

# Positive Relationships Matter





## POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS/RESTORATIVE PRACTICES

WE ARE SAFE, RESPECTFUL, RESPONSIBLE, RESILIENT, & RESTORATIVE

# LAUSD

UNIFIED



# Facial Expressions



# Facial Expressions

- **Communicate calm**
- **Avoid expressions that communicate frustration, anger, sadness, fear, or judgment**



# Be Mindful of Your Tone and Words



# **Be Mindful of Your Tone and Words**

- **Model respectful language**
  - **Speak in a calm voice**
  - **Be simple & direct**



# Grow & Maintain Positive Relationships



## **Grow & Maintain Positive Relationships**

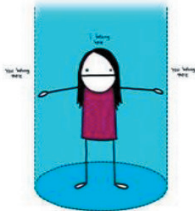
- **Greet students by name**
- **Consider lowering yourself to eye level when interacting with students**
  - **Ask students about their day & interests**
- **Reinforce student efforts**





# Maintain Personal Space

MY PERSONAL AREA



Don't stand in it!!

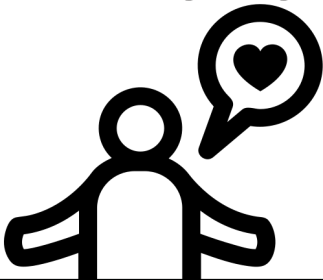


# **Maintain Personal Space**

- **Personal space  
(approximately 1.5 – 3 feet)**
- **Extension of self: backpack,  
food items, cellphone**



# Body Language

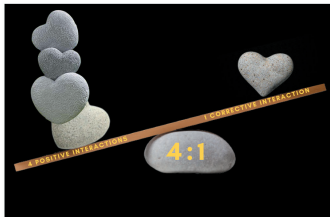


# Body Language

- Place your hands to your sides to express a friendly, open demeanor
- Maintain eye contact to show your interest
- Move at a moderate pace to communicate respect



# Practice 4:1



4:1-Connection Over Correction



**4 positive interactions to 1  
correction**



# Make Non-emotional Requests



# **Make Non-Emotional Requests**

- **Simple & positive**
- **Non-threatening**
- **Non-judgmental**





# Offer Choices



# **Offer Choices**

- **Set limits**
- **Clear & simple**
- **Reasonable & fair**
- **Give the student an opportunity to have control over some part of the situation**



# Avoid a Power Struggle; Don't Pick Up the Rope



# **Avoid a Power Struggle... Don't Pick Up the Rope**

- **Ignore the challenge**
- **Listen to the “real” message**
- **Pay attention to the student**
- **Redirect by providing choices/options**



**Give a**



**Request**

**Rather than a**



**Request**



# **Give a START Request – Rather than a STOP Request**

- **“Walk, please.”**
- **“Line up, please.”**



# Avoid Escalating Responses



# **Avoid Escalating Responses**

- **Getting in the student's face**
  - **Discrediting the student**
- **Shouting or raising your voice**
  - **Arguing or threatening**





# Q-TIP



**Quit  
Taking  
It  
Personally**



# Use Affective Statements



# Use Affective Statements

- I feel \_\_\_\_\_ (the emotion),  
when \_\_\_\_\_ (the occurrence)  
because \_\_\_\_\_ (the reason).



# Self-Regulation

SQUARE  
IN THE  
AIR



## **Square in the Air**

- **Breathe in to a count of 4**
- **Hold breath for a count of 4**
- **Breathe out to a count of 4**
- **Pause for a count of 4**
- **Repeat**



# Mindfulness Moment



# **Mindfulness Moment**

- Take a deep breath
- Do controlled breathing
  - Count to 10
  - Sing a song
  - Whistle a tune
  - Stretch
- Take a quick walk
- Visualize a happy place





# Positive Self-Talk



# **Positive Self-Talk**

- **I can do this!**
- **I am a good friend!**
- **I am in control of myself!**



# Check-Ins

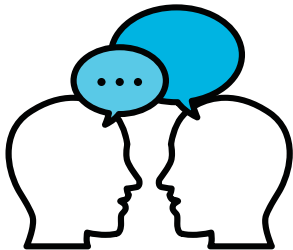


**Checking in on students  
allows them to connect with  
you and others, and show  
empathy**

- “How are you feeling?”
  - 1 -5 (show fingers)
- Thumbs up, side, or down
  - High 5, mid 5, low 5



# Restorative Questions



## **What happened?**

- **What were you thinking at that moment?**
- **What do you think now that you've had time to think about it?**
  - **Who might feel sad or hurt by what happened & how?**
  - **What has been the hardest about this for you?**
- **What do you think needs to be done to make things as right as possible?**

