PBIS Strategies for a Positive Learning Environment in High School

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PBIS STRATEGIES FOR A POSITIVE LEARNING ENVIRONMENT IN HIGH SCHOOL

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HARALSON COUNTY HIGH SCHOOL
HELLO/BONJOUR/HOLA!

Introductions
First Year Teaching

How was your first year?

How I changed a disaster into an organized and positive learning environment.
OUR PROCESS IS EASY

1. GOOD RELATIONSHIPS
   Create a good relationship with your students and students' parents.

2. CLEAR COMMUNICATION
   Leave no room for confusion within your classroom expectations, rules, or instructions.

3. TRUST/ENGAGEMENT
   Trust your students and trust yourself. Engage all students within your classroom.
1. GOOD RELATIONSHIPS
Strategies for building positive teacher-student relationships
◦ Create an individual culture with each class
◦ Positive relationships (peer to peer AND student to teacher)
Set students up for success

- First few assessments = confidence
- Get to know your students and their families
**TODO SOBRE ELENA**

**Tengo 15 años.**

Mi cumpleaños es el 28 de Agosto

**MIS FAVORITOS**

- The Fault in Our Stars
- Pitbull, Shawn Mendes
- Selena Gomez
- Rosado
- Fútbol, Natación
- Perro,Elefante
- Teen Mom, Modern Family
- Finding Dory

**MI FAMILIA**

Mi familia es pequeña. Mi mamá se llama Sofía. Mi papá se llama Martín. Tengo una hermana. Ella se llama Lola y tiene doce años.

**Soy de**

Atlanta, Georgia

**Vivo en**

Chicago, Illinois

**ME GUSTA COMER**

- Manzanas
- Hamburguesas
- Cereal
- Bananas
- Tresas
- Carne asada

**ME GUSTA**

- Jugar Pokemon Go
- Escuchar música
- Bailar
- Snapchat
- Jugar Fútbol
- Comer

**YO SOY**

- atlética
- bonita
- inteligente
- amable
- trabajadora
- paciente
- generosa

**ALGO INTERESANTE SOBRE MÍ**

- Hablo 4 idiomas diferentes: Inglés, Español, Alemán y Holandés
Make Learning Fun
Brain Break!
Reward Ladder

+ tickets
2. CLEAR COMMUNICATION

Communicating effectively for positive interactions
CLEAR COMMUNICATION

- Expectations
- Instructions - clear and simple
**Behavior Management Cycle**

- **Movement** (circulation from teacher)
- **Awards and recognition** (as a class and individual)
Behavior Management Cycle

What To Do directions

- Scan for compliance
- Narrate the positive
- Redirect student behavior
- Consequences

What To Do directions
Making a PB&J Sandwich
What To Do

Directions

Discuss:

- Why couldn't the dad make a PB & J?
- How does this relate to teaching?
What To Do Directions must be:

1) Specific and concrete
2) Observable
3) Concise (economy of language)
   ◦ Tell students WHAT to do, not what NOT to do.
Narrate the Positive

- Look for students who are doing what you asked and narrate it.
  - “I see Elisa is tracking.”
  - “Thank you Nate for doing the gestures with me.”
  - “Jacqueline is already on #3.”
**Redirection**

- **Definition**: A non-intrusive step the teacher makes to correct a student behavior BEFORE having to give a consequence.
The talkative class

“Harnessing a Running Horse”
PLEASE: Correct your behavior and return to task.

See me after class!
Student: ___________________ Date: ___________________
Offense:
____________________________________________________
____________________________________________________
Conference result:
____________________________________________________
____________________________________________________
Teacher: ___________________ Student: ___________________
Plan de Acción de la Clase de Español

1) What's the problem?

2) What's causing the problem?

3) What plan will you use to solve this problem?

Date:

Student signature

Parent/Guardian signature
Brain Break!

TAPE CINQ

FAIS UN FIST BUMP

(1) mains droites (2) poings gauches
(3) mains gauches (4) poings droits
TAPE CINQFAIS UN ‘FIST BUMP’

1. Students pair up and stand facing each other.
2. Partners make a fist with left hands and hold up right hands, palm facing out.
3. Partners high five each other with right hands.
4. Partners fist bump left fists.
5. Partners make a fist with right hands and hold up left hands, palm facing out.
6. Partners high five each other with left hands.
7. Partners fist bump right fists.
8. Repeat for one minute.
Success Skills

- Attendance
- Positive Attitude
- Adaptability/Flexibility
- Respect
- Communication skills
- Accountability/Time Management
- Ability to Accept & Learn from Criticism
- Team Player
- Problem Solving Skills
- Self Confidence
Be THE VOICE
...and make a difference!
3. TRUST AND ENGAGEMENT
Building trust to create a more positive learning environment and increase student engagement
○ Trust your students
  ○ Encourage creation of environment (seating arrangement, activities, focus, rules, etc.)
○ Trust yourself
Trust Yourself

What you do is VERY IMPORTANT
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