

Lincoln High School MTSS Classroom Behavioral Intervention Programs 2019

When talking with a student 1:1

Collaborative Problem Solving (CPS) "Students do well if they can. If they can't, it's up to us to find out why."

CPS is a research-based, trauma-informed method of conversation with a student. Privately, nonjudgmentally, and objectively, the teacher describes a student's behavior, asks the student about it, determines the student's and their own needs, and works toward a solution both can accept. Teachers help students learn to relate, regulate, & reason.

When talking with a small group or class

Restorative Justice (RJ)

Restorative justice is a practice of taking responsibility for actions that have hurt someone else. Rather than punishment or isolation from the community, RJ focuses on meaningful accountability which includes actively participating in conversations about what harm has been done and how to repair those harms. In the classroom, Teachers may use small group or classroom RJ conversations to facilitate communication and contracts. Administrators may use RJ at Tier Two in lieu of traditional punitive discipline methods.

When developing character traits

GO CARDS Character Traits/School-Wide Positive Behavior & Supports (SWPBIS)

Character traits lessons and discussions center on the Lincoln GO CARDS model: Global, Open-Minded, Caring, Altruistic, Respectful, Dedicated, and Supportive. Teachers use the GO CARDS traits to recognize students' positive behaviors. When using any other MTSS classroom intervention, teachers may discuss how character traits apply.

When talking about suicide or self-harm

RESPONSE High School-Based Suicide Awareness Program (RESPONSE)

RESPONSE is a trauma-informed, culturally relevant, best practice suicide prevention program that trains students, parents, and school staff how to recognize the signs of suicide and intervene. Steps include establishing connection, asking directly but discretely "Are you thinking about suicide?" If yes, not leaving student alone, offering comforting words, and going with the student to the school's suicide contact.

When talking about bullying

Student Led Anti-Bullying Program

Students developed a research-informed method for recognizing and responding to bullying peacefully and effectively. When students or teachers witness intolerant or bullying behaviors, they NAME the behavior (e.g., that is a transphobic comment), they CLAIM their own or the school's value (e.g., Lincoln values diversity, keeps the school a safe place for everyone, and doesn't tolerate put-downs), and they TAME the behavior (e.g., accepting an apology, having an RJ conversation, and/or getting help from an administrator, counselor, or psychologist).