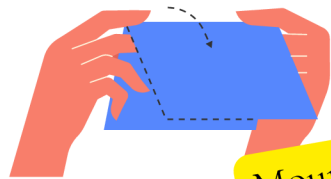


# DIRECTIONS: PBIS TOOLKIT BOOKLET


1. Print "PBIS Toolkit" pdf SINGLE SIDED
2. Cut along horizontal lines, fold along vertical so that printed sides are facing out.
3. Stack the double sided pages you have created in order. Hole punch top left corner.
4. Insert metal binder ring and clip shut



printed side UP

Mountain FOLD along green/vertical line

**PBIS Toolkit**



**Proactive Classroom Management and Relationship Building**

Vanessa Siino Haack

**PART A:** Find tips on . . .  
*Noncontingent reinforcement, Relationship Building, and Status Building*

**PART B:** Find tips on . . .  
*Preempting problems/power struggles and Socio-emotional learning*

**Tip #A-1**

Acknowledge students by name within 5 minutes of the start of class . . .

- Say hello at the door, using their name
- As you take roll, thank each student (e.g., *Thank you, Alicia, for getting to work so quickly! Pancho, it looks like you're getting your book out, thank you!*)

**Tip #A-3**

Even when upset, convey this message: **"you and I have a good relationship. We are okay; your behavior isn't."**


- Kindly: "Just because I like you, should I let you get away with that?" No need to wait for an answer.
- Smile sincerely and say, "Is that really necessary?"
- Jokingly: "Gil, can you save that for Wood's class?"

**How to Use this Toolkit**

- Try one tip at a time. Put the card somewhere you can see it to remind you to practice it.
- Reflect each day on how you've done. Be honest with yourself, as you would with students.
- Treat these as experiments. Laugh at your mistakes and try again.
- Have a colleague observe you and give focused and objective feedback (when did you use it/not use it).
- Remember that new habits can feel awkward at first.

**PART A**

*Noncontingent Reinforcement Relationship Building Status Building*



**Tip #A-2**

Make the **first thing** you say to a student something **positive** and social. Show them you like them! (e.g., *Great to see you back! I love your shirt! How's your cold, Jonathan?*).

Hold off on the suggestions/criticisms (e.g., *Did you get that homework done? Hey, why did you miss my class?!*). You don't greet your friends by criticizing them.

**Tip #A-4**

**When a student comes in to class obviously upset:**

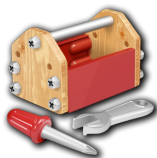
Quietly, so that only she can hear:

- "Looks like you're having a rough day. Any way I can help?"
- "Would it be better to wait a little while before starting your work?" "Want to go get some water and take a couple of breaths?"

Cut along red/horizontal lines



## PBIS Toolkit



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Vanessa Siino Haack

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Noncontingent reinforcement,  
Relationship Building, and  
Status Building*

*PART B: Find tips on . . .  
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and  
Socio-emotional learning*

### **PART A**

*Noncontingent Reinforcement  
Relationship Building  
Status Building*



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- *"Would it be better to wait a little while before starting your work?" "Want to go get some water and take a couple of breaths?"*

## Tip #A-5

**5-to-1**: 5 positive interactions for every negative

Positive interactions can include words, gestures (thumbs up), physical contact (high fives, pat on shoulder), notes (to student, home, etc.)

Smile and be nice--students are people too!

## Tip #A-6

Show students that you see them and are interested in them.

**Practice noticing things** about students; state them objectively. Ask follow up questions.

*e.g., "I noticed that you are really into skateboarding. Is there a skatepark that you like best?"*

*"You have a lot of Dr. Who t-shirts. Did you watch the new seasons?"*

## Tip #A-7

**Provide attention** to students before they have the opportunity to act out to get attention:

*e.g., greetings and acknowledgment (Tip #1), noticing (Tip #24), multiple opportunities to respond, asking specific students what they think about a class topic that will not make them feel stupid or threatened*

## Tip #A-8

**Provide escapes** to students before they try to act out as a way to escape boring or difficult academic situations:

*\* get kids moving around and talking to each other*

*\* make sure your ratio of teacher talk to student talk is low*

*\* build in regular turn-and-talk opportunities*

*\* teach respectful water/bathroom use; no strict quotas*

*\* give twitchy kids tasks: taking out recycling, stapling papers/delivering a note to another room.*

## Tip #A-9

**Provide Wise Feedback**: be explicit about high expectations and belief in the student's ability, e.g., *"The reason why I'm giving you this feedback is because I have high expectations for my students and I know you're just the type of student who is capable of meeting them, I believe in you."*

## Tip #A-10

Additional ways to **establish relationships**:

- Individual "Child Time": Let a student guide an activity; Ask open-ended questions; Validate, Empathize; Reflective listening
- Gather, remember, reference important information: *birthdays, pets, family members, hobbies, likes/dislikes, teams, activities, etc.*

## Tip #A-11

Responding to a Damaged Relationship? R<sup>3</sup>: **Reconnect, Repair, Restore**

- Schedule time to reconnect
- Communicate effectively to repair
  - Let go of what was said/done before. Fresh start.
  - Admit your mistakes
  - Indicate that you care for the student
  - Forgive and ask for forgiveness
- Start again building the relationship

## Tip #A-12

Deliver **effective praise** that is . . .

- *contingent (not given for no reason)*
- *specific*
- *sincere*
- *for process, effort, or use of a strategy (not for identity or status)*

## Tip #A-13

Deliver **effective corrective statements** that are . . .

- *brief (no lecturing!)*
- *non-emotional*
- *non-threatening (soft, calm voice)*
- *given when you are near the student (don't yell from across the room!)*

## Tip #A-14

Use **positive reinforcement** for whole-class behavior:

- *Specify specific behaviors for a specific amount of time (e.g., for the next 10 minutes, I'll be looking for people reading along in their texts, annotating, and participating in only a single class conversation)*
- *Climb the rainbow! Everytime the class succeeds in this, move one step closer to reward, e.g., 5 min free time, silly-video breaks, 2-min dance parties, etc.*

## Tip #A-15

For every big group activity, **develop a list** of ways someone could be smart, ways of thinking required to do it well. Have the list ready so that you can point out to small groups how their individual members are contributing.

### ***PART B***

*Preempting problems and preventing power struggles*  
*Socio-emotional learning*



## Tip #B-1

Organize a **productive classroom**

1. All students can see instruction without having to strain or engage in effort
2. Potentially disruptive students are not seated next to one another
3. Enable flow in, out, and about the room with minimal disruption (kids should be able to go to the bathroom without attracting everyone's attention)

## Tip #B-2

Do not address every negative thing students do just to make a point. **Choose your battles wisely.**

Think about whether the infraction would be worth having a meeting with the student about later? If not, you can probably ignore it now.

## Tip #B-3

Often **silent interventions** are all you need.

- *A look from across the room: a questioning eyebrow raise, a wink and a smile*
- *As you continue with instruction, move toward the student.*
- *When you get close, put a hand on a shoulder. (If you have a relationship and know this is ok.)*
- *Eye contact and a "no" head shake*

## Tip #B-4

When a student tries to engage in a power struggle, don't. Tell her, **"Let's talk about this later"** or "I'll be glad to talk about that later."

If she insists, say, "I'm happy to meet with you about this either at lunch or at 4:00pm today. Let me know at the end of class which time works better for you. Thank you." Then walk away.

## Tip #B-5

Teach and manage **expectations for transitions**

1. *Prepare for transition by stating how long the transition will take and what students should do*
2. *Give a signal (verbal or otherwise) for students to take the actions indicated*
3. *Reinforce for success: challenge improvement with a payoff that can be earned, debrief what is going well and what can be improved as a group or privately*

## Tip #B-6

**Help students develop tools for dealing with negative emotions**

by explaining expectations for behavior and express confidence that the student can do it. (*“Even when we are frustrated, we have to be respectful of others by not screaming or name calling [or whatever]. I know this is hard to do, but I also know that with practice you can do it. I’ve seen you demonstrate self control when . . .”*)

## Tip #B-7

Students who lash out are signalling that they don’t know how to handle the negative emotions they are experiencing.

**Validate their negative emotions** (e.g., *“I can tell you’re feeling frustrated, and it’s ok to feel that way. I would feel that way too.”*)

## Tip #B-8

**Model dealing with negative emotions**: Admit when you are getting emotional and need to take a break, e.g., *“I’m starting to feel angry. Let’s take a break and try this discussion again at lunch.”*

## Tip #B-9

**Use “I messages”** rather than threats and commands, e.g., *“I don’t know if you realize it, but I get distracted when there is talking and it makes it harder for me to teach.”*

After you say this, **smile and move on** even if they don’t stop right away. Sometimes students may need a little time to save face and make it seem like they made the choice to stop, not you. That’s ok.

## Tip #B-10

**Express empathy** and **give students the power** to think through consequences.

1. *“I bet that feels awful” “I’m sorry you’re ...”*
2. *“What do you think you’re going to do? I’d like to hear.”*
3. *“Would you like to hear what others have tried?” (good and bad ideas)*
4. *“How do you think that will work?”*
5. *“Good luck. I hope it works out.” “Let me know how it works.”*

## Tip #B-11

Post a **schedule** of class activities so that students know what to expect.

- Be specific
- Include times

## Tip #B-12

Create an **effective system to release and regain attention**. Teach it to and practice it with students.

- Avoid shouting or using the light switch
- Non-human sounds are often easier to pick out in a noisy room (e.g., gong, chime, horn)
- Use other students to prompt one another (e.g, if you can hear me raise your hand, flat tire)

## Tip #B-13

### **Provide numerous opportunities for students to respond**

Can a dead student be as successful in your classroom as a live student? then there aren't enough opportunities for students to respond and interact with the learning content

- Choral response
- Random calling (try Class Dojo or equity sticks)
- Cooperative learning/peer mediated learning
- Think-Pair-Share/Think-Turn-Talk

## Tip #B-14

Use **enforceable statements** rather than threats.

***Instead of*** "No one is leaving until their desks are cleared," ***try*** "I'll dismiss people as soon as I see their desks are cleared."

***Instead of*** "Don't you dare talk to me that way," ***try*** "I'm happy to talk to you once you're calmer and can speak respectfully." (This requires that you also speak respectfully!)

## Tip #B-15

**Offer choices** whenever possible, but make sure you will be happy with whichever one the student chooses

- *Would you like to sit here and work quietly or work quietly over there?*
- *Would you like to choose a book to read or would you like me to choose one for you?*
- *Would you like to write the assignment by hand or type it on your phone?*

## Tip #B-16

Follow the **PROMPT** to correct undesired behavior!

**P**roximity and Mobility clears up 40-50% of problem behavior

**R**edirect students: get them to comply with something easy

**O**ngoing **M**onitoring: recognize peers, recognize any step to compliance

**P**rompt the expected behavior with a statement ("I need you to ... )

Engage in a **T**eaching interaction: *empathy statement + label inappropriate/desired behavior + decisional dilemma + praise*

More detailed version here: <http://tinyurl.com/oj6z96v>

## Tip #B-17

### **Delayed consequences are okay!**

Only apply a consequence . . .

1. When both adult and student are in the "thinking state"
2. After careful consideration
3. When an important life lesson is to be learned

*"I'm going to have to do something about this. I'm not sure what it will be. I'll get back to you. Don't worry about it now."*

