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# PBIS

# & Non-Licensed Staff

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# Welcome!

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intros

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# Welcome!

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- Icebreaker
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# District-Wide PBIS

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- Who 8 groups
  - What PBIS basics and tips
  - When Opening week, before/after school
  - Where Meet the groups where there
  - Why Further our district PBIS efforts
  - How Collaborating with group leads
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# WHO: Groups

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- Educational Assistants
  - Health Office Staff
  - Custodial Technicians
  - Food Service Staff
  - Front Office Staff
  - Bus Drivers
  - Volunteers/chaperones
  - Parents
  - Community Ed: Before/After School Programs
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# WHAT we do for all groups:

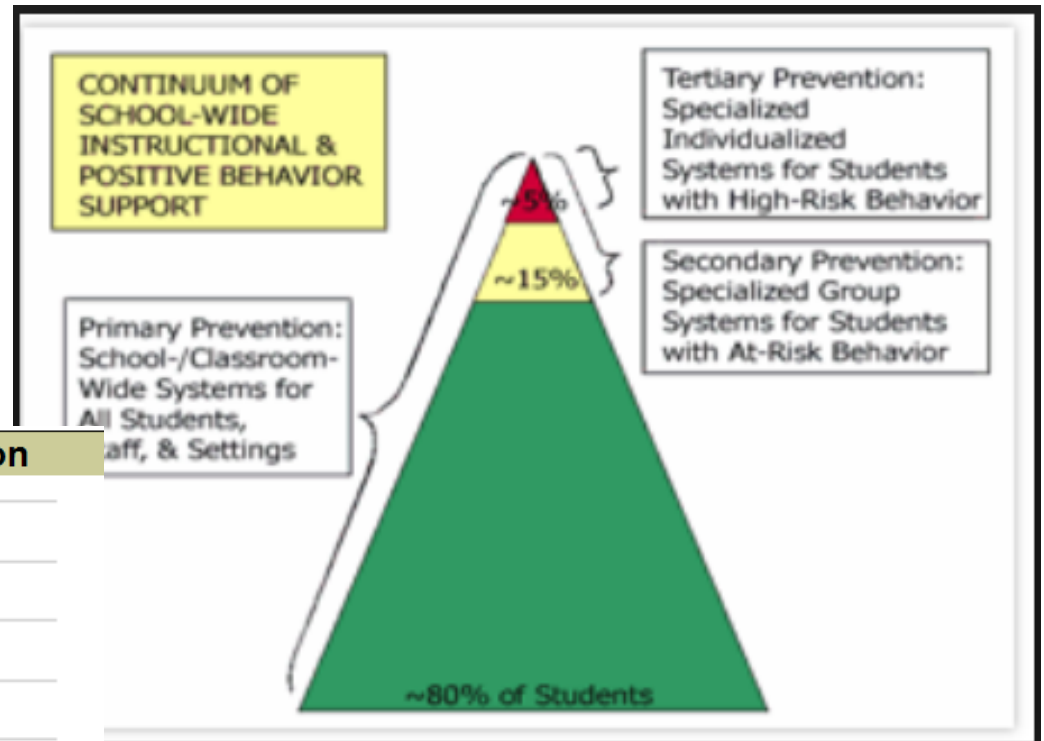
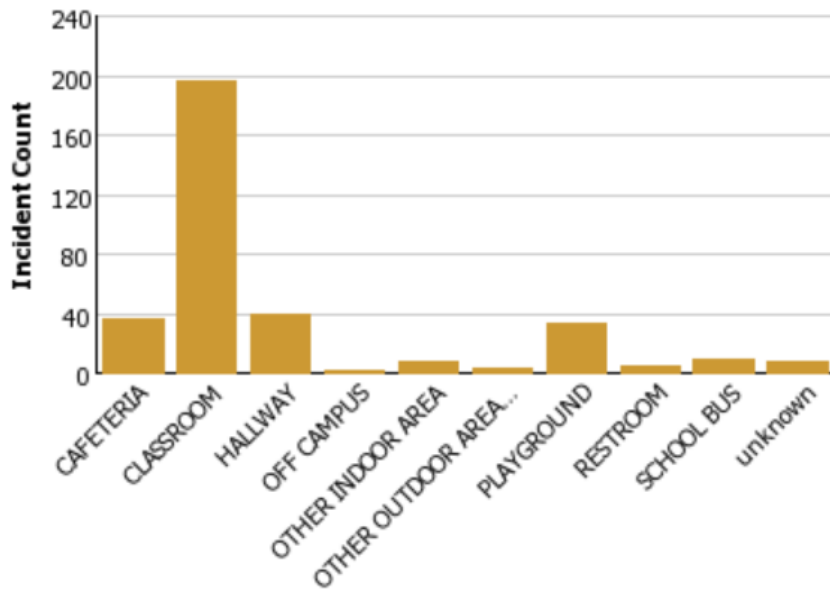
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- Icebreaker
  - Video
  - Acronym game
  - Stand Up If...

# WHAT we do for all groups:

- PBIS Basics
  - Basics slides
  - Triangles
  - Data

Major, Minor, Undefined Referrals by Location



# WHAT we do for all groups:

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- Why PBIS?

- Students are successful when they feel supported.
- Adults “control” the culture and climate of a school.
- Provides a framework to get all adults in the building on the same page.
- Grounded in research and data.
- PBIS is used nationwide





# WHAT we do for all groups:

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- Ways to be involved in SW-PBIS
    - Hand out tickets
    - Attend team meetings
    - Volunteer at fundraiser
    - Opt-in for contest
    - Use talents
      - Posters
      - Videos
      - Contests
    - Encourage PBIS team membership
    - Empower to share publicly about PBIS
    - Connect with community for financial support
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# WHAT we do for all groups:

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- PBIS Basic Principles
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# What is PBIS?

- Research Based Interventions
- All moves are data driven
- Researched Based Teaching Practices
  - Emphasis on proven “Best Practices”
- Clear Expectations: School Motto that captures the desired culture of the building, or its core values.
  - Stated positively.
- Recognition of desired behavior
  - Award system for desired behaviors
- 80% (or higher) “Buy In” by all staff



# WHAT we do for all groups

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- Share each school's Behavior Expectations
  - Build common language
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# Brain Research

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# Did you know...?

- Our brains are always looking for an energy match.
- When we find a match, we feel good and pathways are formed.
- We also feel at peace when our brain energy matches the environment that we are in.
- What this means is that when our teen is riled up and ready to go, he or she is going to feel satisfied when we enter into a power struggle and match his or her intensity level.
- The more times this happens, the more ingrained this pattern becomes.

# So what do we do?

- What we need to do is stop matching with negative energy.

# How?

- Do not enter a power struggle.
- Remove emotion from your voice.
- Avoid eye contact.
- Use as few words as possible.
- Remove yourself from the situation or area.
- Then start building new pathways with encouragement.



# Positive Phrasing

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# Flip the Phrase

Instead of...

Stop running!

Try...

Please save the  
running for recess.

Penguins walk in the  
hallways.

Remember to be safe  
in the hallways.

# Flip the Phrase

Instead of...

I've already asked  
you to stop talking.

Try...

(Pointing to teaching matrix).  
I need you to show  
your Nicollet FIRE by  
remaining quiet  
when others are  
speaking.

# Flip the Phrase

Instead of...

Hurry up!

Try...

Being a responsible  
(citizen, friend, student,  
Penguin) means  
respecting the time  
of others.

# Flip the Phrase

Instead of...

Be respectful.

Try...

Taking the time to coach a student through a conversation with a particular adult.

# Flip the Phrase

Instead of...

Try...

You're late.

Is there something I  
can do to help you  
be on time?

Being on time is  
important because...

# WHAT we do for some groups: EAs

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- Cafeteria, MC, work closely w specific students, empowering sped EAs to work with all students
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# WHAT we do for some groups: Nurses

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# Matrix

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	<b>Entering the Office</b>	<b>Taking Medication</b>	<b>Being a Buddy</b>
<b>Respectful</b>			
<b>On task</b>			
<b>Achieving</b>			
<b>Responsible</b>			

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# WHAT we do for some groups: Custodial Technicians

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- Awards, reporting
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# WHAT we do for some groups: Food Service Staff

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- Systems for entering and leaving
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# WHAT we do for some groups: Front Office Staff

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- 1st impression, cultural norms, welcoming
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# WHAT we do for some groups: Bus Drivers

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# WHAT we do for SOME groups: Volunteers/Chaperones

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- School/district policies
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# WHAT We Do for Some Groups: Parents

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- Home matrix
  - To come in and hand out tix
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# Ways for PBIS Teams to Involve ALL

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- Sharing info
  - Involving in PD
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# Reflections & Final Thoughts

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- Preconceived notions
- Obstacles
  - Time
  - Space/set up
  - “Why should I reward a student for doing something they should be doing anyway?”
  - Money

