

Arkansas PBIS Coaches' Newsletter

March 2020 - Prevention Strategies



In this issue:

Prevention Strategies to Increase Student Engagement:

- Opportunities to Respond
- Prompts
- Active Supervision
- Positive Reinforcement (Specific Praise)

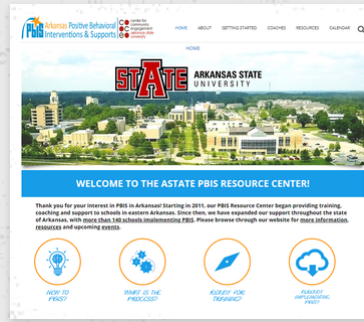
Resources for Prevention Strategies

Highlight on PBIS in Arkansas: Dollarway School District

Upcoming PBIS Coaches' Networking Session:

- Tuesday 3/17/20
- 2:30-3:30 Central
- Short presentation on School-wide Prevention Strategies for everyone from 2:45-3:00.

Join the Zoom Meeting: <https://zoom.us/j/5909116481>



Prevention Strategies to Increase Student Engagement

Opportunities to Respond

Giving students multiple opportunities to respond during a lesson can increase their engagement. Opportunities to respond can be verbal or non-verbal.

VERBAL strategies include...

- Individual response
- Choral responding
- Think-Pair-Share

NON-VERBAL opportunities to respond include...

- Giving a thumbs-up to show agreement
- Use of an electronic device to respond

Some ways to call on students for an **individual response** include choosing names from...

- The seating chart
- Strips of paper
- Popsicle sticks
- An app

Some examples of **choral response** opportunities include...

- Students reading a morning message out loud together
- Students reciting letter sounds together
- Students responding using an electronic device

Prompts

Prompts are reminders of the expected behavior that are given **before** the behavior is expected.

Prompts should be...

- **understandable** - student must understand the prompt
- **observable** - student must be able to distinguish when the prompt is present, e.g., a hand signal, a clap sequence, a spoken word that requires an action, etc.
- **specific** - describe the expected behavior
- **explicit** - link to the appropriate expectation

Examples:

- Before students begin independent work, provide a reminder about how to ask for help and obtain materials.
- Review group activity expectations prior to the start of group work.
- Before a transition, remind students of the expectations for walking in the hallway.

Active Supervision

Active supervision is a process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students.

- Moving is continuous movement through and around the area where students are working.
- Scanning is a visual sweep of the entire space.
- Interacting is verbal communication in a respectful manner, e.g., pre-corrections (prompts), non-contingent attention, specific verbal feedback, etc.

During transitions between activities, move among the students to provide proximity, scan continuously to prevent problems, and provide frequent feedback as students successfully complete the transition.

Video below: PBIS in the Classroom

Check out this short video on how teachers use positive reinforcement (specific praise) to prevent problem behaviors.



Increase Positive Reinforcement (Specific Praise)

Specific Praise may be directed toward an individual or a group.

- Do it immediately after the behavior occurs
- Make it meaningful and sincere
- Be sure that it is understandable (describe the behavior and link it to the expectations)

Strive to give 5 praise statements for every 1 corrective statement.

Example of specific praise:

- When a student has not started working within one minute of announcing that it is time for individual work, say, "Jimmy, please begin your math worksheet."
- Later on, say, "Jimmy, nice job being responsible by beginning your worksheet."

Resources for Prevention Strategies

Arkansas PBIS Training Module 13: PBIS in the Classroom - [Tier I Modules](#)

OSEP Technical Assistance Center on PBIS

- [Presentation on strategies and tools for classroom management](#)
- [Classroom PBIS](#)
- [Positive and Proactive Classroom Management: Focus on Positive Classroom Behavior Supports](#)
- [Supporting and Responding to Behavior](#)

Missouri Environment Education Association: [Eight Effective Classroom Practices](#)

Spotlight on PBIS in Arkansas

James Matthews Elementary, Dollarway AR

Thank you to Ms. Paula Owens from James Matthews Elementary for this contribution to our March newsletter! Ms. Owens operates the PBIS store at James Matthews. Please refer to the documents included below this article.

Before the first store in a school year, teachers are given their PBIS Roster with their students' names typed into the document:

- Teachers fill out their section of the document.
- I complete the document as the students “buy” their items (Spent Tickets, Remaining \$ Amount, and the notes columns).
- Unspent points are carried over to the next PBIS store in the Beginning Balance column.
- I transfer the Remaining \$ Amount column numbers to the Beginning Balance column for the next PBIS Roster.
- I use the Notes column to document any change in student circumstances, e.g., if a student is absent, moved, etc.

After the first PBIS store:

- Beginning Balance is the value of tickets (Cardinal Bucks) a student begins with. (The first time around the Beginning Balance column would be blank.)
- The value of all tickets each student acquired is entered into the Tickets Earned column.
- If the Beginning Balance has a value, add that amount to the Tickets Earned column.
- Put the total in the Total Tickets column.
- Once a student “shops” put the amount spent in the Spent Tickets column.
- Subtract the spent tickets from the total tickets, place that amount in the Remaining \$ Amount column.
- This column is used for the next PBIS store.

You can contact Ms. Owens for more information at powens@dollarwayschools.org.

Grade: _____ PBIS Roster Teacher: _____
 Day of Week: _____ 2019-2020 Time Scheduled: _____

	Add ticket values \$	Beginning Balance	Tickets Earned	Total Tickets	Spent Tickets	Remaining \$ Amount	Notes
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							

Sample Document

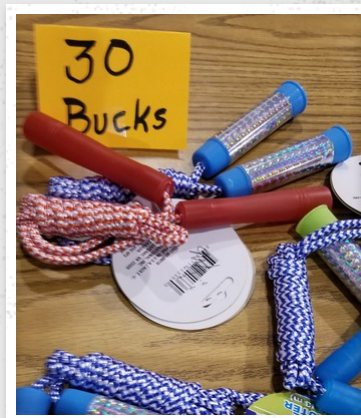
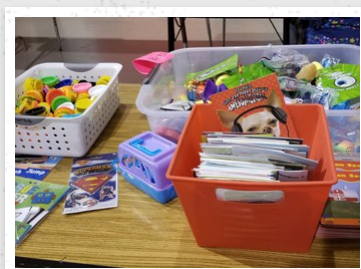
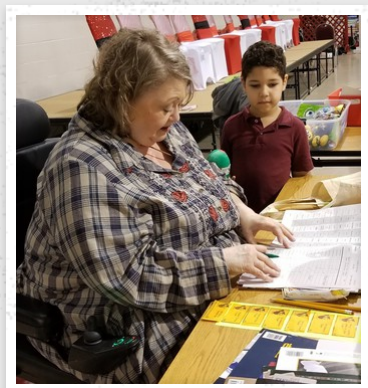
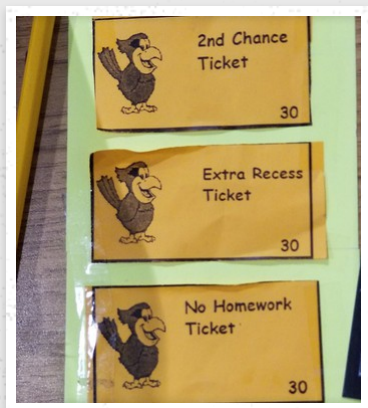
	Add ticket values \$	Beginning Balance	Tickets Earned	Total Tickets	Spent Tickets	Remaining \$ Amount	Notes
Person responsible for completion:	Teacher: _____	Teacher: _____	Teacher: _____	PBIS person: _____	PBIS person: _____	PBIS person: _____	
Students' Names below							
1							
2							
3							
4							

Learning Lab: Mrs. Owens 12:30-1:15
 2019-2020 Teacher: Weeks, Tommy

	Beginning Balance	Tickets Earned	Total Tickets	Spent Tickets	Remaining \$ Amount	Note
10	10	25	1			
5	10	20	2			
1	5	5	1			Absent - Monday
10	5	15	0			
10	20	25	1			
10	20	20	2			
10	0	4				Absent
5	0					
10	1					
10	4					
5	1					

PBIS Roster

Example



Thank you, Ms. Owens!





Contact us!

 Facebook  @astateccepbis

The Arkansas PBIS Resource Center at the
The Center for Community Engagement at
Arkansas State University

 Jonesboro, AR, USA

 cce@astate.edu

 (870) 9722-287

 cce.astate.edu/pbis

