



PBIS UPDATE

KEEPING IT POSITIVELY POSITIVE

NOVEMBER 2017

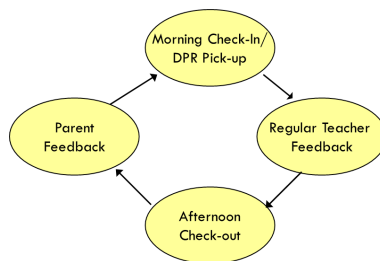
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Don't forget to register for MCS' workshop with Lori Desautels!

On Monday, December 11, from 4 to 7 p.m., educators from throughout MCS will convene at the Central High School cafeteria to participate in a workshop with Dr. Lori Desautels from Butler University. The workshop will focus on the impact that trauma has on brain development and perspectives and strategies that educators can use with this knowledge in mind. (See flyer [here](#)).

Dinner will be served, and participants will earn 3 hours of continuing education credit. If you are interested in attending and have not already registered, please follow [this link](#) and complete all required fields in the Google Form. Thanks!

Check In Check Out: A Tier II Intervention



The CICO Daily Flow

Check In Check Out (CICO) is an intervention that is used for students who are struggling to be successful with the Tier I supports that are available to all students. CICO involves the student "checking in" with an adult mentor first thing in the morning, receiving continuous feedback from his/her classroom teacher throughout the day, and "checking out" with the adult mentor at the end of the day. The student will usually have a daily progress report (DPR) that teachers use to rate their performance in 3-4 focus areas. The CICO card is a tool of the intervention, but it is NOT the intervention; rather, CICO works because it builds positive relationships between student and adults while increasing the frequency with which students receive positive and corrective feedback from their teachers.

Time-Out as an Effective Classroom Redirection

While we want to emphasize positive reinforcement as much as possible, there will be situations where reductive techniques or adverse consequences can be utilized to remind students of the difference

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between appropriate and inappropriate behavior. Time-outs are quick, low-cost, and proportional responses to a wide variety of problems. A time-out is a procedure where a student is removed from a reinforcing environment to a non-reinforcing environment. If the classroom is not a reinforcing environment, removing the student from the class will have little or no effect on problem behavior (thus explaining why positive relationships and deliberate reinforcement are so important in the classroom!). Here

are some time-out guidelines:

TIMING: It is generally recommended that the student be assigned one minute of time-out for each year of age (a 7-minute time-out would be appropriate for a 7-year old student).

IN-CLASS TIMEOUT: Sometimes students will be able to remain in the classroom during a time-out; for instance, working alone on an assignment or taking time to simply observe during what would otherwise be a reinforcing activity. This minimizes disruption, and the student doesn't miss instruction.

INTER-CLASS TIMEOUT: Work with a teacher one or two grade levels above or below your classroom; struggling students can be sent to this "buddy room" for 15 to 20 minutes. There, they can

complete an assignment, practice appropriate behavior, calm down, and prepare to return to your room.

It is up to the teacher to decide how to frame time-outs. Some emphasize that the time-out is meant to give the student a chance to calm down, think, and figure out a solution to the problem that led to the time-out in the first place. Others emphasize that students are welcome in the classroom as long as they allow others to learn.



"I have thought about my actions and realize my desire for instant gratification clouded my judgment."