Bend/La Pine Comprehensive PBIS Framework and Integrated Practices

Restorative Practices	Social / Emotional Learning	PBIS Positive Behavior Interventions and Support	Self-Regulation	Trauma Informed Care
• Family connections and conferencing • Community Outreach	• Individual skills taught and reinforced with greater intensity and frequency	**INTENSIVE INTERVENTIONS FOR INDIVIDUAL STUDENTS** FBA BIP Team-based problem solving Community services/Wrap Around	• Out of classroom calming routine with adult support • Use of calming log - data collection for usage • Visual Supports • Coordination with community providers	• Individualized case management • Family collaboration and support • Coordination with community services
• Restorative circles and problem-solving conferences • Use of restorative questioning	• Small group social skills instruction • Re-teaching of skills	**TARGETED INTERVENTIONS FOR SOME STUDENTS** Re-teach expectations Check in/Check out Engagement Opportunities Mentoring Small Groups (i.e. social skills, newcomers, homework, etc.)	• Movement opportunities- walking, performing a physical task, etc. • Sensory break • Visual supports • Change to alternative learning space or classroom • Goal setting	• Sensory/self-regulation- calming places, movement, breaks, etc. • Small groups • Mentoring • Family connections and teaming • Referrals and connections with community resources
• Prevention & relationship building circles • Building blocks of: relationships, respect, responsibility, restoration, re-integration • Restorative Conversations	• SEL/Character ed. curriculum and instruction • Skills taught to all students and staff • Skills modeled and reinforced by all • Data-based decision making	**UNIVERSAL INTERVENTIONS FOR ALL STUDENTS AND STAFF** 3-5 positively stated expectations School-wide behavior expectations are taught Acknowledgement system Correction system Data-based decision-making Active PBIS team that meets monthly School-wide social/emotional/ character ed. curriculum is taught	• Teach self-regulation skills and strategies • Professional development • Classroom problem solving/self-regulation zone/area • Whole class movement breaks • Staff model appropriate self-regulation skills • Direct instruction strategies for academic areas • Visual cues and supports	• Instruction on SEL, mental health and suicide prevention • Strength-based framework • Predictable routines and schedules • Adults model and reinforce appropriate emotional regulation • Emphasis on relationship-building • Profession development for staff and families regarding trauma effects

Outcome: To create predictable, consistent, positive and safe environments that are effective and equitable