



PBIS – Tier 1 Support

*Transportation Meeting
April 18, 2019*



Agenda

Understanding our Kids

Who is getting on your bus in the morning?

Positive Discipline

What is it?

PBIS & RTI

How are schools addressing student behavior with a positive approach?

Prevention: PBIS Themes Taken From the Classroom

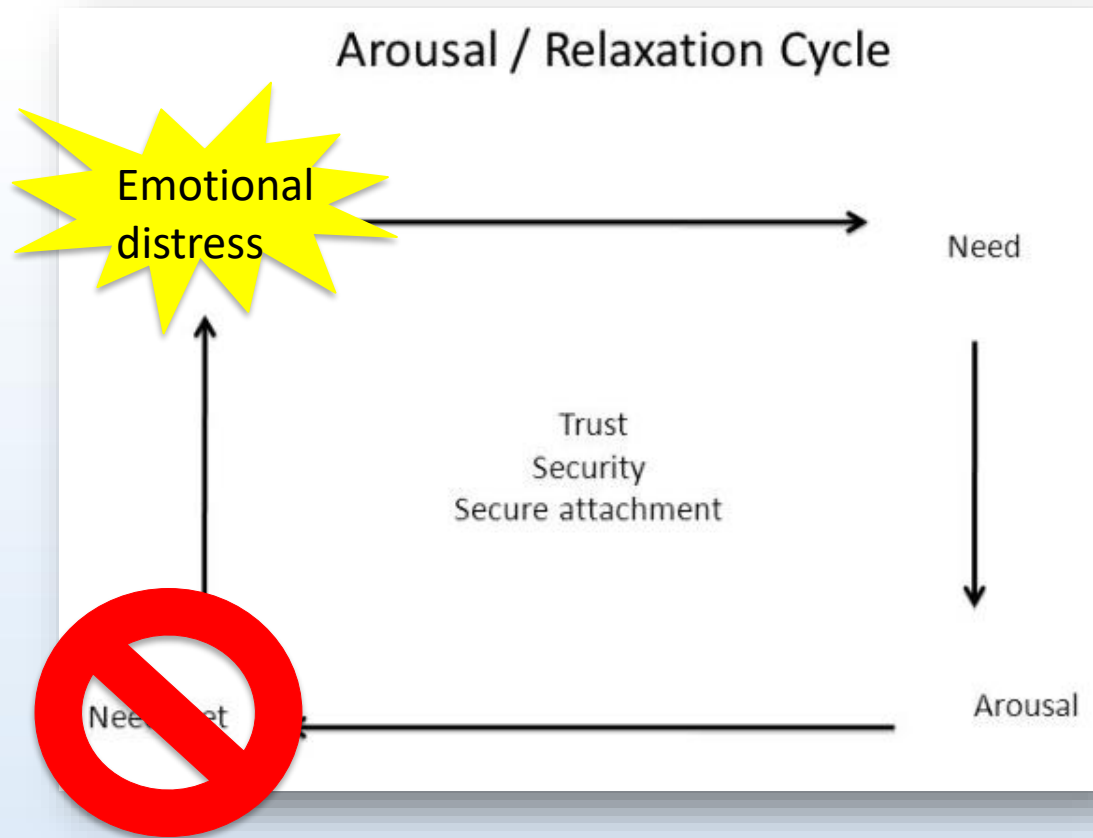
Building Community

The Power of Our Words and Actions

Teaching and Re-teaching



Understanding our Kids

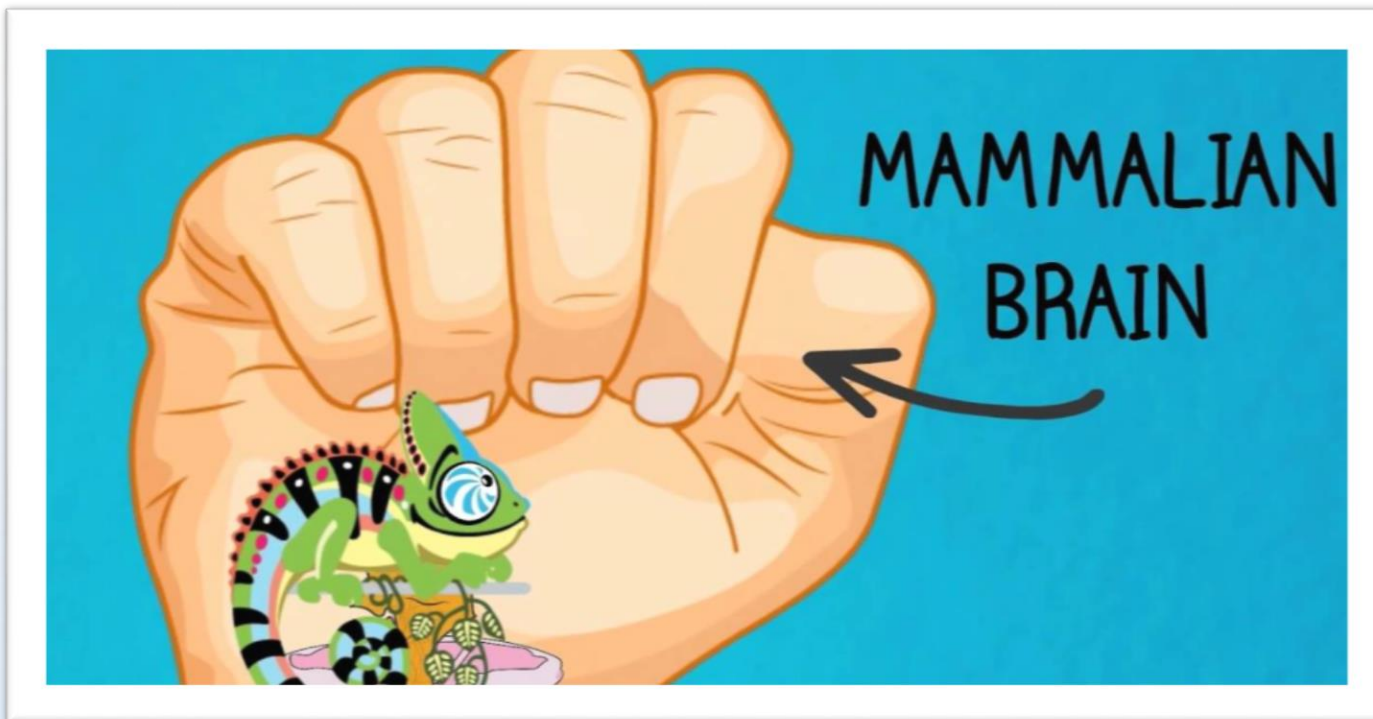


Understanding our Kids

Sound Familiar?



Understanding our Kids



<https://youtu.be/KoqaUANGvpA>



Positive Discipline

- Alfred Adler, psychiatrist (1870-1937)
- *“we have a deep longing to be part of a community and learning the skills to contribute to the community, to have “social interest”, is an important component of long-term mental health”*
- The Theory Goes..The goal of behavior is to find belonging (sense of connection) and meaning (significance)

“Mis”-behavior comes from a “mis”-taken belief about how to find that belonging and meaning

Positive Discipline

- No checklist of “right or wrong” response to behaviors, but questions to help decide for yourself:
 - Is it respectful to the other person? Was it respectful to me?
 - Did it lead to a better sense of connection?
 - Did it invite the student to have a sense of value, meaning, or a sense of “I am capable”?
 - Was it encouraging? Did it help bring out the other person’s best self?
 - Will it be helpful long-term?
 - Does it invite a sense of social interest and community? Does it work towards a common good?

PBIS & RTI



PREVENTION OF BEHAVIORS



Building Community

Discussion:

We know that students need a sense of belonging and meaning in order to feel regulated, and learn to make better decisions.

What are ways we can create that sense of belonging on the bus?

Building Community

Share Out

Learn the students name's

Greet students at the door

Fist bumps

Handshake of the week

Have a “good morning phrase”

Quote of the week

Bus rider jobs

Rider of the week/month award

Theme days on the bus – be silly

Team goals

The Power of Our Words and Actions

Outcomes

Recognize the role mirror neurons play in student behaviors.

Recognize the power of our word choice as educators, and the impact that has on students.



Mirror Neurons

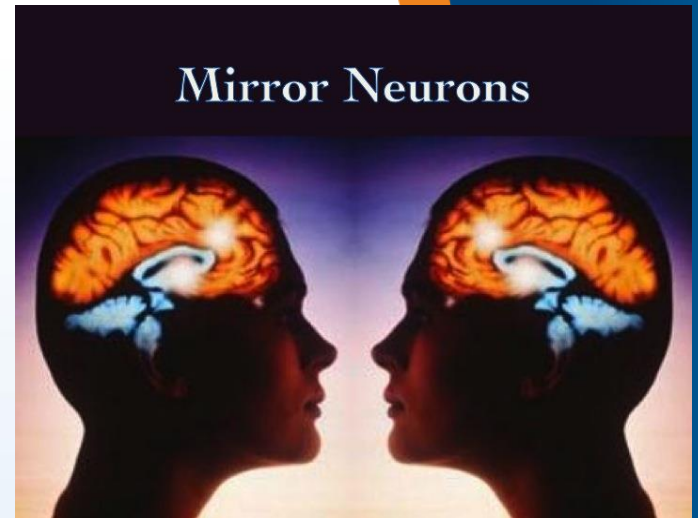
What research tells us...

We are hardwired to learn by watching.

When watching an intentional action, our brain gets ready to do the same thing.

Mirror neurons work for emotions too. It is part of our brain's natural empathy system.

<https://www.youtube.com/watch?v=YAHgBAjcBbg>



The Impact of Our Language

ROUND ONE:

- Don't sit down.
- Don't put your hands by your sides.
- Don't close your mouth.
- Don't open your mouth.
- Don't look at me.
- Don't stand still.
- Don't stand up.

ROUND TWO:

- Stand up.
- Raise your hands.
- Open your mouth.
- Close your mouth.
- Look at another person.
- Walk around the room.
- Sit down.

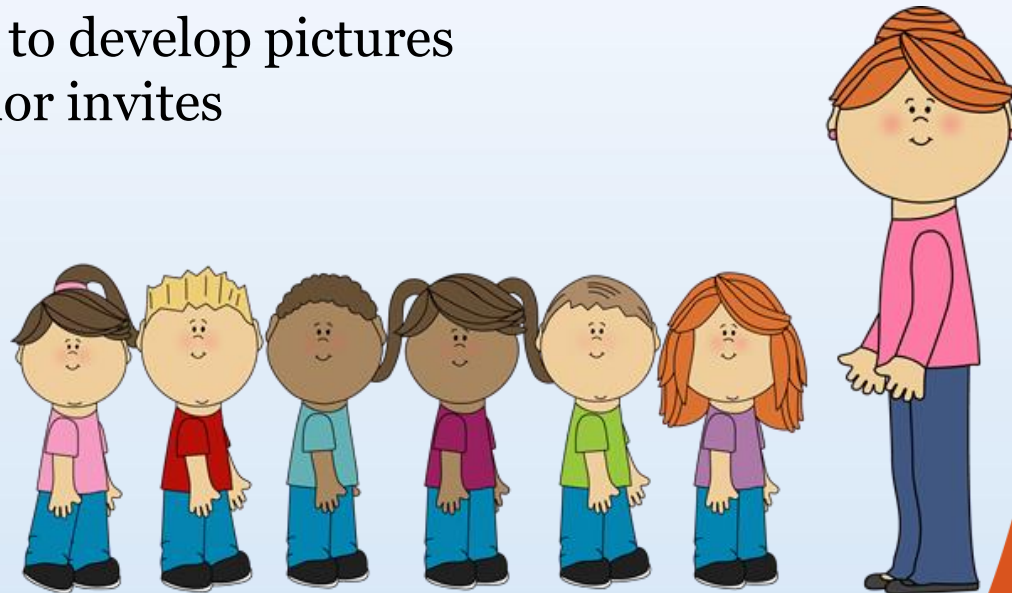


PICTURE THIS...

When we need to correct student behavior, do we want them to “picture” the misbehavior, or the correct behavior?

When giving directions or instructions our words should create the image of what we want.

Helping our students to develop pictures of appropriate behavior invites appropriate action.



The Power of Our Words and Actions



Volunteers Needed!



Teaching and Re-Teaching

Expectations should be..

- Positive
- Front loaded
- Modeled
- Practiced
- Revisited
- Revisited
- Revisited

Closure

Discipline is helping
a child solve a problem.
Punishment is making a
child suffer for having
a problem. To raise problem
solvers, focus on solutions
not retribution. – L. R. Knost

nourishingourchildren.org

