

**TEACH? HOW? THEY
DON'T BEHAVE!**

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San Antonio ISD

**WELCOME TO TEACH? HOW? THEY
DON'T BEHAVE!**

- Positive Behavioral Intervention and Support

GOALS

- ✓ To inform teachers of purpose and use of PBIS inside your classroom
- ✓ To help you determine when to use PBIS either whole group or adapt it to individual student needs
- ✓ To provide you a small sample of material and techniques to use in PBIS

**ALL MATERIALS WERE
DEVELOPED AND/OR
INSPIRED BY
RANDY SPRICK, Ph.D.**

WHY PBIS?

- ◉ It's specific, concrete, and measurable.
- ◉ Because it's data driven, it allows you to see incremental change.
- ◉ It works.
- ◉ It assists you with any follow on administrative actions.

SESSION OUTLINE

- ❖ We will discuss behavior...
 - > What is good behavior?
 - > What is bad behavior?
 - > What is tolerable behavior?
- ❖ When do you need PBIS whole class versus adapting it to the needs of the individual student?
- ❖ How do you set up your classroom to help students manage their own behavior?
- ❖ How to get parents onboard with your PBIS efforts?

TYPES OF BEHAVIOR

- ◉ What is bad behavior?
 - > Any behavior that detracts from learning and harmonious relations.
- ◉ What is good behavior?
 - > Any behavior that promotes learning and harmonious relations.
- ◉ What is tolerable behavior?
 - > Typical repetitive behavior that is usually unconscious but possibly distracting or annoying.

WHEN DO I NEED TO IMPLEMENT PBIS?

PBIS can be used anytime in your classroom.

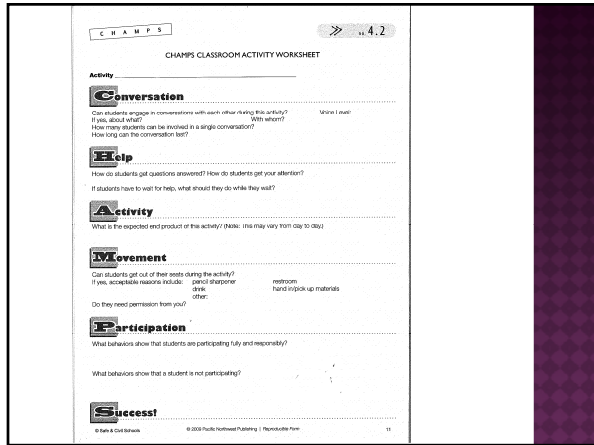
WHOLE CLASS OR INDIVIDUAL STUDENTS?

- ◉ RULE of THUMB: when more than 20% of your class is off task during any situation, you apply PBIS to the whole class and not to individual students.

If you don't teach students what to do, they will *STILL DO* something.

CLASSROOM SETUP/MANAGEMENT

- How do you set up your classroom to help students manage their own behavior?
- First, identify a specific situation where over 20% of your students are off task.
- Examples could be...
 - Working independently; lining up, entering the classroom, working at centers, etc...
- Use the CHAMPS Classroom Activity Worksheet located in your packets.



DEFINED BEHAVIORS → DECISIONS

- Having filled out the sheet and defined the behaviors you want, it's time to decide...
 - How you measure the behaviors
 - How to reward or correct behaviors
 - How you'll teach these new behaviors

HOW YOU MEASURE THE BEHAVIORS

- ◉ All behaviors must be observable and measurable.

- ◉ PRINCIPALS TO FOLLOW:
 - Measuring and recording of behaviors must be minimally obtrusive to yourself and the teaching atmosphere.
 - It must be observable to the students
 - It must be non-demonstrative and unemotionally performed, no melodrama
 - Use and make any form you need to record behavior

HOW TO REWARD OR CORRECT BEHAVIOR

- ◉ GUIDELINES
 - PUNISHMENT SHOULD FIT THE NATURE OF THE PROBLEM

 - MILD AS POSSIBLE

 - CONSEQUENCES IMPLEMENTED AS CALMLY AND CONSISTENTLY AS POSSIBLE

POSSIBLE TEACHER IMPLEMENTED CONSEQUENCES

1. Gentle verbal reprimand
2. Keep a visible record of behavior
3. Behavior improvement form
4. Restitution
 1. Time-owed
5. Removal from activities
6. Timeout inside the classroom
7. After school detention
8. Restriction from privileges
9. Reduction of points earned

POSSIBLE ADMINISTRATOR IMPLEMENTED CONSEQUENCES

1. In-school suspension
2. Saturday school
3. Work detail
4. Sent home
5. Shortened day
6. Parental supervision
7. Suspension

TEACHING NEW EXPECTATIONS/BEHAVIORS

- When will you teach it?
 - Plan to teach expectation for at least the 1st six weeks of school and recover the material immediately before and after vacations and anytime behavior is relapsing.
- PRACTICE! PRACTICE! PRACTICE!
 - Plan to remind students frequently, daily if necessary
- Use Q&A sessions versus telling students how to behave.
- Plan to measure frequency of off task behavior for a week BEFORE you teach the desired skills. This gives a baseline for comparison.

METHODS OF TEACHING

- Lecture
- Modeling
- Visual aids of desired behavior
- T-charts
- Role playing
- Discussion

NOW WHAT DO I DO?

IMPLEMENT

TIPS FOR TEACHING

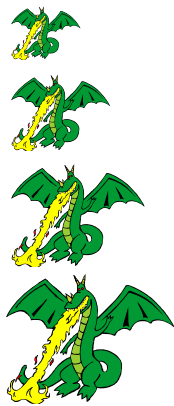
- Be consistent
- Be unemotional
- Be immediate if possible
- Reteach, Reteach, Reteach!

If we remind them enough, they will mind enough.
(and we'll all have a happy day!)

EXAMPLES OF CLASSROOM STRUCTURE AT VARIOUS SETTINGS

READING STATIONS—GRADE 2

- Conversation - Yes, only to share with others at their station about work.
Small Group Voice
- Help - Ask team captain.
Hand Symbols
- Activity - Varies station to station - neat handwriting
- Movement - Yes, to sharpen pencil. (Must ask team captain.)
Teacher permission for water/restroom.
- Participation - All students must be working in their journals to complete
station work.
- Success - Completed station work done neatly with station name and date.



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PHYSICAL EDUCATION—GRADE 5

◉ Conversation

- Can students engage in a conversation with each other during the activity? Yes
- If so, about what? Appropriate subject matter
- With whom? Their neighbor.
- How many students can be involved in a conversation? All the students waiting their turn.
- How long can a conversation last? Until the music stops. They switch with their partner.

PHYSICAL EDUCATION—GRADE 5

◉ Help

- How do students get questions answered or how do they get your attention? They can raise their hand, get up and walk over to an adult.
- If students have to wait for help, what should they do while they wait? They may sit or play until they can receive help from an adult.

◉ Activity

- What is the expected end product of this activity? To raise their heart rate by actively participating in the activity. They should also have fun during the activity but participate in a safe manner.

PHYSICAL EDUCATION—GRADE 5

◉ Movement

- Can students get out of their seats during the activity? Yes
- If yes, acceptable reason may include: to ask for help, get water, or go to the restroom.
- Do they need permission from you? Only for the restroom. Student may only get water and restroom during their playtime.

PHYSICAL EDUCATION—GRADE 5

⦿ Participation

- What behaviors show that students are participating fully and responsibly? Students are playing safely, following the rules and not having conversations with each other. Students who are waiting their turn are sitting on the black line. Non-participating students are walking behind the students who are seated and not down the middle of the gym to get water or go to the restroom.
- What behaviors show that they are not participating? For those students who are taking their turn they may be fighting, cheating, too much talking or touching each other. For those students who are waiting their turn they may not be seated on the line, walking through the middle of the gym or sitting against the wall.

PHYSICAL EDUCATION—GRADE 5

⦿ Success

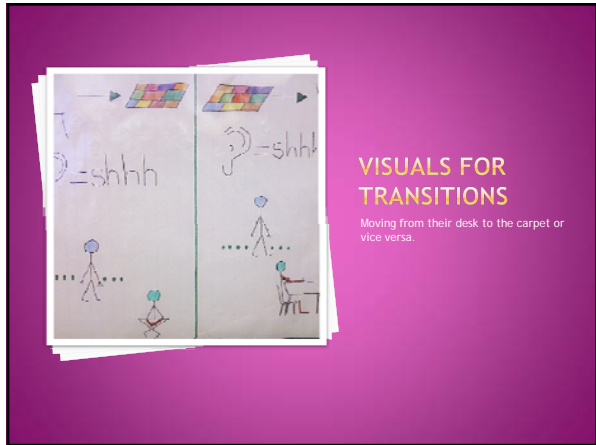
- Student got plenty of exercise, had fun and did not get hurt.

WHOLE GROUP—GRADE 5

- ⦿ Conversation - Turtle (Level 0)
- ⦿ Help - Raise your hand
- ⦿ Activity - Look at the speaker.
Listen to others.
- ⦿ Movement - Sit
- ⦿ Participation - Eyes on the speaker
- ⦿ Success - All students

Sit Down Time Red Tile Totals

Student Name	Mon	Tues	Wed	Thur	Fri	Totals
John						
Robert						
Wally	III		II	IIII	II	11
Debbie						
Jair						
Hezron						
Jezabel						
Rocco						
Bugsy						
Casey						
Janet						
Tanya						
Sam						
Steven						
Michelle						





HOW TO GET PARENT PARTICIPATION

- PTA Meetings
- Monthly Parent Awareness Meetings
- Parent Letters
- Teacher Newsletters

CONCLUSION

- PBIS is flexible, research based, and adaptable to a variety of educational settings.

- THANK YOU!!!!
