



An Asynchronous Online MSAA Professional Development workshop for: PreK-8 Teachers, Counselors and Administrators

Getting Back on Track: Using PBIS Strategies to Create Safe and Supportive Classrooms



Featuring **Seaside Educational Consultants** Presenter: **Maureen Gilman**

Asynchronous Online Workshop

- Earn 15 PDPs; Approved by DESE for Licensure
- Registrants work at their own pace within allotted timeframe

WORKSHOP STRUCTURE:

MSAA offers this asynchronous workshop in five modules. When the instructor signs off on completed work, registrants will receive an assessment form which will generate a PDP certificate.

Registration is now open. The workshop portal opens October 1, 2021, and closes January 15, 2022.

Content Area: Safe and Supportive Learning Environments

Fees: Members: \$405/all five modules
Non-Members: \$540/all five modules

REGISTER NOW

15 PDPs

Module 1: Creating a Classroom Vision

Everything we do, everything we say to our students and everything we ask of our students is influenced in part by our own identities. It is therefore critical that all educators reflect on their identities and evaluate any potential biases, or challenges that could impact their teaching. This has to be the first step to creating safe and supportive classrooms.

This module will start with you, the educator, and will provide you the opportunity to truly reflect on your personal identity and how it has the potential to positively impact your classroom as well as how it may marginalize specific groups of students. These reflections will allow you to develop a classroom vision that is inclusive, safe and supportive of all students.

After this module, participants will be able to:

- Create an identity map.
- Evaluate aspects of their identities that impact teaching and learning.
- Discuss the benefits of having a clear, and explicit classroom vision.
- Create a personalized vision that is reflective of both their identity and their students.

Module 2: What is PBIS?

Safe and supportive classrooms are built on a shared sense of autonomy among teachers and students. Students can be successful in a variety of learning environments when they believe they are a valued part of the system, and are explicitly given the tools and strategies necessary for success. In this module, participants will explore the components of a PBIS system and identify how such a system can support their classroom vision.

Upon completion of this module, participants will be able to:

- Evaluate research that supports positive behavior interventions.
- Identify the specific components of a PBIS system.
- Determine core values and expectations that support their classroom vision.
- Discuss the purpose of behavior matrices.
- Develop behavior matrices that support their classroom vision.

Module 3: Establishing Core Values and Expectations

PBIS management systems have proven to improve student behavior and increase learning in schools and districts nationwide. It is a system that is based on clear, measurable behavior expectations, and one that empowers students to become agents of their own behavior and learning. It all begins by building a strong foundation of core values and expectations. This workshop will allow participants the opportunity to reflect on their personal identity, classroom vision and student profiles to begin establishing a set of values and expectations that will serve as the building blocks to maximizing each student's potential.

Upon completion of this module, participants will be able to:

- Differentiate between core values and expectations
- Determine core values and expectations that support their classroom vision
- Discuss the purpose of behavior matrices
- Develop behavior matrices that support their classroom vision

Module 4: How to Successfully Implement PBIS Strategies in your Classroom

PBIS is a system that requires consistent attention, and reinforcement in order to be successful. It is a system that necessitates clear communication of expectations with all invested parties including, staff, students and families. This module will provide participants with strategies for communication and reinforcement of the key components of a PBIS system.

Upon completion of this module, participants will be able to:

- Evaluate best practices for communicating values.
- Discuss the difference between rewards and reinforcement.
- Connect reinforcement to theories of motivation.
- Explore strategies for creating a system of reinforcement and rewards in your classroom.

Module 5: PBIS: A Data-Driven System

An effective PBIS system, one that is designed to truly create safe and supportive classrooms, must be driven by data. This module will allow participants to understand what types of behavior data to gather, how to collect it and how to use that data to reinforce and correct student behavior.

After this module, participants will be able to:

- Determine the most effective behavior data to gather.
- Identify classroom managed vs. office managed behavior data.
- Design a system for collecting and organizing behavior data.
- Create student think sheets for self-monitoring and data collection.

Maureen Gilman is an adjunct professor with classroom experience teaching in Grades 1–5. She is a trained DESE mentor and works for Merrimack College and Endicott College as a cooperating practitioner for student teachers. Presently, she teaches a course for Endicott College titled "Integrating Technology in the Classroom," which focuses on introducing research-based theories, practices, and curricula related to technology. She understands the importance of incorporating 21st-Century skills that are needed for the future success of our students.



LEADERSHIP MATTERS

