

POSITIVE BEHAVIOR INTERVENTIONS &
SUPPORTS/RESTORATIVE PRACTICES

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

A GUIDE TO ACTIVE SUPERVISION



Supervision
Guidelines

Restorative
Ambassadors

Restorative
Rainbow/Rounds

Strategy
Cards





The purpose of this Companion Guide is to help school teams structure their campus supervision and activities to support a positive school environment for all students. The implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) is vital to this process. PBIS/RP leverages a trauma-resilient informed approach through a Multi-Tiered System of Supports framework that supports the cultivation of safe, healthy, welcoming, and affirming learning environments. Using preventative measures during times like recess, nutrition, lunch, and passing periods will increase the likelihood of promoting social emotional well-being and community building. When adults and students are equipped with tools to effectively implement active supervision, schools will be safer, more inclusive, and have fewer office discipline referrals and injuries.

For questions email pbis-rp@lausd.net



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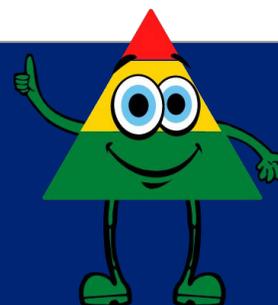
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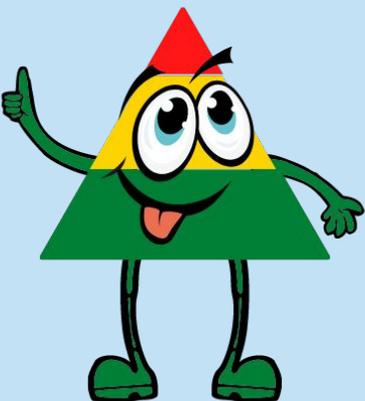
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Supervision Guidelines





STEP 1: COMMON AREA EXPECTATIONS

Use this infographic to ensure the implementation of specific expectations for common areas that promote safe, healthy, welcoming, and affirming environments.

DEVELOP

Developing school-wide expectations improves consistency, increases predictability and reduces reactive response by adults.

Who? School site PBIS/RP Team (with input from all stakeholders)

What? Create a culture of consistency and competence

How?

- Use 3–5 positively stated expectations
- Target all forms of behavior (safety, respect, responsibility)
 - Clearly defined for each area of the school
- Create collaboratively with students (increases accountability and buy-in)
- Ensure that all stakeholders know the expectations

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TEACH

Behavior expectations should be taught throughout the school year in a variety of ways.

Who? All staff (teachers, campus supervision staff, out-of-classroom staff, administrators, etc.)

Why? To inform students about why the expectations are important and to elicit discussion about safety, fairness, and including all students in activities

How? Teach through multiple examples and provide frequent opportunities to practice and provide feedback (positive and corrective)

- Assemblies
- Modeling
- Behavior Fairs
- Playground/Common Area Behavior Lesson Plans

When? Ongoing throughout the year



REINFORCE/CORRECT USING 4:1

Regular and ongoing acknowledgment/reinforcement of students in common areas, including on the playground, at a ratio of 4:1 (positive to corrective) will positively impact the school culture and climate and will decrease problem behaviors.

Acknowledgement/Reinforcement should be preferred and varied.

Who? All staff (teachers, campus supervision staff, out-of-classroom staff, administrators, etc.)

Why? To strengthen student engagement/motivation and increase desired behavior

How?

- Recognition (verbal, written, gestural)
- Incentives (“Caught Doing Good,” monthly opportunity drawings, earned special activity or privilege)

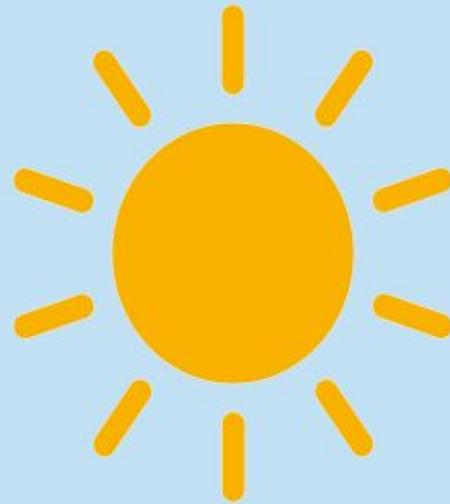
When? Ongoing throughout the year



STEP 2: ACTIVE SUPERVISION

What?

Consistently moving around and positively interacting with all students and staff



Where?

Inside and outside of the classroom

When?

During all structured and unstructured time

Why?

Build and maintain positive relationships with students and prevent problem behaviors.



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How?

Implement active supervision by using "M.U.S.I.C" as a mnemonic device.

Active Supervision- MUSIC Edition Presentation

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M	<p>Move</p> <ul style="list-style-type: none"> • Constantly move in unpredictable, random patterns so students cannot anticipate your movements • Plan purposeful movement designed to target known problem areas and activities • Create opportunities for positive connections
U	<p>Use students' names</p> <ul style="list-style-type: none"> • Call students by their name to show them they are valued and cared about • Consider some ways to remember large number of students' names. <ul style="list-style-type: none"> ◦ Greet and check-in with students by name ◦ Learn a few names at a time, utilize name tags when appropriate ◦ Ask for a student's name if you do not know it
S	<p>Scan</p> <ul style="list-style-type: none"> • Create a map of all common areas to be supervised • Delegate supervision assignments as appropriate • Use eyes and ears to monitor student activity • Be aware of all areas, including more distant parts • Look for students following expectations because we are more likely to see what we are looking for
I	<p>Interact and Acknowledge Efforts</p> <ul style="list-style-type: none"> • Interact with ALL students, begin by introducing yourself • Use 4:1 ratio (4 positive interactions for every 1 corrective) • Acknowledge when students are doing the "right thing" (ticket, verbal, etc.) • Give start requests (use "walk" versus "stop running")
C	<p>Correct Behavioral Errors</p> <ul style="list-style-type: none"> • Use calm, controlled, respectful communication, as privately as possible <ul style="list-style-type: none"> ◦ Provide choices and wait time ◦ Keep It Short and Simple (5 words or less) ◦ Redirect to expected behavior/expectations using verbal/visual reminders ◦ Remember to implement 4:1 ◦ Use Restorative Rainbow/Rounds ◦ Use Restorative Questions • Strategy Cards



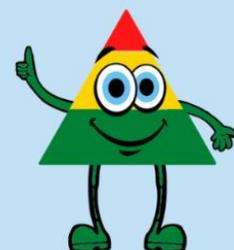
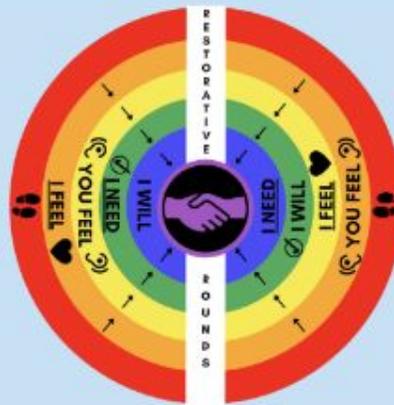
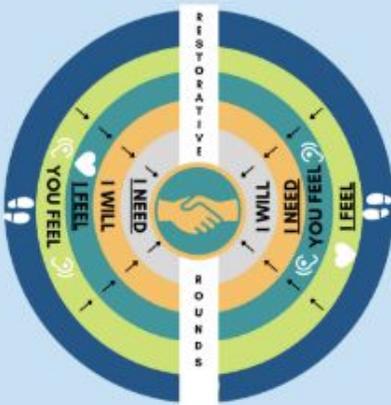
STEP 3: SPECIAL CONSIDERATIONS

ELEMENTARY SCHOOL

- Positive Play to Include ALL
- Restorative Practices Ambassador Program
- Kindness Bench
- Rules for Common Playground Games

MIDDLE & HIGH SCHOOL

- Schoolwide Campaigns to Include ALL





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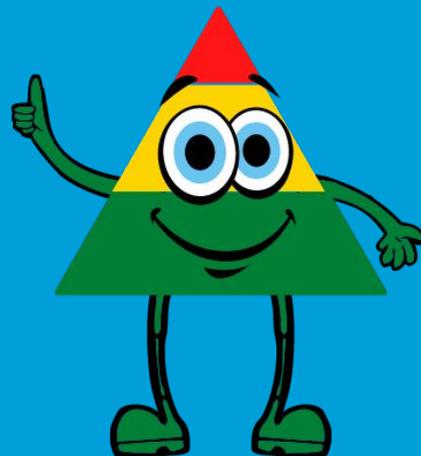
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Restorative Ambassadors







What is a Restorative Ambassadors Program?

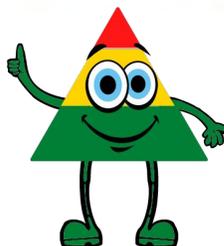


The Restorative Ambassadors Program is an active student leadership program that trains participating students on the fundamentals of Restorative Practices.

The purpose of this program is to positively impact the school's culture and climate by training students in strengthening their leadership skills which will build their emotional intelligence and give them the tools to help solve problems and build relationships.

Students are trained on the Tier 1 level of the Positive Behavior Interventions and Support and Restorative Practices of the Multi-Tiered Systems of Support (MTSS). Students become active participants in creating a safe and welcoming environment.

The program runs all year long and requires a certificated staff member to sponsor and lead the program.





Benefits of a Restorative Ambassador Program



- Creates next generation change makers
- Develops leadership skills in students



- Cultivates connectedness and trust
- Promotes community



- Promotes safety on the yard
- Prioritizes student emotional wellness
- Prioritizes repairing the harm



- Further develops a more positive and caring environment
- Promotes critical thinking skills



- Teaches responsibility and accountability



- Promotes positive behavior throughout the school
- Creates a safe, welcoming, and affirming environment.



How to Create A Restorative Ambassadors Program

Assign certificated personnel to oversee the project.

ANNOUNCE AND SELECT STUDENTS



- Announce the Restorative Ambassadors Program
- Promote the program throughout the school
- Encourage eligible students to fill out a Restorative Ambassador Application
 - [Restorative Ambassador Application](#)

TRAINING



- Training the Restorative Ambassadors should be ongoing
- Restorative Ambassadors will need to be trained by certificated personnel
- Train Restorative Ambassadors on [Tier 1 Strategies](#) that they can use in common areas
- Create a schedule of their weekly duties
- Meet regularly to connect, discuss issues, and build community

DUTIES AND RESPONSIBILITIES



- The Restorative Ambassadors can help with many different [duties and activities](#)
- On the yard, make sure there is always an adult to support or supervise the Restorative Ambassadors
- Restorative Ambassadors can be active during recess, lunch, and school events
- Restorative Ambassadors are to report to the supervising adult if they need support

RECOGNITION AND CELEBRATIONS



- Celebrate their effort, hard work, and dedication
- Make sure they are valued and praised for all the work they put in
- Maintain ongoing praise and recognition
- Stay connected



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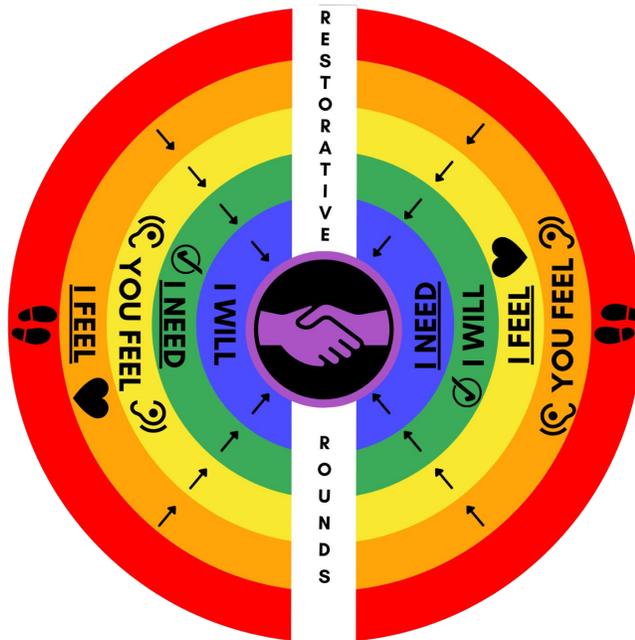
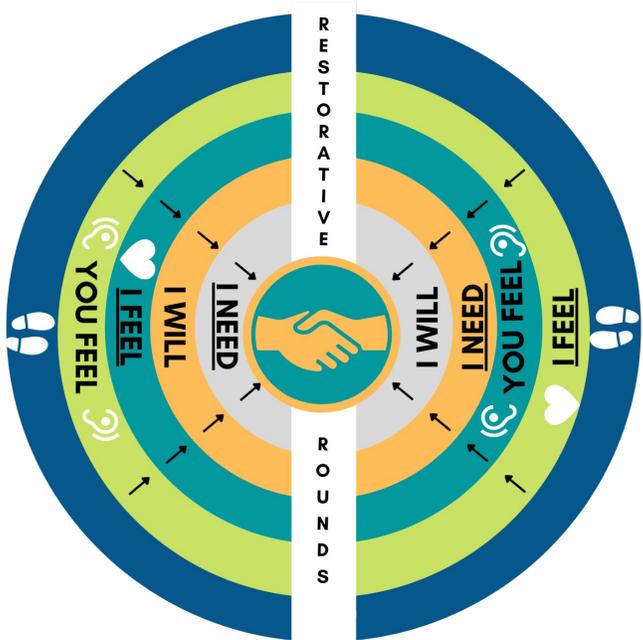




What are Restorative Rainbow/Rounds?

Restorative Rainbow/Rounds are conflict resolution and problem solving tools that are easy to use and can have tremendous impact. Restorative Rainbow/Rounds provide staff and students with a process to find a solution that works for ALL involved.

CLICK IMAGES BELOW to access The Restorative Rounds E-Handbook





Benefits of Restorative Rainbow/Rounds

- Empowers students to manage conflict, transform relationships, and enhance school climate

- Develops communication and decision-making skills that influence choices in the future and increase leadership capacity

- Improves school climate by building relationships

- Reduces the alienation, disenfranchisement, and powerlessness that many students feel

- Reduces the rates of office referrals

- Creates a stronger sense of community by bridging differences

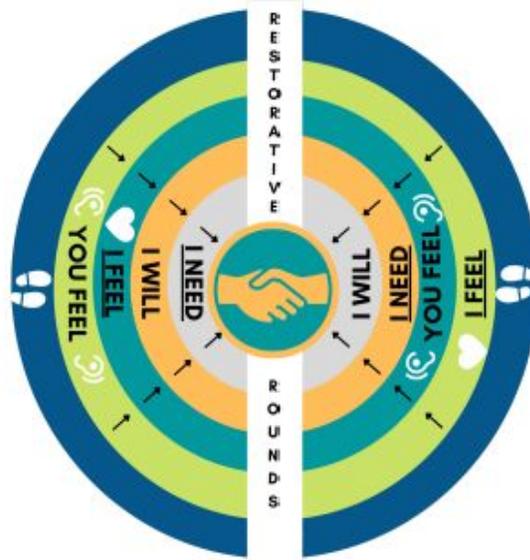
- Helps students gain perspective and understanding of themselves, others, and their issues

- Builds the strong sense of community necessary to address disputes that interfere with learning





Restorative Rounds Procedures

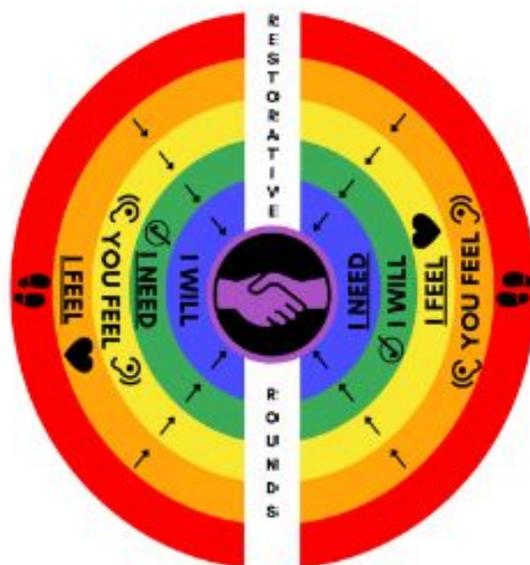


Restorative Rounds Procedures

1. Students refer to the Restorative Rainbow standing opposite each other, approximately 10 feet. At this time, they take a deep breath. (They imagine standing on the outer blue ring).
2. Reading the words on the **green ring**, the student with the underlined word (Student A) goes first. (This can be the student who feels “most harmed”).
3. Student A uses an “I Statement,” saying, “I feel_____.” Encourage the student to express how they feel first, so the other student can be made aware of how they may have made another person feel. Then, follow with the reason why they feel that way, if they choose to.
4. Student B acknowledges how Student A feels by responding, “You feel_____.”
5. Both take a step forward as they imagine stepping on the green ring, but reading the **aqua ring**.
6. Student B uses an I statement saying, “I feel_____.”
7. Student A acknowledges how Student B feels by responding, “You feel_____.”
8. Both take a step forward as they imagine stepping on the aqua ring but reading from the **orange ring**.
9. Student A shares, “I need_____.”
10. Student B responds, “I will_____.”
11. Both students take a step forward as they imagine stepping on the orange ring, but reading the **gray ring**.
12. Student B shares, “I need_____.”
13. Student A responds, “I will_____.”
14. Both students step forward as they imagine stepping on the gray ring as they look at the handshake. Both students can take a deep breath, and give a thumbs up, shake hands, fist pump, high five, etc. *Each school may want to create their own “school handshake”.*



Restorative Rainbow Procedures



Rainbow Rounds Procedures

1. Students refer to the Restorative Rainbow standing opposite each other, approximately 10 feet. At this time, they take a deep breath. (They imagine standing on the red ring.)
2. Reading the words on the orange ring, the student with the underlined word (Student A) goes first. (This can be the student who feels "most harmed.")
3. Student A uses an "I Statement," saying, "I feel_____." Encourage the student to express how they feel first, so the other student can be made aware of how they may have made another person feel. Then, follow with the reason why they feel that way, if they choose to.
4. Student B acknowledges how Student A feels by responding, "You feel_____."
5. Both take a step forward as they imagine stepping on the orange ring, but reading the yellow ring.
6. Student B uses an I statement saying, "I feel_____."
7. Student A acknowledges how Student B feels by responding, "You feel_____."
8. Both take a step forward as they imagine stepping on the yellow ring but reading from the green ring
9. Student A shares, "I need_____."
10. Student B responds, "I will_____."
11. Both students take a step forward as they imagine stepping on the green ring, but reading the blue ring.
12. Student B shares, "I need_____."
13. Student A responds, "I will_____."
14. Both students step forward as they imagine stepping on the blue ring as they look at the handshake. Both students can take a deep breath, and give a thumbs up, shake hands, fist pump, high five, etc. Each school may want to create their own "school handshake".

[Link to Restorative Rainbow/Rounds Posters from LAUSD Repro](#)



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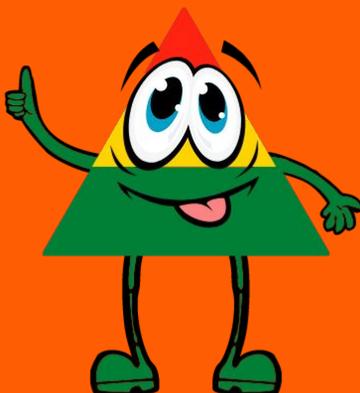
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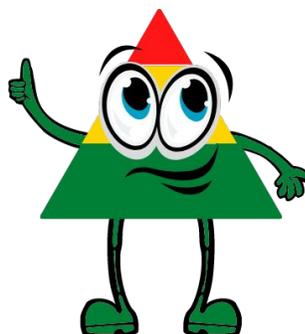
Strategy Cards





What are Strategy Cards?

PBIS/RP Strategy Cards provide staff with quick access to practical strategies to use in building authentic connection to prevent and respond to behavior.





Strategy Cards



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Positive Relationships Matter

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS/RESTORATIVE PRACTICES
WE ARE SAFE, RESPECTFUL, RESPONSIBLE, RESILIENT, & RESTORATIVE

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

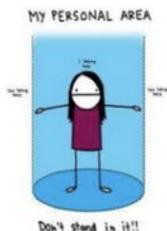
Link to Strategy Card Deck Files: [Elementary](#) & [Secondary](#)
 Link to re-order Strategy Card Decks from LAUSD Repro



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Maintain Personal Space



Maintain Personal Space

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

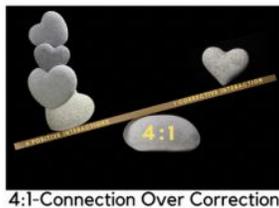
Body Language



Body Language

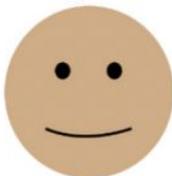
- Place your hands to your sides to express a friendly, open demeanor
- Maintain eye contact to show your interest
- Move at a moderate pace to communicate respect

Practice 4:1



4 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

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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 **START** 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

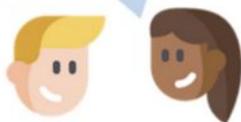


**Quit
Taking
It
Personally**



Use Affective Statements

I feel happy when you help me.



Use Affective Statements

I feel ____ (the emotion),
when ____ (the occurrence)
because ____ (the reason).



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Self-Regulation



Smell the Flowers – Blow Out the Candle

1. Inhale slowly as if smelling the flower
2. Slowly exhale to blow out the candle on a birthday cake
3. Repeat three times



Mindfulness Moment

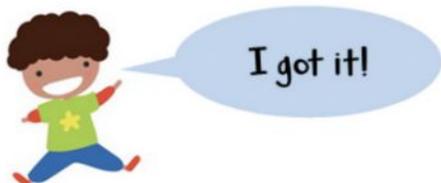


Mindfulness Moment

- 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 am good enough!
- 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?

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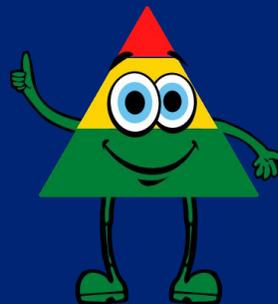


We hope this Guide to
Active Supervision is
helpful in creating
positive school
environments for all
students.

Additional tools and resources:

[PBIS/RP website](#)

PBIS/RP Schoology group
(Access Code ZV2B-2PCZ-BMJVX)



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