conversations (Module 6), and Working Together (Module 7).</li> <li>❖ Resilience Focused Circle</li> </ul>	<ul style="list-style-type: none"> <li>❖ Eat Lunch Together</li> <li>❖ Have a Campfire</li> <li>❖ Book Discussion</li> </ul>	<ul style="list-style-type: none"> <li>❖ Read an Article</li> <li>❖ Book Discussion</li> <li>❖ Protocols To Look At Successes In The Classroom</li> <li>❖ Use Critical Friends Protocols</li> <li>❖ Video a Lesson &amp; Reflect On It as a group</li> <li>❖ Watch TED Talk</li> <li>❖ Read articles/books on a common topic &amp; jig saw</li> <li>❖ Present a dilemma and problem solve as a group (there are many protocols for this)</li> <li>❖ Continued work on anti-bias</li> </ul>



When you have big emotions, use your tools.



**I NEED TO RESET**

I CAN...

- Do Belly Breaths 
- Do Five Finger Counting 
- Practice Mindfulness 
- Stretch 
- Trace Shapes 

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# Common Values

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- ❖ All students can succeed.
- ❖ Many students need to learn self regulation, problem solving, and basic ready to learn skills.
- ❖ How do we show our values through our actions?





May the 4th Be With You...AKA Stop, Name Your Feelings, Calm Down



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# Relationships

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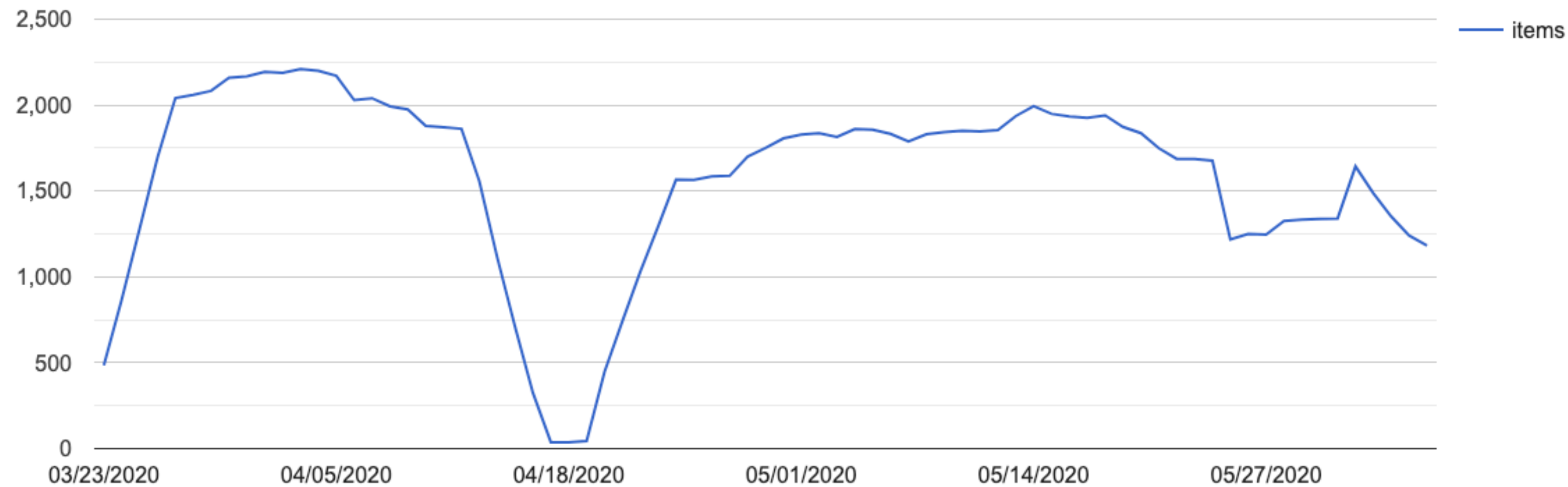
- ❖ Start With Connection
- ❖ Intentionally Maintain Relationships
- ❖ Positive Relationships = Student Engagement



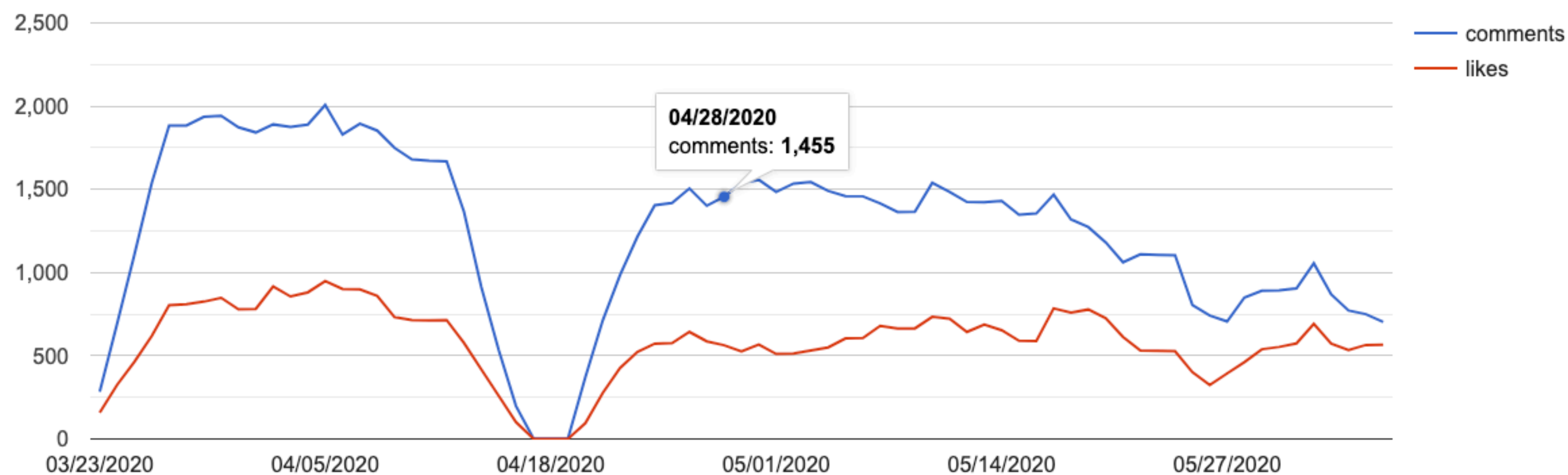


# Student Participation During Closure-March to June

Weekly items



Weekly feedback



- ❖ 92.52% Attendance Rate During Closure
- ❖ Approximately 87% of Students Participated Daily
- ❖ 16,508 SeeSaw Student Posts



# Deputize Your Parents... We are all in this together



<https://drive.google.com/file/d/1OzmzMJrsQKLYZ8SNbPelf3yOJWdtdb9x/view?usp=sharing>