



PBIS UPDATE

KEEPING IT POSITIVELY POSITIVE

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Teaching The Teen Brain Round 2: May 14 and 16

This two-session workshop is offered to secondary educators who want to learn more about:

- Brain basics connected to adolescent development
- The impact of trauma on brain development
- Strategies that strengthen and best match adolescent brain development

Participants will receive a \$150 stipend after completing the two session workshop. The first six people from CHS, NMS, and SMS to sign up on [this Google Doc](#) will be in the second cohort of Teaching The Teen Brain. If you are not one of the first six, please add your name in case someone needs to change their plans! E-mail me with any questions!

End-of-Year Positive Behavior and Class Culture Ideas

Everyone knows that the end of the school year can be a difficult time: students are getting antsy for summer, spring testing is taking its toll, and patience can be running thin. Consider these ideas to help make sure that rather than count the days, you and your students can “make the days count!”

I. REVIEW RULES, EXPECTATIONS, AND PROCEDURES: It is never too late to go back over your classroom rules, even if it is the “thousandth time” (you know you’re thinking it). Find a way to make it meaningful and fun:

- ◆ Use this [Family Feud](#) game (PowerPoint required).
- ◆ Create a Jeopardy game for your class rules and procedures.
- ◆ Ask your students to create a “Classroom Handbook” for next year’s class.
- ◆ Work with your students to create videos of them following procedures and expectations to share with future students.

II. IMPLEMENT NOVEL POSITIVE REINFORCEMENTS: By this part of the school year, your classroom reinforcement system might be feeling a bit stale, which you may

have noticed if students are no longer interested in earning privileges and “gotchas.” Add some wrinkles into your plan:

- ◆ Use a mystery motivator (see below) for whole-class behavior goals. For each day the class reaches the goal, flip a card to reveal whether they get a reward or not.
- ◆ Have your students take a survey or fill out a suggestion card about the kinds of incentives and rewards they would like to see included for the end of the year.
- ◆ Start each morning or class period with class compliments and appreciations, for a quick boost to classroom morale.

III. SET PERSONAL GOALS: Set specific daily and weekly goals for yourself to encourage positive behavior in class:

- ◆ Track the number of positive contacts you have with each student or focus on those you have with your “tough kids”
- ◆ Hand out a pre-planned number of “gotchas” for students showing appropriate or exceptional behavior
- ◆ Call a predetermined number of parents each day or week for positive phone calls home .

MYSTERY MOTIVATORS: Think of your class (or classes, at the secondary level). Identify several priority areas such as attendance, behavior, homework, etc. Set specific, measurable daily goals for these areas (for example, “90% of students will have their homework completed each morning”; “our class will have 0 referrals today”). [Post a chart](#) with the days of the week on the board; place an “X” under 2-4 days of the week when students will receive a reinforcer (extra recess, free Chrome-book time) for reaching the goal. Place a round sticker or piece of opaque tape over each day. On days when your class meets the goal, remove the sticker or tape to reveal whether the class will receive the reinforcer. When starting this process, ask students for reinforcer ideas and mark multiple days as “winning” days to get students excited about the system.

Positive Non-Verbal Responses to Misbehavior

Withitness: Know what is happening at all times in the classroom.	Walk around the room. Make sure you spend time in each quadrant. Scan the faces of the students, making eye contact with as many as possible. Look for behaviors that can turn into problems—make eye contact, move toward student, and/or say something.
Signaling: eye contact and facial expressions	Look at the student in a way that it sends the message: “I know what you are doing.” Use your teacher look.
Signaling: gestures	Gestures include: pointing to the rules posted in the room, holding up your hand, shaking your head, leaning in toward a student, placing your index finger to your lips, placing hands on hips and folding arms.
Proximity	Move around the classroom. Stand next to a student who is misbehaving. Arrange seats so that you can get to any student quickly.
Planned Positioning	Stand next to the classroom door. Sit between two students. Never turn your back on the students.
Waiting	Stop talking. Stand quietly and wait. Wait until all students are doing what they are suppose to be doing.
Behavior Records	Look at the student to get their attention or move to the student. Say nothing. Record the behavior.

Positive Verbal Responses to Misbehavior

Name: Using a student’s name in a positive way	Whole Class Assessment: “Let’s review our rules and assess how we did today.”	Pre-emptive: “Remember that during work time you are to do your paper only.”
Reminders, prompts, and cues: State them quietly/privatey.	Redirection: “What are you supposed to be doing right now?”	Appropriate-Inappropriate: “We respect others; that means not calling names.”
Descriptive statements: “Papers are due in 10 minutes.”	Problem Solving: “What will you do to make sure you get here on time?”	Alternative Response: “How can you show respect and still make your point?”
Enforceable statements: “When everyone is quiet, we will begin.”	Seating: “Michael, please select a seat where you can focus better.”	Premacking: “You can play the game after you finish your math problems.”
Questions: “Jen, are you aware that you’re tapping your pencil?”	Offer Assistance: “John, what can I do to help you be successful today?”	Hurdle Help: “Nina, you seem stuck. Let’s see if we can figure out what to do.”
Choices: “Feel free to do the first ten problems or the last ten.”	Reflective Listening: “So you are upset because...”	Antiseptic Bouncing: “Please take a water break; we’ll talk when you get back.”
Remove Distractions: “Put that away until we are done reading.”	Verbal Praise: “Group three is reading the directions as a group using inside voices.”	Logical consequences: “If you slide down the rails, you might hurt your hand.”
But Why?: Explain the rationale for the rule.	Differential reinforcement: “I like the way you are paying attention in class.”	Appeal to Values: “I know you value friends; this could cost you a friendship.”