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# PBIS Strategies for a Positive Learning Environment in High School

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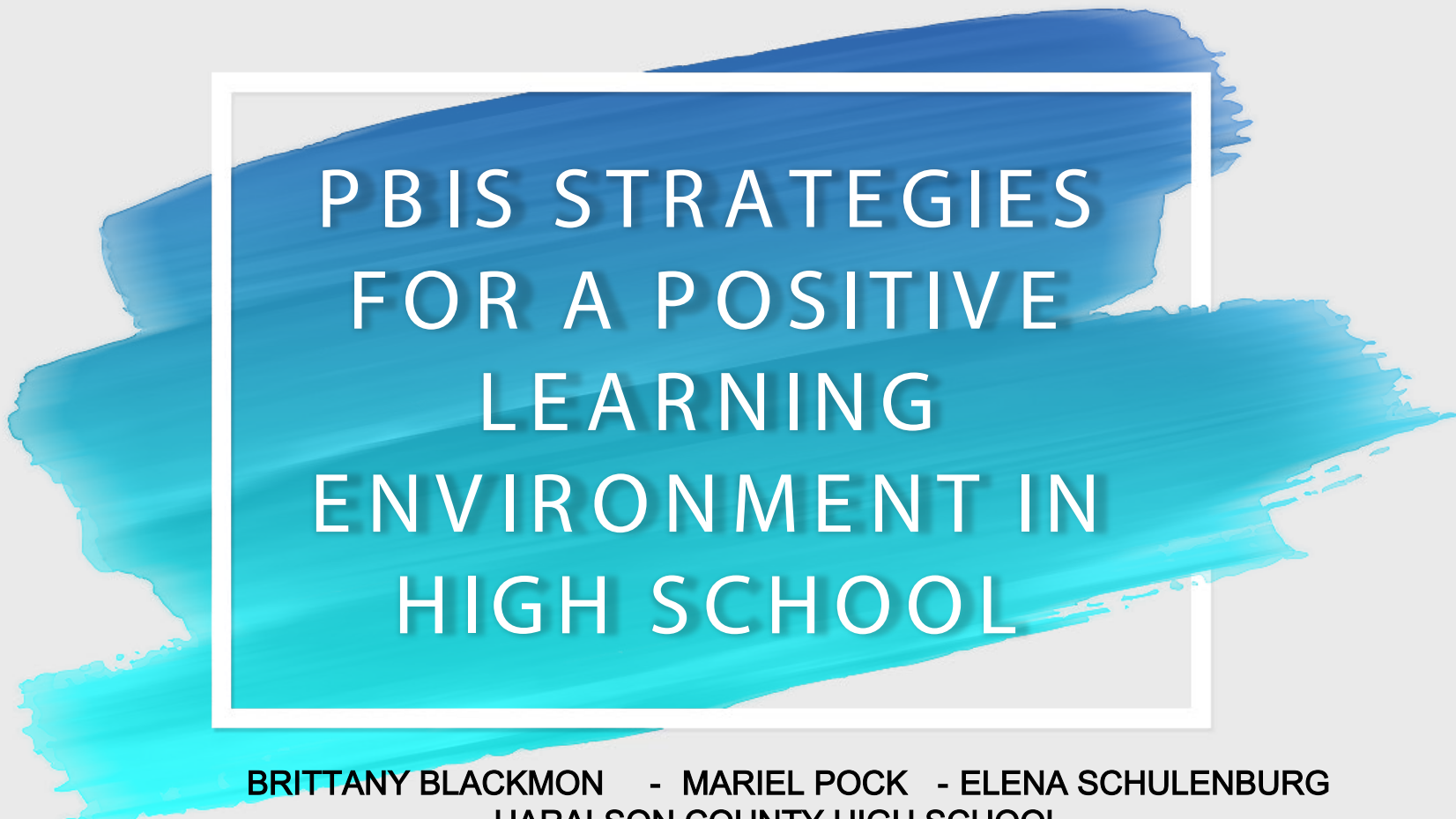
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A large, abstract background graphic consisting of several horizontal brushstrokes in shades of blue and teal, creating a textured, painterly effect. A white rectangular border is superimposed over the center of these strokes.

# PBIS STRATEGIES FOR A POSITIVE LEARNING ENVIRONMENT IN HIGH SCHOOL

**BRITTANY BLACKMON - MARIEL POCK - ELENA SCHULENBURG  
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



## CULTURE BUILDING

- 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



# Class Surveys

## 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 

ME GUSTA COMER 

manzanas hamburguesas  
cereal bananos  
fresas carne asada

MI FAMILIA 

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

SOY DE Atlanta, Georgia 

VIVO EN Chicago, Illinois

ME GUSTA 

jugar Pokemon GO  
escuchar música  
bailar Snapchat  
jugar fútbol  
comer 

YO SOY 

atlética bonita  
inteligente amable  
trabajadora  
paciente  
aeróbica

ALGO INTERESANTE SOBRE MÍ 

Hablo 4 idiomas diferentes: inglés, español, francés y holandés.





Make  
Learning Fun



# Brain Break!





# Reward Ladder

+ tickets



## 2. CLEAR COMMUNICATION

Communicating effectively for positive  
interactions

A large, vibrant green brushstroke graphic that starts from the left edge and extends towards the center of the slide. It has a textured, painterly appearance with varying shades of green and some white highlights, suggesting movement and energy. A white rectangular frame is overlaid on the left side of this brushstroke, containing the text 'CLEAR COMMUNICATION'.

## 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





# 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.”

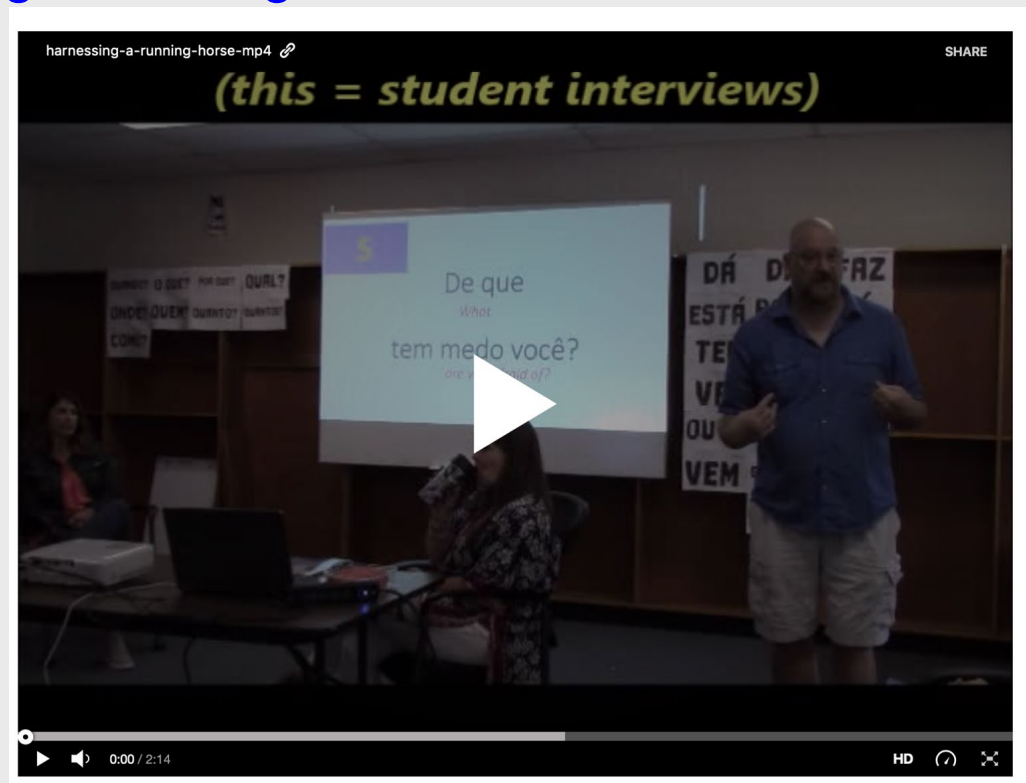
A graphic consisting of a white rectangular border with a thick, textured, reddish-pink brushstroke background behind it. The word "Redirection" is written in white, sans-serif font across the center of the graphic.

# Redirection

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

## “Harnessing a Running Horse”

The  
talkative  
class





# The Green Paper

**PLEASE: Correct your behavior and return to task.**

**See me after class!**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Offense:**

\_\_\_\_\_

\_\_\_\_\_

**Conference result:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Student:** \_\_\_\_\_



# The BIG Green Paper

## Plan de Acción de la Clase de Español

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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

|



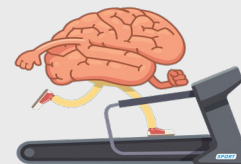
Brain Break!

TAPE CINQ



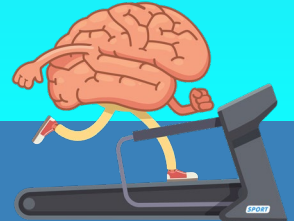
FAIS UN  
FIST BUMP

*(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.



brainbreakbrainbreakbrainbreakbreak



**Respectful, Responsible, Reliable**



## 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

- 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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