

PBIS

Strategies



Positivity Flood!

WHY: People love attention, and if they can't get positive attention, they will do things to get negative attention; if you spend more time acknowledging the positive things your students are doing, it will cut down on negative "attention-seeking" behaviors

WHAT/HOW: Flood your students with any kind of positive energy/actions/ words you can

ACKNOWLEDGE POSITIVE BEHAVIOR:

- o "I love how you came in and sat down and got straight to work."
- o "I love how you're working so quietly – I'd like to text your mom/dad to let them know, would that be okay?"

REWARDS/INCENTIVES:

- o "If you all take notes today, we'll have free time at the end of class."
- o "Anyone who finishes the HW in class gets extra credit."

POSITIVE PHONE/ E-MAIL/TEXT HOME:

- o This doesn't have to be long or drawn out – a simple, "just wanted to say that Johnny did great today in class."

Logical / Natural Consequences

WHY: As much as we'd all like to believe that our students will be happy and joyful and perfectly behaved all the time, that isn't realistic. So when the s@#! goes down, it's important to have an accountability system in place.

WHAT/HOW: Stay strong and actually follow through with whatever the consequence is. The most effective consequence I've found is calling home to let parents/guardians know about what is going on at school.

Kids absolutely love when they can keep their parent and teacher separated, because it allows them to get away with as much as possible with as little accountability as possible. Build a relationship with your students' parents and work together to keep Johnny on track.

Brain Breaks

WHY: It is HARD to sit still for an extended period of time, even on a good day. Biologically, humans are hard-wired to move. They need to get up and stretch every now & then just to relieve pent-up energy and/or stress in their bodies. Sometimes students who are struggling with other issues (with friends, at home, etc.) need some mental space to clear their heads so they can get themselves back to a more regulated state, more ready to learn.

WHAT/HOW: Make photocopies of the brain break card on the next page, laminate and hand out to students if/when they're struggling. Be sure to get approval from your administrators first, though! 😊

Informally Checking In

WHY: Believe it or not, many of your students go through their entire school day and don't have one single person actually interact with them. It's a lonely place to be in. You taking the time to check in with them to see how they're doing will make more of a difference than you know.

WHAT/HOW:

- Greet them at the door
 - o Do a quick scan of each student
 - o Look at facial expressions, body language, etc.
 - o If they seem sad or down...
- ASK HOW THEY ARE DOING... maybe even using affective RP language: "What's going on? What happened?" ← If they seem REALLY distraught, ask if they want to go see the counselor

Other PBIS Resources / Strategies:

Additional detailed strategies can be found in my book – be sure to go to www.withheartproject.com/book to get your free copy 😊

Visit www.pbisworld.com for additional strategies/resources

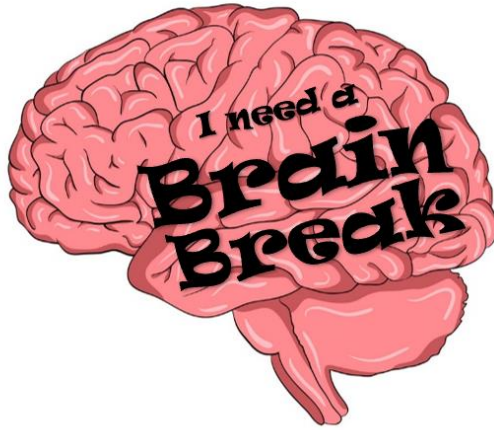
Name: _____ Date: _____

Daily Check in-Check Out Sheet

Indicate how this student is doing in each of the following areas by circling their effort in the following areas:
2 = GREAT JOB! 1 = Improving 0 = Not meeting goal

Target Behaviors	P1	P2	P3	P4	P5	P6	P7	P8	LUNCH	Tchr/Staff Comments
<u>Be respectful</u> Student is being respectful of staff/teachers, peers, and the classroom and/or outside spaces; keeping hands & feet to self; using appropriate language, etc.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
<u>Be responsible</u> Student is prepared and ready-to-go when class starts; during lunch, student is cleaning up after him/herself; student is on time to class and attending class regularly.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
<u>Be successful</u> Student is on task during the class period and putting effort into doing well academically.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
<u>Goal #4:</u>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Staff Signatures:										

FRONT:



BACK:

