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
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 their 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
Tengo ojos negros y pelo café. Mi pelo es largo y ondulado. Soy baja y artística.

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 Sofia. 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,
arroz, ensalada,
frutas, carne asada

YO SOY
 atlética, bonita,
inteligente, amable,
trabajadora,
patiente,

ALGO INTERESANTE
SOBRE MÍ
He hablado 4 idiomas
diferentes: inglés,
francés,
español, holandés.
Make Learning Fun
Brain Break!
Reward Ladder

+ tickets
2. CLEAR COMMUNICATION

Communicating effectively for positive interactions
Expectations

Instructions - clear and simple
BEHAVIOR MANAGEMENT CYCLE

- **Movement (circulation from teacher)**
- Awards and recognition (as a class and individual)
What To Do directions
- Scan for compliance
- Narrate the positive
- Redirect student behavior
- Consequences
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.”
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”
The Green Paper

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 CINQ FAIS 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, palms 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, palms 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