

# What's Your Story?

Sharing Scenarios, Resources & Collaborative Efforts in the SW-PBS Journey



# Big Idea

Push up your sleeves and get ready to dive in as we talk EVERYTHING PBIS related. This session is full of scenarios, discussions and advice on the day to day happenings with PBIS. We'll talk adult behavior, kid behavior, reactions, emotions, frustrations and more! No matter where you are in the PBIS process, this session will provide hands on answers from the experts at La Monte Elementary, a gold-level recipient district that launched their PBIS program almost a decade ago. There is little that this district hasn't seen or done when it comes to implementing the PBIS program. Come armed with questions because we've got answers! There is nothing we can't tackle TOGETHER!

# Session Outcomes

- ✎ Participate in scenarios and a round-table discussion regarding daily issues that come up in SW-PBS schools (or soon-to-be SW-PBS schools) with students and adults and learn how to handle these situations the SW-PBS way
- ✎ -Hear firsthand stories about how we have handled these situations with students and adults
- ✎ -Engage in collaborative moments to share successes and struggles with others in the SW-PBS network

# Who Are We?

- ✎ Enrollment: 205 Pre-K-6th
- ✎ 25 Certified Staff, 12 Support Staff
- ✎ 37% ELL, 73% Free & Reduced
- ✎ Implemented PBIS for 9 years
- ✎ Average ODRs per year: 25-30





Let's start with some

# Scenarios



ABC



# Scenario #1

During a group STEM activity, two members of the group are not getting along. Each one is stating that the other's ideas are "stupid" and "will never work". The other members continue to work hard and make progress.

# Scenario #2

The multi-year PBIS exemplar school's principal (who was a cheerleader for all things PBIS) has retired. The new principal in the building is against PBIS. The new principal requires all the staff members to read the book "Punished By Rewards" and wants to implement a strike system. This movement has been encouraged by a few PBIS resisters in the building. The faculty and staff feels helpless in combating the new principal's decisions about PBIS.

# Scenario #3

Students are given an assignment that requires them to work independently at their desks. After 10 minutes, Cindy leaves her seat and begins walking around the room, sometimes stopping to talk to other students. Even after repeated teacher re-directions, Cindy verbally complies, but continues to walk and socialize.



# Scenario #4

A third grade teacher pulls a group of kids in the hallway to loudly berate them and have a "Come-To-Jesus-Meeting." The teacher thinks she's being strict, tough and has control, but the kids are miserable and the other teachers on the team are frustrated with the lack of positive, effective consequences. A parent has called the principal and has complained.




# Scenario #5

Martin has not been working on his assignment. When you redirect him, he pushes away the assignment, looks you in the eye, and directly says, "This is B\_\_\_\_\_ S\_\_\_\_\_!"

# Scenario #6

The data indicates that the staff may need more professional development on functional behavioral assessments and function-based interventions, but with the implementation of the Missouri Learning Standards and writing new curriculum, there is little time left for other professional development.

# Scenario #7

-  Think of a problem scenario in which you have encountered in your classroom or school building.
-  How was it handled?
-  How could it have been handled using the PBIS model?

Let's

Collaborate!

# FlipGrid

<https://flipgrid.com/0e9e86>





Q & A Time!



# Contact us!

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