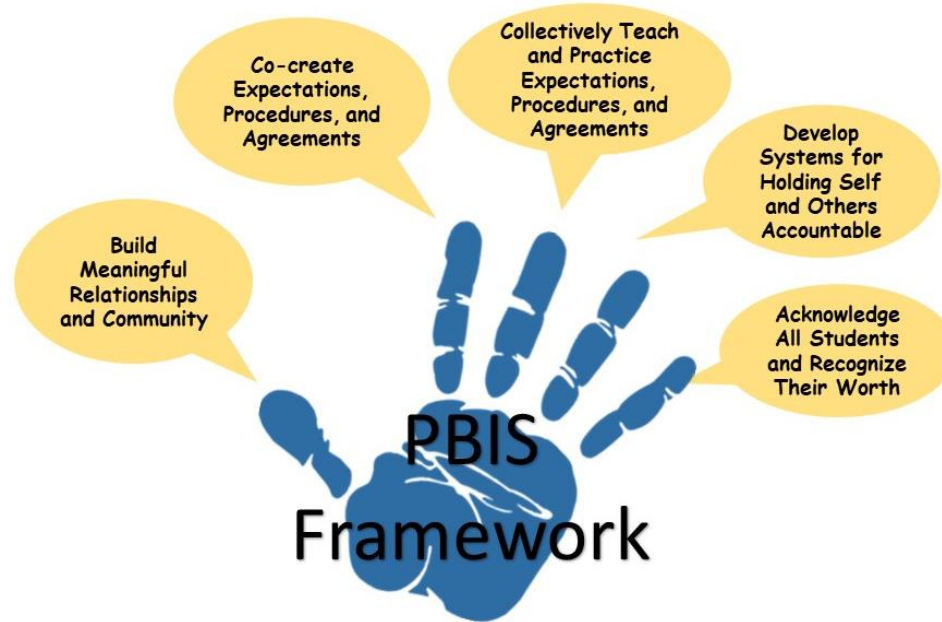


## Integrating Universal Supports

This guide has been created as a resource for school teams and staff members to understand how various MPS approaches fit within the Tier 1 PBIS framework. Best practices should be provided to all students in all settings to create a positive climate and culture supporting an educational community in which all students can learn.



PBIS Best Practice Universal Supports					
Integrated within PBIS	Build Meaningful Relationships and Community	Co-create Expectations, Procedures, and Agreements	Collectively Teach and Practice Expectations, Procedures, and Agreements	Develop Systems for Holding Self and Others Accountable	Acknowledge All Students and Recognize Their Worth
<p><b>Trauma-Sensitive Schools</b> (TSS Values)</p> <ul style="list-style-type: none"> <li>• Safety (emotional, social, physical, academic)</li> <li>• Trust</li> <li>• Collaboration</li> <li>• Empowerment</li> <li>• Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Be dependable and consistent</li> <li>• Listen nonjudgmentally and include students' voices when making decisions</li> <li>• Use student names as often as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Create safe environments that are predictable and consistent</li> <li>• Set boundaries but allow for flexibility when necessary</li> <li>• Honor student voice in the creation of expectations</li> <li>• Incorporate coping strategies into the classroom behavior matrix</li> </ul>	<ul style="list-style-type: none"> <li>• Provide consistency by giving students many opportunities to learn and practice new skills</li> <li>• Complement teaching of expectations with teaching of SEL skills</li> <li>• Model prosocial skills, particularly emotion regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the function of behavior (students do well if they <i>can</i> versus if they want to)</li> <li>• Provide choices as well as opportunities for reflection</li> <li>• Provide sensory and self-regulation strategies</li> <li>• Communicate respectfully</li> <li>• Pause for self-reflection before responding</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific and individualized positive reinforcement</li> <li>• Ensure that all students receive five positive interactions for each corrective interaction with adults</li> </ul>

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<p><b>Social and Emotional Learning</b> (CASEL's 5 Core Competencies)</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-management</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Responsible decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Develop relationships with students, staff, and families</li> <li>• Cultivate positive relationships among students by providing opportunities for teamwork, positive communication, and social engagement</li> <li>• Show empathy by listening to students' concerns and trying to understand their perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Construct expectations to support the development of self-discipline and self-motivation</li> <li>• Involve students in setting expectations to help them understand social and ethical norms for behavior</li> <li>• Embed SEL curriculum language into expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Complement teaching of expectations with teaching of SEL skills, such as identifying emotions, impulse control, stress management, and empathy</li> <li>• Model these skills as well</li> <li>• Consistently use an SEL curriculum (such as Second Step)</li> </ul>	<ul style="list-style-type: none"> <li>• Help students apply the subskills of responsible decision-making: identifying problems, analyzing situations, solving problems, reflecting, evaluating, and ethical responsibility</li> <li>• Guide students to identify their emotions, and connect them to the behavior</li> <li>• Support students in strengthening the prosocial skills of impulse control, self-discipline, goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Build students' self-confidence, self-efficacy, and self-motivation by acknowledging their strengths</li> <li>• Provide feedback about student social and emotional skill application</li> </ul>
<p><b>Restorative Practices</b> (Principles of RP)</p> <ul style="list-style-type: none"> <li>• Relationship building is essential for creating healthy communities</li> <li>• All voices are valued, and everyone is heard</li> <li>• Collaborative problem-solving is promoted</li> <li>• Do things "WITH" others instead of "TO" or "FOR" them</li> <li>• Focus is on harm done, not on broken rules</li> <li>• We recognize that misbehavior is a sign of unmet needs and avoid defining people by misbehavior</li> </ul>	<ul style="list-style-type: none"> <li>• Be curious (e.g., starting off with "what happened" when misbehavior is noticed)</li> <li>• Have restorative conversations to express your feelings and needs while honoring the thoughts, feelings, and needs of others</li> <li>• Use circles to build and maintain relationships among staff and students</li> </ul>	<ul style="list-style-type: none"> <li>• Include student and adult voice when establishing expectations and procedures</li> <li>• Include student and adult voice when it appears expectations and procedures are not adhered to</li> <li>• Develop shared agreements based on the values of everyone in the community (students and adults)</li> </ul>	<ul style="list-style-type: none"> <li>• Embrace conflict as an opportunity to learn, build relationships, and strengthen communication</li> <li>• Reflect on and reference shared agreements prior to discussion</li> <li>• Be curious because it builds relationships, trust and provides insight that is helpful in making the best decision moving forward</li> <li>• Model empathic responses to conflict</li> <li>• Embrace student and staff voice throughout the process</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on situations while being honest and gentle with yourself</li> <li>• Reference shared agreements when it appears they are not being upheld</li> <li>• Have restorative conversations to allow students to express their feelings, take responsibility for their behavior, and reflect on the impact of their actions</li> <li>• Use small impromptu conferences after a conflict has occurred to maintain and repair relationships</li> <li>• Remember all members (students and adults) are accountable and supported in building and maintaining safe and brave spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that everyone has worth and everyone who is with you is supposed to be there in that moment</li> <li>• Build relationships so you can see the worth in every student and adult</li> <li>• Acknowledge when a student or adult is trying</li> <li>• Express appreciations authentically</li> <li>• Recognize positive behavior</li> </ul>

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<p><b>Mindfulness</b></p> <ul style="list-style-type: none"> <li>• Purposeful awareness of self (thoughts, emotions, physical feelings)</li> <li>• Purposeful awareness of environment (pay attention to senses)</li> <li>• Without judgment</li> <li>• Includes formal (guided activities) and informal practices (paying attention to daily activities such as eating, walking, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Model and practice mindfulness with all students/whole class</li> <li>• Have students lead mindfulness activities (mindful mentors)</li> <li>• Cultivate kindness through mindful activities</li> <li>• Cultivate an atmosphere of safety, trust, and acceptance</li> </ul>	<ul style="list-style-type: none"> <li>• Co-create agreements involving student voice for use during mindful practices (could be called “mindful promises”)</li> <li>• Integrate extra time into procedures</li> <li>• Integrate visual reminders of mindful practices into setting</li> </ul>	<ul style="list-style-type: none"> <li>• Use mindful practices before transitions</li> <li>• Implement mindfulness curriculum</li> <li>• Have students lead mindfulness activities (mindful mentors)</li> <li>• Teach, model, and foster collective use of mindfulness language (such as “flipping your lid,” “being present,” “mindful body/position”)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the day with a mindful moment</li> <li>• Use mindful practices after transitions</li> <li>• Help students and staff to identify triggers</li> <li>• Provide strategies to help self-regulate: designated calming area, mindful breathing, internal body scan, counting to calm mindful movement, check-ins</li> </ul>	<ul style="list-style-type: none"> <li>• Hold morning meeting</li> <li>• Recognize students’ use of mindful practices</li> <li>• Use mindfulness practices as a part of school-wide recognition events</li> <li>• Incorporate practices of intentional gratitude</li> <li>• Incorporate positive affirmations and acknowledgment</li> </ul>
<p><b>Culturally Responsive Practices</b> (WI DPI CRP Wheel of Will, Fill &amp; Skill)</p> <ul style="list-style-type: none"> <li>• “Will” helps us develop a desire to lead and engage in equity work by building self-awareness and our belief that all students will learn</li> <li>• During “fill,” we gain cultural knowledge about the communities we serve</li> <li>• “Skill” is a time to apply our knowledge to transform our educational system for equity</li> </ul>	<ul style="list-style-type: none"> <li>• Validate, affirm, build, and bridge (VABB) students’ home language and culture</li> <li>• Communicate that you are aware of and interested in your students as individuals</li> <li>• Create brave spaces that encourage students to express their opinions and ideas</li> <li>• Ensure that the classroom climate is physically and emotionally inviting</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to actively participate in the development of shaping their community by co-creating expectations, procedures, and agreements</li> <li>• Consider using strategic hand signals, protocols for responding, protocols for discussing, movement activities, and extended collaboration activities</li> <li>• Convey your confidence that students can follow guidance toward solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Use teachable moments to practice situational appropriateness</li> <li>• Display anchor charts to help everyone remember expectations, procedures, and agreements</li> <li>• Engage students in modeling and practicing expectations, procedures, and shared agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage communal ways to develop systems to hold self and others accountable</li> <li>• Serve as a model of sensitivity and high ideals for each student</li> <li>• Develop ways to use constructive feedback that considers community contexts to foster accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage communal ways to acknowledge students as valuable citizens in the class environment and school community</li> <li>• Provide opportunities for all students to be celebrated or to “shine”</li> <li>• Encourage students to acknowledge and recognize their peers</li> </ul>

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<p><b>Antiracism</b></p> <ul style="list-style-type: none"> <li>• Courageous Conversations about Race</li> <li>• Culturally Responsive Problem Solving</li> <li>• Interrupting bias</li> <li>• Positive framing</li> <li>• Critical reflective practices</li> <li>• Elevating student voice</li> </ul>	<ul style="list-style-type: none"> <li>• Build relationships that validate and affirm students' race and racial backgrounds.</li> <li>• Ensure students see themselves in classroom imaging.</li> <li>• Engage in two-way communication with families.</li> <li>• Provide opportunities for genuine conversations about race.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure expectations, procedures and agreements are co-created with student voice.</li> <li>• Make connections to students' home and community cultural norms.</li> <li>• Interrupt personal bias throughout the process of creating expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Gradual release of control models used.</li> <li>• Call and response attention signals.</li> <li>• Students taught situational appropriateness of behaviors.</li> <li>• Ensure the student is centered throughout the process.</li> </ul>	<ul style="list-style-type: none"> <li>• Culturally appropriate behaviors and situationally appropriate behaviors are defined.</li> <li>• Staff members utilize VABB.</li> <li>• Use of a neutral tone.</li> <li>• A variety of re-direction strategies are used.</li> <li>• Student dignity and respect for racial, cultural, and linguistic backgrounds are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive framing of all aspects of education.</li> <li>• Allow for student voice to recognize peers.</li> <li>• All students receive 5:1 positive to corrective feedback.</li> <li>• Students and families have input on what acknowledgements have value to them.</li> </ul>