How to Make PBIS Work Effectively in Your Classroom

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How to make PBIS work effectively in your classroom?

Presented by
Sherry Ferguson and Kim Neal-Ferguson Elementary
Courtney Mulkey- Simpson -Lilburn Elementary
Write your lingering thoughts or questions down during the presentation on the padlet. We will look at it at the end.

https://padlet.com/courtney_mulkey/8mugynvvr9w1
What will this look like in my school?

Ferguson Elementary’s PBIS model
Our creed:

As a member of the Ferguson Elementary Team, I am always respectful, responsible, and a role model to others. I treat others the way I would like to be treated and believe that ANYTHING is possible.
<table>
<thead>
<tr>
<th>Expectations</th>
<th>Cafeteria Rules</th>
<th>Hall Rules</th>
<th>Commons/Playground Rules</th>
<th>Restroom Rules</th>
<th>Bus Area Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>• Whisper when music is off</td>
<td>• Hands and feet to yourself</td>
<td>• Use equipment safely</td>
<td>• One person in stall</td>
<td>• Soft voices</td>
</tr>
<tr>
<td></td>
<td>• Silence while music is playing</td>
<td>• Voices off</td>
<td>• Turn your voice off when in line</td>
<td>• Privacy of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stand in line silently</td>
<td></td>
<td></td>
<td>• Voices need to be turned off</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>• Get everything you need before you are seated</td>
<td>• Passport</td>
<td>• Follow directions the first time</td>
<td>• Wash hands</td>
<td>• Backpack on your lap</td>
</tr>
<tr>
<td></td>
<td>• Stay in seat</td>
<td>• Shortest route</td>
<td>• Stay in fenced area</td>
<td>• Use restroom in timely manner</td>
<td>• Sit in your assigned seat</td>
</tr>
<tr>
<td><strong>Role model</strong></td>
<td>• Show good manners</td>
<td>• Walking in a straight line</td>
<td>• Treat others the way you want to be treated</td>
<td>• Clean up after yourself</td>
<td>• Keep hands feet and objects to yourself</td>
</tr>
<tr>
<td></td>
<td>• Walking feet</td>
<td>• Walking up the stairs</td>
<td>• Straight quiet line walking into building</td>
<td>• Wait your turn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clean up after yourself</td>
<td></td>
<td></td>
<td>• Listen to the bus driver</td>
<td></td>
</tr>
</tbody>
</table>
Mustang Manners in the Hallway

Be Respectful
- Voices off
- Walking feet
- Keep hands to self
  - Maintain place in line

Be Responsible
- Follow directions
- Accept consequences
- Walk to the right on the gray tiles

Be a Role Model
- Face forward
- Walk the shortest hallway route to your destination
- Carry your passport
Mustang Manners in our classroom

Be Respectful

Be Responsible

Be A Role Model
Classroom examples

Mustang Manners
in our classroom

- Be kind to others and materials
- Raise your hand
- Share

- Bring my materials each day
- Raise my hand
- Follow Directions

- Treat others the way I would like to be treated.
- Make good choices

- Be kind and helpful.
- Keep my hands and feet to myself.

- Say sorry when you make a mistake.
- Keep your area and centers clean.
- Finishing your work.

- Face forward, walk quietly in hallway.
- Use only nice words.
  
  GOLDEN RULE: Treat others the way you want to be treated.

- Mark
- Cherish
- Kind
- Jesus
- Paul
- Marisa
- Janiah
- Nayiri
- Kriss
- Aryan
- Osmon

- Peris
- Lindy
- B крын
- Ange

- Ball
- Install
- Rainfall
- Fall
- Stall
- Small
- Mall
- Baseball
- Wall
- Overall
Student and Staff Expectations

- Follow 3 R’s at all times.

- Each teacher will present the school-wide behavior lesson plans daily (15 minutes) from 3:00-3:15 pm.

- **School-wide PBIS focus**

- Teacher are expected to have a classroom expectation poster in their classroom.
## Weekly lesson plans for PBIS:

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Literature Lesson over the closed circuit.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Video over the close circuit.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Teacher Lead Lesson</td>
</tr>
<tr>
<td>Thursday</td>
<td>Teacher Lead Lesson</td>
</tr>
<tr>
<td>Friday</td>
<td>Video and Summary in classroom.</td>
</tr>
</tbody>
</table>
Video – Bus Dismissal

Ferguson
PBIS Dismissal
Expectations
# First Nine Weeks PBIS Weekly Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Weekly Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10th</td>
<td>What is PBIS</td>
</tr>
<tr>
<td>August 15th</td>
<td>Classroom</td>
</tr>
<tr>
<td>August 22nd</td>
<td>Substitutes</td>
</tr>
<tr>
<td>August 29th</td>
<td>Cafeteria</td>
</tr>
<tr>
<td>September 5th</td>
<td>Bathrooms</td>
</tr>
<tr>
<td>September 12th</td>
<td>Playground</td>
</tr>
<tr>
<td>September 19th</td>
<td>Hallway</td>
</tr>
<tr>
<td>September 26th</td>
<td>Specials</td>
</tr>
<tr>
<td>October 3rd</td>
<td>Dismissal-Bus and Car Riders</td>
</tr>
</tbody>
</table>
Video – Bathroom Expectations

PBIS expectations in the Bathroom
Video-Cafeteria Expectations

Mustang Manners in the Cafeteria
Tickets and Weekly Rewards
Lesson Plan Book

FERGUSON ELEMENTARY
PBIS PROGRAM

MUSTANGS
But Wait!
Why should we “pay” kids for doing what they are expected to do??

- The focus is on TEACHING our students what we want them to do, instead of telling them what not to do.

- The intent is on TEACHING and acknowledging behaviors that we want to see.

- Eventually will not rely as heavily on tickets.

- Bottom line: increases time for instruction= everyone wins!
Tickets

Date ____________

Today I was
☐ Respectful
☐ Responsible
☐ A Role Model

2015-2016

Name ________________________

Teacher ________________________
Hot Spot PBIS Tickets

PBIS data will be used to pick an area of the school where they have been a high number of referrals.

The area will change weekly.

There will be a Hot Spot sign placed in the area to alert students.

Pink tickets will be handed out in this area and those tickets are worth double points.

Tickets will be handed out by support staff and administration in the Hot Spot Area or Focus.

Teachers can hand out tickets in hotspot area but not to their own class.
# Hot Spot Areas

<table>
<thead>
<tr>
<th>PBIS Hotspot</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallway</td>
<td>August 17</td>
</tr>
<tr>
<td>Dismissal – Bus Lane and Car Riders</td>
<td>August 24</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>August 31</td>
</tr>
<tr>
<td>Bathroom</td>
<td>September 7</td>
</tr>
<tr>
<td>Playground</td>
<td>September 14</td>
</tr>
<tr>
<td>Hallway</td>
<td>September 21</td>
</tr>
<tr>
<td>Specials</td>
<td>September 28</td>
</tr>
<tr>
<td>Dismissal – Bus Lane and Car Riders</td>
<td>October 5</td>
</tr>
</tbody>
</table>
Substitute Teacher Tickets

Substitute Teachers will be given 5 pink tickets to hand out to students.

These tickets will be worth double points.

Please have pink tickets in your sub folder or leave them on your desk for substitute teachers.

Please leave a note in your sub plans explaining how pink tickets work.
Keeping up with the tickets

- Students in all grades are expected to keep up with their own tickets.
- Each teacher has a different system to help the students be responsible.
- Students have the choice to decide how and when they want to redeem their tickets.
Keeping up with tickets
PBIS Ticket Redemption and School Wide Rewards

- Have school wide rewards every Friday.

- Teacher turn rewards folders in on Tuesday.

- PBIS kids club returns folders with tickets for rewards inside.
Rewards Folder

SUPER HERO BEHAVIOR FOLDER

Ms. Lyon
Third Grade
# Quarterly Reward Calendar

<table>
<thead>
<tr>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M</strong></td>
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<tr>
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<tr>
<th>November</th>
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<td><strong>M</strong></td>
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<td>14</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>December</th>
</tr>
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<tbody>
<tr>
<td><strong>M</strong></td>
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<tr>
<td>4</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>19</td>
</tr>
<tr>
<td>28</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

- **1st**: Restroom expectations
  - Restroom

- **2nd**: Bus Safety Dismissal
  - Dismissal

- **3rd**: Media Center
  - Media Center

- **4th**: Conflict Resolution
  - Hallway

- **5th**: Respecting others
  - Cafeteria

- **6th**: Politeness
  - Playground

- **7th**: Classroom expectations
  - Specials

- **8th**: Sharing
  - Transitions (stairwells)

- **9th**: Generosity
  - Cafeteria

- **10th**: Art Party K-2
  - Freeze Pops K-5 (past outside)

- **11th**: Tech Time 3-5
  - Freeze Pops K-2

- **12th**: Save tickets for Holiday Store

- **14th**: Save tickets for Holiday Store

- **19th**: Holiday Break

- **22nd**: Holiday Break

- **28th**: Thanksgiving Break
Weekly Reward Sheets

Turn folder in on: 1/19/16 Rewards Redeemed on: 1/22/16

<table>
<thead>
<tr>
<th>Certificate 3 tickets</th>
<th>Pencil 5 tickets</th>
<th>Tech Time 3-5 10 tickets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Reward Tickets

Popcorn

Name: ____________
Teacher: __________
## What can I earn with my tickets?

<table>
<thead>
<tr>
<th>Prizes</th>
<th>Number of Tickets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Pledge on Morning Announcements or Pencil</td>
<td>5 Tickets</td>
</tr>
<tr>
<td>Certificate</td>
<td>3 Tickets</td>
</tr>
<tr>
<td>Just Dance Party, Gym Party, Art Party</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Popcorn or Freeze Pops</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Extra Recess</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Hat Day</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>Tech Time 3-5</td>
<td>10 Tickets</td>
</tr>
<tr>
<td>VIP Breakfast</td>
<td>10 Tickets</td>
</tr>
</tbody>
</table>
PBIS Just Dance Party
Art Party
PBIS Holiday Store
PBIS Certificate

Marvelous Mustang

This certificate is awarded to

in recognition of showing respectful, responsible and role model behavior.

Signature

Date
PBIS Leading Pledge on Morning Announcements
PBIS Forms and Other Ideas
PBIS Kids Club

Students in 4th and 5th grades
Ashley Booker is PBIS Kids Club Committee Chairperson

Those students will:
- pack the recognition folder
- create skits and songs for PBIS videos
- serve as advisory board to committee
- maintain posters in the hallways

Students will meet Wednesday Mornings
Referrals (1 per teacher) are due **August 19th**
Permission slips will go home **August 21st**
First Wednesday morning meeting **August 26th**
PBIS Parent Brochure

How is this system different from other school behavior programs?

- This system is focused on acknowledging students for consistent positive behavior.
- Teachers are acknowledged for noticing positive student behavior.
- Routines and language with respect to appropriate school behavior are consistent throughout the school.
- Students are recognized with Ferguson Mustang incentives.

The three rules which we promote at school can also be applied to situations both inside and outside the school building. The following are a few examples:

Be Respectful

Classroom:
Use positive language when responding to others.

Home:
Follow directions the first time without argument.

Community:
Be a kind and helpful neighbor.

Be Responsible

Classroom:
Do your school work and turn it in.

Home:
Help with homework.

Community:
Keep the neighborhood clean.

Be a Role Model

School:
Have school supplies needed at the start of each class.

Home:
Get your backpack ready for school the night before.

Community:
Know safety rules.

Ferguson Elementary School
School-wide Behavior System
Be Respectful
Be Responsible
Be a Role Model

Positive Behavioral Interventions and Supports

For more information about our school-wide behavior system, please contact us at 678-245-5460.
Angélique Mitchell
El personal de Ferguson elemental se enfoca en trabajar con los estudiantes y sus familiares para promover comportamientos positivos en toda la escuela. Tenemos tres reglas de la escuela que van a ser reforzados diariamente.

**SER RESPETUOSO**

**SER RESPONSABLE**

**SER UN MODELO**

Cuando las reglas de la escuela son seguidas, los estudiantes tienen la oportunidad de ser reconocido por sus esfuerzos por recibir Mustang entradas o participando en nuestras celebraciones Mustang. Cuando las reglas de la escuela no se respetan, se producen consecuencias concretas basadas en el comportamiento.

Como un miembro de la Familia Ferguson por favor revise esta información con su estudiante.

---

**Mustang Tickets**

Los estudiantes que están siguiendo las reglas de la escuela en varias ubicaciones de la escuela pueden ganar, Entradas Mustangs.

Las entradas serán dadas por el personal escolar a los estudiantes para reconocer su comportamiento positivo.

Una vez que se reciben los billetes, son guardados por el estudiante para cambiarlos por premios al final de la semana.

Todo el personal escolar y los conductores de autobuses estarán mirando los estudiantes que presentan ser respetuoso y modelos.

---

**Consecuencias de comportamiento inapropiado**

Los estudiantes han aprendido las normas escolares en el aula y fuera del aula. Si un estudiante no sigue una de las tres reglas de la escuela, se sigue el siguiente procedimiento:

1. Advertencia Verbal Individual con aviso acerca de los comportamientos apropiados.
2. Tiempo de castigo en el aula.
3. Tiempo de castigo en otro lugar.
4. Si el comportamiento aún no mejora, los padres serán notificados.
5. Participación Administración.

*Ciertas acciones requieren la participación administrativa inmediatas como, pelea, utilizando lenguaje inapropiado, la posesión de contrabando o armas, hostigamiento y amenazas.*
What happens when students have difficulty displaying the appropriate character traits?

- Students will first be given a verbal warning.
- The next step could result in time out in the classroom and note in the agenda, passport, or behavior calendar.
- The third step could be time out in another classroom and note in their agenda, passport, or behavior calendar.
- The fourth step is a phone call home.
- The last step is administrative referral.

*Steps can be skipped depending on the severity of the infraction.*
PBIS Discipline Flow Chart

Classroom Managed:
- Disruption
- Defiance
- Disrespect
- Dress Code Violation
- Inappropriate Language (Including Conversational Profanity)
- Property Misuse
- Minor Physical Contact
- Lack of Preparedness
- Inappropriate Display of Affectation
- Academic Dishonesty

Office Managed:
- Fighting
- Bullying-Multiple Offensives
- Theft
- Drug/Alcohol/Tobacco
- Weapons
- Vandalism
- Bomb Threat/False Alarm
- Technology Violation
- Skipping Class/School
- Repeated Verbal Disrespect

Is Behavior Office-Managed?

Buzz NO
- Use Teacher Consequences: Warnings, seat change, problem solve with student.
- Have you communicated with parent and given 3 to 6 entries on the behavior logs?

Buzz Yes
- Buzz office to have student removed
- Give behavior log to administrator responding
- Administration determines consequences
- Administrator follows through on consequences

Office Managed:
- Fighting
- Bullying-Multiple Offensives
- Theft
- Drug/Alcohol/Tobacco
- Weapons
- Vandalism
- Bomb Threat/False Alarm
- Technology Violation
- Skipping Class/School
- Repeated Verbal Disrespect

Notes:
If an item needs to be confiscated contact an administrator.
Teachers should NEVER conduct a search. If you feel a search is necessary contact an administrator or counselor.

NO
- Continue teacher management until 3 to 6 entries on the behavior logs.

YES
- Send behavior log to Mrs. Tanner
- Administrator provides feedback to teacher and parents.

Notes:
Administration should not be the first point of contact with parents for repetitive classroom managed behaviors.
# PBIS Behavior Log

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Location</th>
<th>Activity (What the class is doing)</th>
<th>Behavior (The child's behavior.)</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom Hallway</td>
<td></td>
<td></td>
<td>Verbal Warning</td>
</tr>
<tr>
<td></td>
<td>Cafeteria Bathroom</td>
<td></td>
<td></td>
<td>Time Out</td>
</tr>
<tr>
<td></td>
<td>Outside Media Center</td>
<td></td>
<td></td>
<td>Time Out in another class</td>
</tr>
<tr>
<td></td>
<td>Classroom Hallway</td>
<td></td>
<td></td>
<td>Phone Call</td>
</tr>
<tr>
<td></td>
<td>Cafeteria Bathroom</td>
<td></td>
<td></td>
<td>Admin Referral</td>
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<tr>
<td></td>
<td>Outside Media Center</td>
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<tr>
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<td></td>
<td>Outside Media Center</td>
<td></td>
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</tr>
</tbody>
</table>

**Administrator Response:**

**Teacher Comments:**
Committees and Roles

- **Committees:**
  - PBIS Kids Club
  - Rewards
  - Data/Referral, Behavior Folder, Communications
  - Curriculum
  - Incentives/Rewards

- **Roles:**
  - Time Keeper
  - Secretary
  - Coach
  - Team Leader
  - Administrator
Committee Incentives

- **August** - Jeans Pass
- **September** - Beat Bus Pass or come in at 8:20 pass
- **October and November** - Let each committee member leave 1 hour early and have other PBIS committee members cover
- **December**: Food for Meetings
- **January** - Jeans Pass
- **February** - Beat Bus or come in at 8:20 pass
- **March and April** - Let each committee member leave 1 hour early and have other PBIS committee members cover
- **May** - Food for May meeting
# Staff Incentives

<table>
<thead>
<tr>
<th>Week of Month</th>
<th>Staff Incentive</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week of Month</td>
<td>Snack Pack and Jeans Pass</td>
</tr>
<tr>
<td>Second Week of Month</td>
<td>Lunch from Jimmy John’s Provided by school up to $8.00.</td>
</tr>
<tr>
<td>Third Week of Month</td>
<td>Book Fair Gift Certificate</td>
</tr>
<tr>
<td>Fourth Week of Month</td>
<td>One day of Duty Free Lunch</td>
</tr>
</tbody>
</table>

Incentives will start the week of September 6th
Drop in the Bucket

A Drop for your Bucket

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Bus Drive Training

- Hold PBIS bus drive training in September of each year.

- Bus Drives hand out yellow PBIS tickets to students for being respectful, responsible, and role models on the bus.

- Each Bus has a PBIS bus matrix posted on the bus.
Year to Year Comparison Bus Referrals

# bus referrals

- 2011-2012: 45
- 2012-2013: 18
- 2013-2014: 13
- 2014-2015: 14
Mustang Manners on the Bus

Be Respectful
  - Soft voices

Be Responsible
  - Book bag on your lap
  - Sit in your assigned seat
  - Keep hands, feet, and objects to yourself

Be a Role Model
  - Listen to the bus driver
Choice Theory

Choice Theory states: “All we do is behave. Almost all behavior is chosen and we are driven by our genes to satisfy five basic needs which are survival, love and belonging, power, freedom and fun” (Glasser, 1988).
How can you give your students a sense of love and belonging?

- building community
- designating jobs within the classroom
- fostering relationships with parents and students
- allowing students to take ownership in their learning
- being clear and consistent with expectations
Avoid the Power Struggle and Give them Power

- provide opportunities for choice in academic subjects
- allow students time to reflect and explain their mistakes
- have them call home or write the note home to a guardian explaining the situation
- avoid embarrassing students (talk one on one)
- establish mutual respect and trust
How can you use Class Dojo to support PBIS in your classroom?

https://padlet.com/courtney_mulkey/hqi15982p07

- *Keep track of the number of times you specifically praise a child for doing well
- (think 5!)
- *Parents can stay updated on daily behaviors through an automated text
- *Communicate with parents through texting without giving out your personal information
- *Students can monitor their own behaviors (anonymously through pseudonyms) without the embarrassment of “clip up or clip down” They have the power!
How can you use Class Dojo to support PBIS in your classroom?

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- Decrease transition time by setting timers, then awarding students if they beat the clock
- Lower cafeteria volume by having class competitions
- “Share” our classes with other teachers so that they can award points to students...providing consistency
- Align the Class Dojo target behaviors to the specific verbiage in our matrix
Praise is....

- “Good job!!”
- Focused on external control.
- Focused on external evaluation.
- Rewarding others ONLY for well-done, completed tasks.
- Competitive.
Encouragement is focused on....

- the student’s ability to manage life constructively.
- Internal evaluation
- Effort and improvement
- Assets, contributions, and appreciation.
Encouragement is different than praise because praise says...

- “You are worthwhile only when you do well.”

- “I’m proud of you so don’t you dare let me down.”

- “Your positive self image depends on my evaluation or judgement.”
6 Ways to Encourage Our Students

- Accept students as they are.
- Give students confidence. Help them be creative.
- Accentuate the positive.
- Respect yourself and them.
- Help students help themselves. Reduce competition.
- Involve students in helping each other.
Some Words of Encouragement

- “You figured it out!”
- “You have improved in...”
- “We like (enjoy) you, but we don’t like this (specific) behavior:”
- “You can help me (us, others) by...”
- “Let’s try it together.”
- “So you made a mistake; what can you learn from this?”
- “You would like us to think you can’t do it, but we think you can.”
How can we change these praise statements into encouragers?

- “You got an A!”
- “I love that picture you painted.”
- “You won!”
- “You got the highest grade in the class.”
- “I’m so proud of the way you performed in the show.”
Questions?

https://padlet.com/courtney_mulkey/8mugynvvr9w1

You can do this! Get on board with PBIS!

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