



PBIS UPDATE

KEEPING IT POSITIVELY POSITIVE

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Tools You Can Use: Self Assessment of Classroom Management

Teachers know how important classroom management is, and we also know when we have successful classroom management and when we are struggling to get to that place where things are running smoothly and (we hope) according to plan most days. But how often do we stop to really assess whether what we are doing is contributing to an orderly and productive learning environment?

The [Self-Assessment of Classroom Management](#) (SACM) is a self-rating tool that classroom teachers can use to get a data-based perspective on the strengths and areas for growth in management of the classroom environment. The tool is based on the analysis developed by Robert Marzano in his book, *Classroom Management That Works*, and focuses on four areas: rules and procedures, disciplinary interventions, teacher-student relationships, and mental set.

E-mail Caleb Beasley If you are interested in learning more or in using the SACM to prepare for a successful second semester!

Dr. Lori Desautels on Youth Brain Development, Emotional Regulation, and Strategies for Educators

Dr. Lori Desautels has found a way to connect her academic interest in brain development with her passion for helping teachers and students. Last Monday, Dr. Desautels presented to a group of 75 teachers, counselors, family navigators, and Ball State students on the structures and processes within the brain and how we can align our practice with what we are learning about human neuroanatomy.

“Educators who use brain-aligned strategies truly can overcome some of the challenges presented by students’ past experiences and environments.”

- Dr. Lori Desautels

Here are a few takeaways from Dr. Desautels’ presentation:

BEHAVIOR ISSUES ARE OFTEN REGULATION ISSUES: For many students, misbehavior stems from the inability or failure to regulate their own emotions. That is, students who are acting out are often doing so as an emotional reaction, rather than a rational one. We as adults have also been known to respond in less than ideal ways when our emotions are not fully regulated.

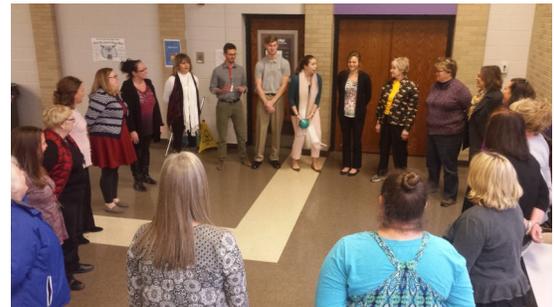
EDUCATORS CAN HELP STUDENTS SELF-REGULATE:

The good news is that we can do things to help students self-regulate more effectively.

We can teach students how to breathe deeply in times of stress, use [focused attention practices](#) to activate the thinking part of the brain, and incorporate movement into their daily routine.

We can also establish procedures in our classrooms and schools that create time and space for students to hit the “reset” button after an acting-out episode.

TEACHING KIDS ABOUT THEIR BRAIN HELPS THEM THINK THROUGH CHALLENGES: Teachers are not the only ones who benefit from new understandings about the human brain; students can also benefit from learning about how their brain functions. This is especially true when exploring what is happening in a brain when we are emotionally “triggered” as well as how to maximize use of our prefrontal cortex.



In this activity, participants timed themselves passing a ball around to everyone in the circle. They repeated the pattern three times, getting faster and faster each time. This illustrates how neural pathways in the brain are strengthened and made more efficient by practice/repetition.

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INTRINSIC MOTIVATION AS SIMPLE AS A-B-C: Research shows that intrinsic motivation is strongest when we feel a sense of Autonomy, Belonging, and Competence. If we can design classrooms and learning experiences where students can be self-directed, feel a sense of community, and are able to demonstrate ability, they will be more engaged and self-motivated.

Free Resources for Brain-Aligned Classroom Strategies

Check out these resources from Dr. Desautels. Contact cbeasley@muncieschools.org with questions!



[First 3 Weeks in a Brain-Aligned Classroom](#)



[Strategies to Use with Oppositional Students](#)



[Lori Desautels’ YouTube Talks](#)