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Where the Rubber Meets the Road: Supporting Classroom Behavior Using the PBIS Three-Tiered Logic

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Three Self-Evaluating Questions

1. What Do I Do When Students Act Up? (Corrective) **FEW**
2. What do I do so students won't continue misbehaving? (Supportive) **SOME**
3. What do I do to encourage students to behave appropriately? (Preventive) **ALL**

The Hard to Handle Soft Offenses

1. Disrespect
2. Insubordination
3. Defiance

Albert, L. (2012). *Cooperative Discipline—A practical guide to classroom management.*



“Intelligence plus character; that is the true goal of education.” Dr. King

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ABOUT YOUR PRESENTER

Shauna King is a passionate educator and speaker, who is committed to helping teachers keep their skills sharp. She is so committed to this mission that she founded her own professional development organization to support initiatives such as Cooperative Discipline, PBIS, and Restorative Practices. Shauna teaches graduate level courses for LaSalle University and serves as a consultant for the University of MD Positive Schools Center. Shauna has traveled nationally presenting on topics including school climate, poverty and gender differences. Shauna earned a B.S. degree from Morgan State University, a Masters of Education from Bowie State University and an Education Specialist degree in Adult Learning from Walden University. She is a proud wife and mother of two children.

3 BIG QUESTIONS

1. What is the 3-Tiered Logic?
2. How does this logic apply to the classroom?
3. What strategies support positive student behavior in the classroom?

School-Wide PBIS Implementation

Schools that focus on teaching school-wide rules, working on classroom management, recognizing and acknowledging appropriate student behavior, and, when discipline was needed, choosing from a menu of more productive responses to misbehavior experienced a reduction in overall suspensions.

Netzel, D. M., & Eber, L. (2013). Shifting from reactive to proactive discipline in an urban school district: A change of focus through PBIS implementation. *Journal of Positive Behavior Interventions*, 5(2), 71.

