



Course Follow-up Activities

Maximizing Instructional Time Through Positive Behavior Strategies - Wendy Allen & Monica Ballay

Note: It is recommended that participants in the video course complete follow-up activities to deepen their knowledge and skills. When these activities are completed in accordance with local staff development guidelines, participants may be able to earn additional professional development credit. Contact your local staff development office for determining how you might receive credit for completing the video program and additional credit for completing follow-up activities.

You will need to print out **all the handouts** to use with these follow-up activities.

Activity 1: Share Presentation with Peers

A Study Group or work team is a great way to share information and to learn new things in a collaborative way. This structure brings a greater professionalism to the group. Each person grows from the experiment if they contribute to the total outcome of the process, which should be to increase teacher effectiveness, knowledge, and skill. You may access web links to learn more about forming study groups by going to the resources page for this program.

The presentation provided information on Positive Behavior Support as a process to improve student behaviors through positive statements and actions. The presentation mentioned experiences of a whole school faculty working together to bring PBS into common use. Fully implementing the process takes time for all those participating to fully integrate the methods. Experience has shown that whole faculties, grade groups, or departments working together yield the greatest success.. Several activities were shared by the presenters and some were experienced by the participants in the video. Sharing training experiences with peers is a great way to practice what you have learned as well as internalizing the strategies that were shown.

Use the PowerPoint and the handout pages and make the slide presentation to a group of your peers as part of a study group activity. Print out the handouts provided on this website for this program and choose one of the activities to replicate with your peers. The suggested activity is to work with the Discipline Referral Process. You will need the handouts for this activity. Use the referral process sheets and explore the major/minor infractions form for referral to the office. Discuss with your peers about the selections that are on the form. How many different opinions are evident in your group about what infractions are sent to the office and which ones are dealt with in the classroom? The point of this activity is to promote consensus among the group that will work together using PBS.

You may print out the slide pages of those particular reports as handouts in your session. You may want to use a chart and stand to record participant responses to the questions you ask them about referral infractions and how they deal with them. Make a comparison and talk about what responses are gathered as a group.

Please answer the questions for Activity 1 and share the results of this session with your professional development director as part of your follow-up activity.

Activity 1 Questions:

1. How did participants describe their infraction process they are currently using?
2. How did participants describe their differences as far as office referrals?
3. Describe how participants felt about working to reach a consensus on infractions to send to the office.

Activity 2: Positive Behavior Support Self Assessment

There are many web links mentioned in the presentation and listed on the resource pages of this course website. One link is for a Technical Assistance Guide. Use this link to print or view this document. <http://www.pbis.org/files/TAG1.doc>

This document will provide some background and structure for working with your peers to develop a plan for implementing PBS in your school. Download this document PBS Implementer's Blueprint – <http://www.pbis.org/files/Blueprint%20draft%20v3%209-13-04.doc>

This document will assist you in conducting a self assessment to determine the status of your school, district, or your department in readiness to implement PBS. Use this self assessment and start with your peers to determine where each person's position is in readiness or understanding of PBS. Work with your peers to develop next steps as a result of the self assessment.

Describe your process and activity with outcomes in a summary report. If you develop an implementation plan please include that in your materials you submit to your professional development director.

When completing all the activities, submit your materials to your professional development director for consideration of points for recertification purposes or professional development credit.