

#EducationMatters

A weekly highlight of the programs of Plumas Unified School District and supported by the County Office of Education

Social-Emotional Supports for Students and Families in Plumas County



This year marks the fourth year of Positive Behavior Interventions and Supports (PBIS) Framework in Plumas Unified. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, behavioral, and academic success. PBIS is a framework, not a curriculum or program, which means it can be applied differently to fit each school's needs. The Portola Student Services Coordinator Shannon Harston compared it to a parenting book. Harston stated, "similar to how parents adopt various practices from a parenting book, schools are in essence homes that can use the PBIS framework differently for their individual needs. Plumas Unified is joined by 2,153 other schools in California that are currently implementing PBIS

with a commitment to supporting all learners, academically as well as socially and emotionally.

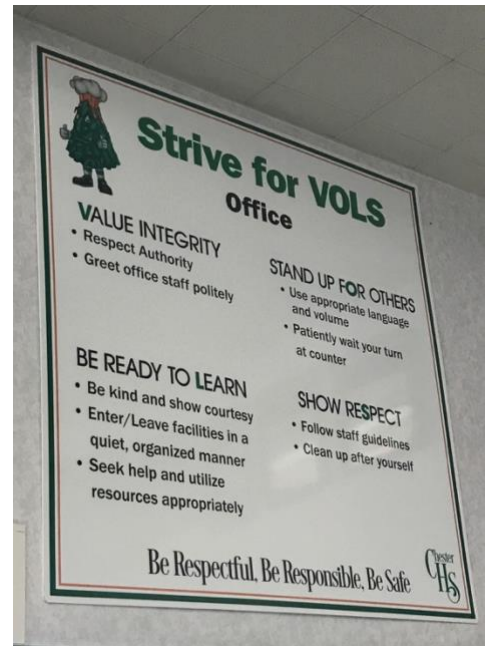
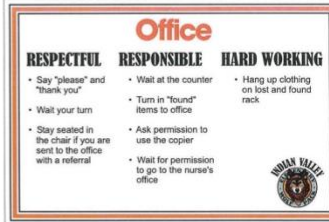
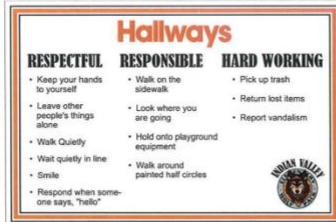
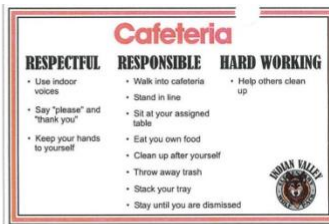
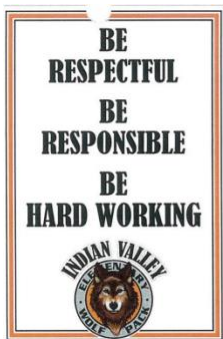
Plumas Unified has allocated each site \$3,000 for implementation of PBIS including supplies, substitutes for training, and acknowledgment systems. Training and implementation are also supported in partnership with Plumas County Behavioral Health through the Mental Health Services Act (MHSA) with an approximately \$30,000, as well as an additional \$3,000 per high school site.



WELLNESS • RECOVERY • RESILIENCE

At the core, PBIS encompasses the following: 1. consistent, defined behavior expectations, 2. explicit teaching of behavior expectations and procedures, 3. positive reinforcement of behavior expectations, and 4. consistent consequences.

Setting basic expectations is defined by school wide mottos. At C. Roy Carmichael, the expectation is “be respectful, be responsible, and be safe”. These behaviors are demonstrated to students by teachers and staff, through specific examples and explanations of respectful, responsible, and safe behavior in various school settings. A reward system is used to positively reinforce these defined behaviors. When students struggle to follow expectations, the positive behaviors are re-taught and consistent and defined consequences result. PBIS does not get rid of disciplinary actions. The difference is that it does not solely rely on negative consequences to change student’s behavior. Studies show that kids are much more likely to change their long-term behavior due to positive reinforcement, through meaningful relationships with teachers and staff, rather than negative punishment.



The last step of the process is gathering data through the School Wide Information System (SWIS), to determine future necessary interventions. The SWIS is a data collection tool that allows teams to make data based decisions about managing problem behavior and installing proactive, evidence-based interventions and

supports. Minor and major referrals are tracked in SWIS so that patterns can be analyzed and appropriate support aligned. For example, schools that use the SWIS system can identify trends by days of the week, location, grade level, problem behavior, and motivation to more successfully target where interventions are most needed.

Currently, CRC, PJSHS, and QES have received a silver level implementation recognition by the California PBIS Coalition for implementing PBIS with fidelity. QJSHS and CJSHS have received a bronze level recognition and CES, IVES, and GHS are still working on implementation. This year PBIS efforts are intensifying activities targeting prevention of bullying and suicide, and awareness of mental health needs across the district.

PBIS adoption and intervention efforts are supported by the four Student Services Coordinators (SSCs), that serve one of the four different communities in Plumas County. The SSC's roles are to provide social-emotional support, advocate for parents, connect students and families to non-academic needs, increase positive connections between staff and students, and work on school climate. As part of addressing school climate SSC's play a supportive role in PBIS implementation and spearhead adoption methods at their school sites. The Student Services Coordinators serving both the elementary and high school in each community are as follows: Laura Kincaid, Chester; Rhonda Wayson, Quincy; Shannon Harston, Portola; and Angela Nelson, Greenville.

To find out more you can contact the lead SSC Shannon Harston at sharston@pcoe.k12.ca.us.