

CREATIVE ARTS HIGH SCHOOL

CAMDEN, NJ



*The Art Of Learning Is
Learning Through The Arts*

Universal Team

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Introduction to the Universal Prevention Plan

Universal prevention planning is a data driven decision-making process that results in the implementation of core prevention practices. Universal prevention planning applies to all students, staff, and settings and to all domains of school life, such as culture & climate, academics, behavior, conduct, social and emotional wellness. To implement a universal prevention plan, a school-wide leadership team that effectively and equitably reflects the school's stakeholder perspectives and voices is assembled. Implementation of the Universal tier is implemented within a continuous improvement process.



- **Operationalize Expectations.** Implementation begins with the development of consistent and operationalized school-wide expectations that are selected by your parent, student, and staff stakeholders to ensure that they are culturally responsive to the needs and strengths of your school community.
- **Teach Skills and Habits to Achieve the Expectations.** For the expectations to be realized, we deliver high quality instruction to teach students the skills and habits needed to achieve the expectations. Ongoing through the year, we identify additional skills and habits that support healthy and positive social and emotional development.

- **Use Instructional Scaffolds to Encouraging Using the Skills and Habits.** We know that it takes between 18-250 opportunities to develop a habit, so ongoing daily exposure is essential to help students develop habits and routines around the expectations. To do this we use instructional scaffolds including prompts, cues and feedback for effort put into achieving the expectations.
- **Preserve Dignity When Responding to Unwanted Behavior.** Even when we implement prevention practices with high fidelity, there will be times when we need to respond to the occurrence of unwanted behavior. At these times, we need to deliver feedback in a way that preserves the student's dignity
- **Using Data to Drive Decision.** We will be most successful with implementation when we apply a continuous improvement process that uses data to guide decision making. Using multiple data sources, including outcome data, fidelity data, and stakeholder input, and through the application of data decision rules, your school's universal prevention team will continually assess the impact of the prevention plan features and make adjustments to address new and emerging needs.
- **Systems that Support our Work.** Finally, all of these features will have the most impact when they occur within systems that support their consistent use. Communication structures, school climate, staff wellness, alignment with other interventions, parent-school partnerships are all examples of critical system level considerations for supporting this work long-term.

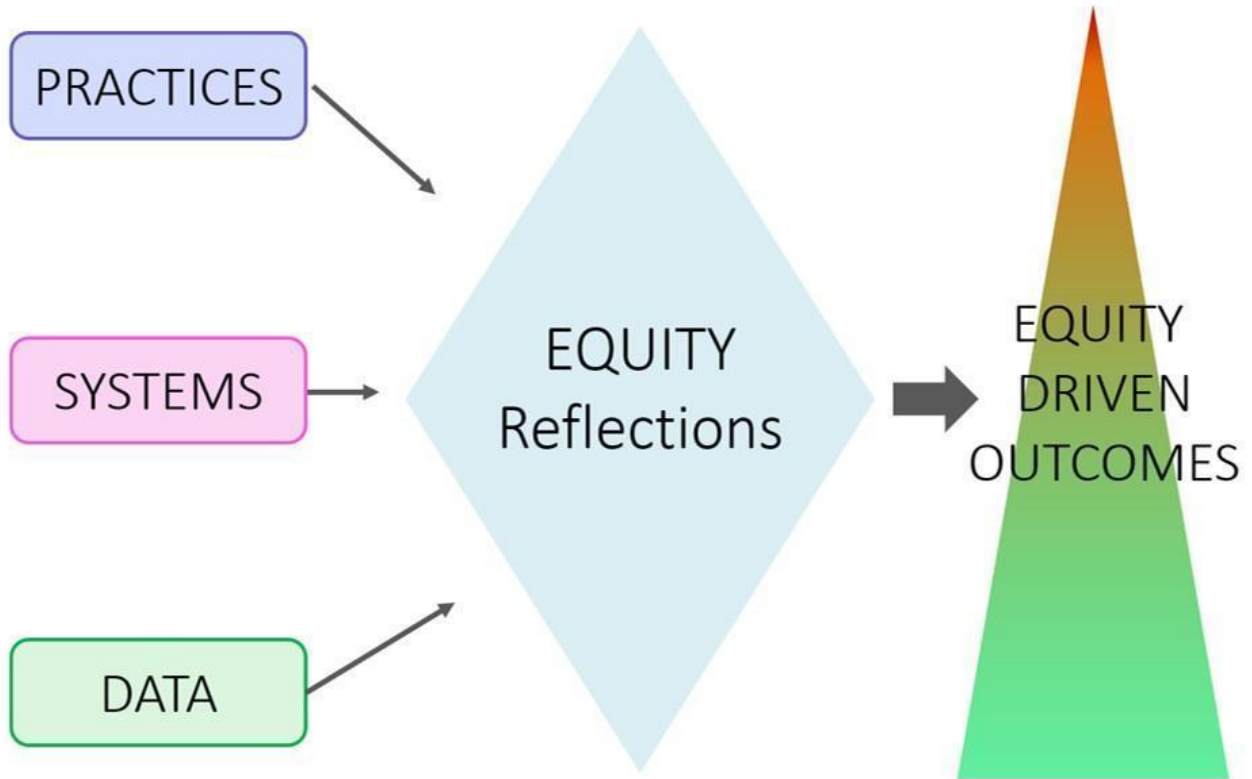
Universal Tier Decision Making

For universal prevention to be implemented well, we need to make a lot of decisions about what, how, and when various features will be implemented. For our plan to be sustainable and equitable, we use a series of decision-making drivers to guide our discussions and decision making.

To achieve equity driven implementation outcomes for our school:

1. We plan for the day to day practices and implementation features that will get us to our desired outcome.
2. We reflect on the system's level needs (e.g., communication, visibility, alignment and resources) to ensure that we have a plan is sustainable over time.
3. We use multiple sources data to inform our decision and evaluate our outcomes.
4. We apply a equity reflections to our plans and decisions to ensure that everyone is included and heard.

Adapted from the Center on PBIS (2020 www.pbis.org)



Implementation Features for Our School

This manual details the key universal prevention implementation decisions for our school. Include is a description of the (1) school-wide expectations, (2) our annual plan for teaching the skills and habits needed to achieve the expectations, (3) instructional scaffolds to using the skills and habits, (4) the school-wide system of reinforcement, and (5) approaches to responding to occurrences of unwanted behavior that preserves dignity.

“The Art of Learning is Learning Through the Arts”

As we RISE with

Respect, Integrity, Self Control, Empathy

Our School-wide Expectations Framework Defined

RESPECT	
<p>When you are respectful, you show consideration for how your words and actions will affect other people. When you are respectful you value each other’s point of view, even if you disagree. When you are respectful, you are polite and kind and treat each other with dignity.</p>	
Examples:	Non examples:
Speaking kind to others	Profanity, condescending, teasing
Treat Others the way you want to be treated	Mean and terse language and behavior
Modeling appropriate tone	Speaking harsh or loud

Integrity	
<p>When you conduct yourselves with integrity, you are doing the ‘right thing’ whether or not anyone is watching. You understand the difference between right and wrong, you think about how your words and actions will affect other people. When you conduct yourselves with integrity you have the courage to be honest and to tell the truth.</p>	
Examples:	Non examples:
Doing what is right even when difficult	Cutting class
Honest and trustworthy	Dishonesty and cheating

Self Control	
<p>When you have self-control you stop and think before you say or do something; you limit your words and actions or show restraint in your choices and decisions, especially when faced with temptation or impulse</p>	
Examples	Non examples:
Effective communication	Poor communication
Acknowledge boundaries	Disregard for boundaries

<p>Empathy means you are empathetic when you are self-aware of your own feelings and can distinguish between your feelings and someone else’s. You can identify another person’s feelings or motives and try to relate to their point of view, even if you don’t agree with them.</p>
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You respond with the other person's point of view in mind.	
Examples	Non examples:
Compliment each other	Judgmental attitude and behavior, teasing, bullying
showing compassion	No regard for others' feelings, thoughts, or beliefs

At –a- Glance of our School-wide Expectations defined by location

Matrix Option 2

<p style="text-align: center;">LRC</p> <ul style="list-style-type: none"> ● Respect area & others ● Treat equipment with care & report damages ● Work quietly ● Clean up after yourself 	<p style="text-align: center;">OFFICES</p> <ul style="list-style-type: none"> ● Have a pass to enter/exit ● Wait your turn ● Use indoor voice ● Speak nicely 	<p style="text-align: center;">CALM SPACE</p> <ul style="list-style-type: none"> ● Respect the area & others ● Mind your OWN business ● Have a pass to enter/exit ● Manage the time given ● Show compassion
<p style="text-align: center;">CLASSROOM</p> <ul style="list-style-type: none"> ● Enter on time & begin work ● Bring materials ● Turn off distractions ● Quiet when someone speaks ● Raise hand to ask or share ● Complete all assignments 	<p style="text-align: center;">HALLWAY</p> <ul style="list-style-type: none"> ● Keep moving & Stay to the right ● Report unsafe situations ● Use appropriate volume & words ● Use own locker 	<p style="text-align: center;">ARTS' ROOMS/ LABS/ STUDIOS</p> <ul style="list-style-type: none"> ● Respect the space & others ● Follow directions ● Dress appropriately ● Turn off distractions ● Embrace the Arts
<p style="text-align: center;">BATHROOMS</p> <ul style="list-style-type: none"> ● Have a pass to enter. ● Flush toilet ● Wash and dry your hands ● Throw away garbage. ● Manage your time ● Report unsafe situations 		
CAFETERIA	LOCKER ROOM	AUDITORIUM

<p style="text-align: center;">LRC</p> <ul style="list-style-type: none"> ● Respect area & others ● Treat equipment with care & report damages ● Work quietly ● Clean up after yourself 	<p style="text-align: center;">OFFICES</p> <ul style="list-style-type: none"> ● Have a pass to enter/exit ● Wait your turn ● Use indoor voice ● Speak nicely 	<p style="text-align: center;">CALM SPACE</p> <ul style="list-style-type: none"> ● Respect the area & others ● Mind your OWN business ● Have a pass to enter/exit ● Manage the time given ● Show compassion
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<p style="text-align: center;">GYM</p>	<p style="text-align: center;">BUS</p>	

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Dolphin Dollars are another way of saying ‘Thank you’ for making a good behavior choice. Whether a small behavior (e.g., holding the door) or a big behavior (e.g., helping a friend who is being bullied) *Dolphin Dollars* Tickets can help us reinforce the kinds of behaviors we want to see. Among the benefits of using the *Dolphin Dollars* include:

1. We encourage students to continue engaging in positive behaviors.
2. We reinforce the benefit of making good choices, so that when a student faces a ‘tempting’ bad choice they have the history of positive interactions with staff to firm up their resolve.

3. *Dolphin Dollars* can be very helpful to encourage students working on a behavior improvement goal to keep trying.
4. Providing praise to students helps build the positive adult-student relationship.

The *Dolphin Dollars* system works best when we are all consistent. There are some things that we all have to do to ensure we are being consistent and some ways we can personalize the system.

Everybody needs to do these:	You can personalize by:
<ul style="list-style-type: none"> ● Everyone uses the same <i>Dolphin Dollars</i> ● ● Students will manage and store their own <i>Dolphin Dollars</i> (physical or electronic) ● All <i>Dolphin Dollars</i> have a value of 1 & students can receive more than 1 for a behavior ● Other items you want everyone to do the same 	<ul style="list-style-type: none"> ● ● Using the tickets for a classroom or grade level system in addition to the school level system ● Other ways staff can personalize homework passes? bonus point for tests/quiz?

Remember: Consistency leads to outcomes!

Procedures for distributing *Dolphin Dollars* to students

When you see students demonstrating “RISE” (respect, integrity, self control, empathy) you will give the student an *Dolphin Dollars* and provide the student with **behavior specific praise** for why they are receiving the ticket. Examples of behavior specific praise include “Thank you for holding the door”; “Turning in your homework on time was very responsible”;

When distributing tickets remember these important points:

- *Dolphin Dollars* are distributed to students when you see them engage in positive “RISE” behavior (see the suggestion list for examples).
- Always provide a behavior specific praise statement that tells the student exactly why they are getting the ticket “Thank you for being prepared today.” or “Thanks for helping your classmate”, “That was a very respectful way of saying no to your classmate”.
- Use the tickets as a strategy to increase or reinforce a positive behavior you would like to see in individual students or for class.
- Staff are responsible to print and cut their own tickets as needed.

Procedures for how students will use the tickets (weekly raffles, trade in, quarterly raffle etc. see samples below)

- Fill in your procedures
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PROCEDURE SAMPLE [REMOVE FROM YOUR FINAL DOCUMENT]

Procedures for the Eagle Pride Mobile Store

- The Eagle Pride Store cart is located in:
- Arrive by: 8:10 (5-8), 8:45 (K-4)
- Review the cart to ensure that the cart is stocked with items; restock as needed
- Follow the homeroom rotation assignment
- Collect Eagle Pride tickets from students
- Deposit collected tickets into the school-wide bin in the lobby

Procedures for Teachers to Prepare Students for the Eagle Pride Mobile Store

- Each day of the week, designated homerooms are eligible to visit the mobile Eagle Pride Store during homeroom.
- Provide students with a reminder 1-2 days before the designated trade-in day.
- Each classroom should have an Eagle Pride menu that students can review and pre-select the option they want to get from the store.

Procedure for Quarterly Raffle

- On a designated day at the end of the quarter, each grade will have an opportunity for a grade level celebration.
- Grades will be designated a period of the day for the celebration
- The Eagle Pride team will coordinate the activities that will occur each quarter

Procedures for the Staff Raffle

- The last Friday of every month, the Eagle Pride team will pull 2 names out the school wide bin to recognize staff.
- Select staff may choose from a menu of prize options

Positive Student Referral: Eagle Pride Award

Many of our students demonstrate exceptional character and Eagle Pride and we want to recognize their special accomplishments. The Eagle Pride Award is submitted by a teacher or staff person who wants to recognize a student for exceptional character or demonstration of Eagle Pride.

Procedures for the Eagle Pride Award

- Any time a staff member catches any student exhibiting exceptional behavior, going above and beyond, they can write up an Eagle Pride Award

- All staff will be emailed the Award to save it on their computer.
- The last Friday of the month staff submit Eagle Pride Awards to the Principal
- The students' names are announced the following Monday and the students are provided with a certificate.
- A photo of the students holding their certificates will be displayed the following month on the "Wall of Pride" in the main hallway next to the office.

END PROCEDURE SAMPLE

Suggestions for Distributing [Ticket Name]

Use tickets to increase a behavior you want to see more of from your students. Give out a ticket for anything you would say 'thank you' for.

<p>Distribute [Insert Recognition Ticket Name] when students have positive interactions with staff</p>	<ul style="list-style-type: none"> ● Being helpful to adults or peers ● Accepting responsibility for your own actions ● Carrying a hall pass when necessary ● Quickly getting started on an assignment ● Having all materials for class ● Turning in an assignment on time ● Getting assignment information independently after an absence ● Enter the classroom quickly and begin the assignment ● Following directions given by staff ● Submitting class, work, projects, and homework assignments on time ● Entering or exiting an area quietly and orderly ● Working quietly on a difficult task
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<p>Distribute [Insert Recognition Ticket Name] when students have positive interactions with peers</p>	<ul style="list-style-type: none"> • Apologizing when necessary • Including others into a group setting • Dealing with an upsetting or frustrating situation appropriately • Helping a student catch-up after being absent • Asking before using something that belongs to others • Going from one topic to another smoothly • Showing concern for others • Working well in a group • Congratulating another student who got a good grade or won a contest • Waiting for turn patiently • Assisting new students
<p>Distribute [Insert Recognition Ticket Name] for following rules and routines</p>	<ul style="list-style-type: none"> • Raising his/her hand to answer a question or talk • Walking in the halls quietly and staying on the right • Telling an adult about a dangerous situation • Working on a task quietly and diligently • Using computers, laptops, or other materials appropriately • Lining up quickly and quietly when signaled • Being on time • Throwing out/ recycling garbage in the cafeteria • Playing safely on the playground or gym • Keeping his/her hands to themselves when walking in the hallway • Following the school dress code • Listening quietly to a speaker • Helping to clean up an area (e.g., picking up litter in the hallway) • Holding the door for others • Being a problem solver • Doing your best work • Using appropriate tone of voice throughout different school scenarios • Using good manners (i.e., Please and Thank you) • Speaking politely to another student or staff member • Indicating a difference of opinion in a respectful way • Using time wisely

Sample Responses to Common Scenarios

Scenario	Try...	Avoid
<p>Staff say they don't give out tickets because they run out or they don't have tickets on them</p>	<ul style="list-style-type: none"> • Look for ways to make having tickets available easier <ul style="list-style-type: none"> o Ask staff what would make it easier o Make cut ticket available in a central location o Once a month put a stack of cut up tickets in staff mailboxes o Order lanyard pouches that allow staff to insert extra tickets 	<p>Avoid:</p> <p>Lecturing staff that it is their responsibility to have tickets</p> <p>Making it too complicated or too much effort to have tickets on them (e.g., they have to print out and cut up the tickets)</p>
<p>If a student is exhibiting a low-level unwanted behavior (e.g., staring out window, doodling, talking quietly to a friend)</p>	<p>Giving a ticket or point to another nearby student and stating, "I appreciate you completing your work" or "You are doing a good job getting your work done quietly." Then give the target student a coupon as soon as they begin working.</p>	<p>Avoid:</p> <p>Telling the student that he/she can get a coupon if he/she gets back to work.</p>
<p>A student says something like –</p>	<p>Take this as a positive sign! The student is interested in receiving the tickets/points.</p> <p>Self-Check:</p>	<p>Telling the student that he/she does not receive</p>

<p>'Aren't you going to give me a ticket?'</p>	<p>Are you using the 4:1 ratio and distributing high rates of behavior specific behavior to all students equitably? Has the student received a ticket/point from you in the past three days?</p> <p>Try saying something like: <i>"You're right; you were on task and putting effort into completing your assignment and I really appreciate that. At some point everyone gets a ticket, but not every single time. I will remember that receiving a ticket is important to you and will be looking for other opportunities to recognize you."</i></p>	<p>tickets/points by asking for them.</p>
<p>A student says that you never give him/her tickets.</p>	<p>Self-Check:</p> <ul style="list-style-type: none"> • Are you using the 4:1 ratio and distributing high rates of behavior specific behavior to all students equitably? • Has the student received a ticket from you in the past three days? <p>Acknowledge how the student is feeling.</p> <ul style="list-style-type: none"> • Ex: <i>"You know you're right; I haven't given you a ticket/point in the past couple of days. I'm going to pay special attention to how you are working in class over the next couple of days."</i> <p>You could also extend this by asking the student to identify a particular goal or behavior they have been working on that you can pay attention for such as:</p> <ul style="list-style-type: none"> • Ex: <i>"Is there something in class you have really been working hard at or trying really hard that you would like me to notice?"</i> <p>By the end of period/day and over the next couple of days make a point of noticing the student's effort and achievement and deliver behavior specific praise and a ticket/point.</p>	<p>Avoid:</p> <p>Telling the student that he/she never does anything that is worth getting a coupon.</p> <p>Telling the student that he/she does not get tickets/points by asking for them.</p>

<p>You notice students are on task/working as instructed, but because of the instructional arrangement you are not able to get over the student(s) to give them a ticket(point) or praise their work.</p>	<p>If it is appropriate to the setting, you could make an announcement thanking everyone for working so well. You may choose to cite specific students as examples <i>"I'm noticing how everyone is working on their assignments. Tarik, is working quietly, Ziba is working quietly, Mario is working quietly. Please see me at the end of the class for a ticket."</i></p> <p>Identify a specific behavior you are focusing on for the class (e.g., on task). Tell the class what you are looking for <i>"Today we are focusing on..."</i> Then write students' names on the board under the heading <i>"Today's ticket (point) recipients for"</i> providing social praise as you right the name <i>"nice job Susan for being on task."</i> then students see you at the end of class to pick up their ticket/point.</p>	<p>Avoid:</p> <p>Not giving tickets/points at all</p> <p>Handing tickets as students leave just to hand them out.</p> <p>Entering points at the end of the day without having told students why they received the point</p>
<p>A student who is known for misbehaving gets a ticket and/or wins the weekly reward. Other students start laughing or complaining that the student never behaves.</p>	<p>Self-Check:</p> <ul style="list-style-type: none"> • Are redirections/responses to unwanted behavior implemented privately to prevent public knowledge about the exchange with the student? • Are there strategies, expectations in place that guide students to encourage one another? <p>Link to one of the school-wide expectations and respond with something like:</p> <ul style="list-style-type: none"> • Ex: <i>"Everyone has moments when we shine and moments when we are not at our best. We should encourage one another to shine. Let's try saying nice job! to your classmate to encourage them in their efforts to shine. Isn't that what you would want when if you were having a difficult time"</i> • Ex: <i>"In this class, we encourage one another to do our best, congratulate one another when we succeed, and support one another when we are having difficulty." Today we are congratulating our classmate for doing their best."</i> <p>Within a week follow up with a class discussion about peer-to-peer support and encouragement</p>	<p>Avoid sarcastic remarks that echo negative student sentiments:</p> <ul style="list-style-type: none"> • "There must be some mistake" • "Just shows that the program does not work." • "That must have been a rare good moment..." <p>Or any other comments like this</p>

P³ & E to Create Positive Learning Environments

P³ & E provides us with a way of organizing the many area-level practices that are used to create positive and proactive learning environments. Each category communicates a key message about the strategies needed to achieve implementation competency. While there are many practices that contribute to achieving P³ & E, the following are some of the most important practices to build into daily routines. For a full list of example strategies, refer to the P³ & E checklist.

Predictable

Transparent and Consistent Routines and Expectations

- Display a poster of the expectations and/or routines in the area
- Begin routines and transitions with a descriptive review of what actions, skills or habits are expected; Model and / or provide examples of what to do; Check for understanding
- Make connections between the expectations and subject matter
 - Ex: Embed into discussions about story characters, historical figures, etc.
 - Ex: Embed into assignments

Positive

Supportive and Strengths-Driven Learning Environments

- Use behavior specific praise to reinforce specific actions (e.g., Thank you for...., I appreciate that you....)
- Use behavior specific feedback to prompt reflections.
 - Ex: I noticed that that you helped Mikala pick up her things when they fell. What prompted you to do that?
 - Ex: What do you do that helped you to achieve an A on this assignment?

<ul style="list-style-type: none"> o Ex: Use the expectations within assignment rubrics 	
<p style="text-align: center;">Present</p> <p style="text-align: center;"><i>Safe and Culturally Responsive Learning Environments</i></p> <ul style="list-style-type: none"> ● Intentionally connect with students to build rapport and provide proactive personalized attention ● Use active supervision ● Have displays and instructional materials that reflect students' racial, cultural, and ethnic backgrounds ● Use verbal and nonverbal messaging, that conveys all students' questions and opinions are important ● Use proximity with high and low achieving students equitably 	<p style="text-align: center;">Engaging</p> <p style="text-align: center;"><i>Empowering Environments with Opportunities for Choice and Collaboration</i></p> <ul style="list-style-type: none"> ● Use a variety of response options to ensure all students have opportunities to respond ● Offer opportunities for student-led decision making and choices in instructional design ● Encourage peer to peer supports and collaboration

Use Practices that Preserve Dignity When Responding to Unwanted Behaviors

Three BIG ideas about responding to occurrences of unwanted behavior:

1. Effective redirection occurs within the context of using proactive practices (P³ & E) and instructional scaffolds
2. Occurrences of problem behavior are an opportunity to model self-regulating behaviors
3. Use a T-L-C posture to re-engage students in the routine quickly and quietly

Our facial expressions, body posture, energy level all convey an unspoken message that can escalate or de-escalate the energy level of an interaction. *Communication is 60%-70% body language.* Students will mirror how we are conducting ourselves, so it is critical that we model self-regulating behaviors. Always remember to:

- Project calmness in your body language and voice
- Have a plan for what you will say and do for typically occurring classroom problems
- Have strategy for maintaining your own emotional regulation
- Adopt a T-L-C posture to maximize the likelihood redirection will be effective:

- **Tone**
 - Use a calm, neutral and assertive voice

- **Language**
 - Use objective, neutral, and supportive language
 - Label emotions and behavior (not the student)
 - State what you want the student to do
 - Paraphrase and mirror the student's statements

- **Caring Disposition**
 - Display empathy and concern
 - Display interest in the student being successful
 - Provide social coaching to help the student make a good choice
 - Offer options for how they can handle the situation
 - Give a opportunity to take a break
 - Offer opportunity to talk with someone
 - Employ strategies redirections (see list)
 - Offer options for how they can handle the situation

Redirection Protocol to Re-Engage Students in Routine

Apply the principles of T-L-C to redirect the student using this series of steps/considerations

Provide a **CUE** for the expected behavior

RESTATE the expectation to the class

PRAISE other students performing the expectation

SCAN for a response

PRAISE Cooperation

If no response then:

DECIDE whether to address now or address later

If now, **ENGAGE** other students in the routine, a task, or activity

Speak to the student **PRIVATELY**

OFFER options or **ASK** the STUDENT to generate options

Provide **THINK** time

PRAISE cooperation

If late, **PLAN** a time to talk with the student

Use the **REFLECTIVE** prompts to guide a conversation

If the student does not respond and the behavior is interfering with the routine refer to your office conduct referral procedures

Reflective Prompts to Use in Follow-Up Discussions with Students

Reflective conversations leverage our teaching skills and tools to help the student learn and grow from the experience. Through these discussions we:

- Model reflect on the connection between thinking and actions
- Reinforces expected skills and habits
- Reveal ideas for supports the student may need
- Help the student to arrive at solutions and action steps

Understand the Context and Motivation

I'd like to talk about what happened yesterday...

- What is your impression of what happened?
- How was your day going up to that point?
- What did you notice was happening right before....
- What were you hoping to achieve when you...for example, were you looking to get someone to notice you, or were you trying to express your frustration?

Coach a Next Time Plan

I think I understand better what happened yesterday. It is important that we look ahead and figure out how you can handle this type of situation differently in the future.

- If you had a 'do-over' what would you do differently?
- What have you noticed about how your behavior affects other people?
- What can you do, to help yourself prevent this from happening again?
- What can I do, to help you remember what to do in the future?