

# Positive Behaviour Intervention & Supports (PBIS): Yukon Edition

*A newsletter about PBIS in the Yukon: resources, information, tips and school implementation updates. Please feel free to share this newsletter with school staff,*

*Welcome Back!*

*Remember, the first 2-3 weeks are an important time for setting the stage for a successful, positive school year!*

## **DATES TO REMEMBER:**

The focus of the PBIS training dates in the 2017-2018 school year will be on building connection among schools and working together to continue implementation of the approach. The training will involve a mix of learning new information and resources, sharing out about and discussing each school's current status and their successes and concerns, as well as time for each school team to work collaboratively on plans, resources and goals to take back to their school.

### **Wednesday, October 25, 2017:**

Chief- Zzeh Gittlit - Del Van Gorder - Eliza Van Bibber - Ghùch Tlà - J.V. Clark - Kluane Lake - Nelnah Bessie John - Robert Service - Ross River - St. Elias - Tantalus - Teslin - Watson Lake Secondary

### **Wednesday, November 1, 2017:**

Christ the King - Elijah Smith - Ecole Emilie-Tremblay - FH Collins - Golden Horn - Grey Mountain - Hidden Valley - Holy Family - Jack Hulland - Johnson Elementary - Porter Creek - Selkirk - Takhini - Vanier - Whitehorse Elementary

**These training sessions are meant to facilitate and support you and your school where you are at. In order to make the training relevant and beneficial, please:**

**Send any and all topics of interest, questions, or ideas that you would like to learn about or have a dedicated time for discussion or work around to Alison AS SOON AS POSSIBLE.**

**Come prepared to share out about your successes with behaviour support.**

## Collaboration & Sharing: Work Smarter, Not Harder

As each school works along their PBIS journey, there are many resources, lesson plans, data sheets, examples and schedules that are developed...do you know where those are kept? Do you have a school PBIS handbook? Does everyone have the most recent update of the school-wide documents?

Every teacher probably has that overflowing binder (or multiple binders and computer files) of lesson plans and resources that they have developed, borrowed and collected over the years...but is there a system or location for sharing these resources, particularly the PBIS related ones, with each other?



For PBIS to stay fresh, exciting, and updated there should be some form a master file of resources related to the approach. Where can staff access or add to the lesson plans developed by the PBIS team or the booster lessons and examples that other teachers have developed? Where is a copy of the office referral form and the instructions or reminders about how to complete the form? Is the schedule of monthly themes or celebration assemblies easily accessible? When school staff can have a common area to share resources and information about behaviour support with each other, we can work smarter, not harder.

Whether you are in the very beginning stages of implementation, or your into year 2 or 3 of implementation, determine a location for resources that all staff can easily access, and make sure there is a team member that has the role of updating the resources and files! Some suggestions:

- A First Class online Folder
- A Master Binder kept in a specific location in the staff room
- A USB key that is regularly updated and kept in an accessible location

What Could be in the Master PBIS File/Binder?

- Brief explanation of what PBIS is/why your school follows the approach
- Office Referral Form
- Procedures for filling out/submitting office referral
- Schedule for first week of school "boot camp" and/or monthly assembly schedule (what is the theme? Which class is leading the assembly? What is the general outline for each assembly)
- Ideas for supporting student behaviour - strategies, what other staff are available to support teachers (e.g. admin, LAT, counsellor)
- School-wide behaviour matrix
- Lesson plans & booster lessons/ideas
- Cheat Sheet of key language/phases that all staff should use
- Explanation of acknowledgement system (if ticket system, extra tickets)
- Supervision schedule and expectations for each supervisor (e.g. morning supervision vs. meal time vs. recess)



## Lesson Plans: A Yukon School Example

Below is an example lesson plan for teachers to have to support the explicit teaching of expected behaviour in a routine for location of the school. This is an example from Elijah Smith Elementary who had their PBIS team members each create a lesson plan for a few locations that they chose. By dividing the work across all team members, they school was successful in having all lesson plans ready to share with staff at the start of their school year in 2016, and also included a “Boot Camp” style of school-wide teaching in their first two weeks back to school, which they are doing again this year. The lesson plan serves as a reminder and guide for staff about what is important to teach and review.

<b>Lesson for Teaching Expected Behavior</b>	
<i>Step 1: Identify the Expected Behavior</i>	
<i>Safe, Responsible Behavior in the Gym</i>	
<i>Step 2: Rationale for Teaching the Behavior</i>	
<i>The gym is a place where we are able to play safely with equipment, have fun and get physical activity. The teacher has expectations for each class so we can be safe and responsible while using the gym.</i>	
<i>Step 3: Identify a Range of Examples</i>	
<i>Positive Teaching Examples</i>	<i>Negative Teaching Examples</i>
<ol style="list-style-type: none"> <li>1. Teacher greets students at the door and asks them to sit at the black circle and wait for further instructions.</li> <li>2. Teacher uses signal to get students' attention. (i.e: whistle to freeze)</li> <li>3. Student asks teacher to get equipment out of the equipment room.</li> <li>4. Students use the equipment how the teacher showed them.</li> <li>5. Teacher asks students to clean up equipment and line up at the door.</li> <li>6. When there is a problem, students try to figure it out on their own (ie: rock/paper/scissors) or they go and ask the teacher for help to solve the problem.</li> <li>7. Every participant tries their best and gives their best effort.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students run into the gym, some students go and sit on a bench, playing on the stage, and others start playing with equipment that is out.</li> <li>2. Students ignore teacher and continue to play.</li> <li>3. Several students go in to equipment room and start throwing balls.</li> <li>4. Students are using equipment to hurt each other or school property.</li> <li>5. Students keep playing, others walk away from equipment, and some students leave the gym.</li> <li>6. When a problem comes up, students yell at each other using unkind words or start fighting.</li> <li>7. Students do not like the game or upset that someone is not playing fair, so they quit, say unkind words and walk away.</li> </ol>
<i>Step 4: Practice/Role Playing Activities</i>	
<ol style="list-style-type: none"> <li>1. Have students practice entering the gym and going to where the teacher asked them to.</li> <li>2. Have the teacher use a signal so the students can freeze where they are.</li> <li>3. Allow students to enter the equipment room 1-2 people at a time to see what is in there.</li> <li>4. Teacher shows students how to use certain equipment and allows them to practice on their own.</li> <li>5. Provide short games with equipment where students have to clean up materials before they move on to the next game</li> <li>6. Have students disagree about who was tagged and show them how to do rock/paper/scissors if they do not know how. The winner is correct. Do another o scenario where the problem can't be solved and they need to ask for help from the teacher.</li> <li>7. Encourage students to try before they give up. Model kind words and encouraging words (ie: you can do it, how can I help)</li> </ol>	
<i>Step 5: Prompt Expected Behavior</i>	
<ol style="list-style-type: none"> <li>1. Post gym expectations and motivational posters.</li> <li>2. Verbally acknowledge expected behavior (i.e.: Thank you Johnny for stopping when I blew the whistle)</li> <li>3. Pre-correct certain students before transitions</li> </ol>	
<i>Step 6: Assess Student Progress</i>	
<ol style="list-style-type: none"> <li>1. Possible check list</li> <li>2. Points system to earn free gym time</li> <li>3. Caught you... for appropriate problem solving</li> </ol>	

### LET'S WORK ON THIS TOGETHER!

*We want all schools to feel supported throughout all stages of PBIS - from exploration to full implementation and sustainability! If you have any questions, concerns, ideas or just want to discuss the PBIS approach, Alison is ready to visit your school, talk on the phone or converse over email!*