



WHY PBIS AT MCKAY

Since its inception in the late 1990's at the University of Oregon, Positive Behavioral Interventions & Supports (PBIS) has developed into a framework that can be used by a school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction. School-wide PBIS is now implemented in thousands of schools across the country and hundreds of schools in Oregon. It is also being implemented in programs for students with severe emotional impairments and developmental disabilities, and juvenile facilities.

Schools are discovering that school-wide PBIS:

- Increases academic achievement
- Decreases major discipline referrals
- Addresses the behavioral needs of all students with proven, easy to implement strategies
- Allows the school to create the "right fit" for them so that practices are appropriate to the context and sustainable over time
- Is doable and does not have to overwhelm staff given the limited time and resources that schools generally experience
- Is affordable
- Helps to create a positive school climate
- Results in increased time for instruction and fewer disciplinary incidents

Our focus at McKay will be teaching our kids to be respectful, responsible, and safe. The focus areas we are highlighting are in the hallways, in the commons, and in the restrooms. Moreover, this leaves a lot of room for teachers, staff, coaches, etc to talk about what it means to be respectful, responsible, and safe in other areas including the classroom, during athletic contests, at assemblies, at the grocery store, on the way to school, and so on.

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SPECIAL POINTS OF INTEREST

- Our students will be: Respectful, Responsible, and Safe
- PBIS In Your Classroom
- Classroom Spotlight
- Award Winners



They don't care how much you know until they know how much you care.

WHAT'S THE SECRET TO EFFECTIVE CLASSROOM MANAGEMENT?

David Brooks, New York Times columnist, NPR media commentator, and author of the new book, *The Social Animal*, knows the secret to a classroom that is productive, engaging, and well-managed. Here it is: Children have a strong, positive relationship with their teacher, and vice-versa. Beneath this seemingly simple concept is a lot of neuropsychology, evolutionary psychology, cognitive development, and SEL.

Social rule structures eventually rest on one of two things: trust or fear. When the rules are based on trust, students feel freer to participate; problem-based learning can thrive, *versus* learning focused on getting the one right answer; students can challenge prevailing wisdom, ask questions, and disagree safely with one another. Students can co-create classroom management rules because they want to be there and they want the classroom to be engaging and work well.

When fear predominates, classrooms can look orderly on the surface, but it is the order of prison. "Underground," perhaps, there is rebellion. Sometimes there is also overt misbehavior, to express frustration or even get oneself put out of the noxious environment.

Classrooms managed based on fear create disaffection and disengagement from the learning tasks, which are often "blamed" on students as the reason so much rigid order is needed. So learning suffers, *genuine* learning, even if there is a lot of rote seatwork being done.

Learning is work of the head *and* work of the heart. A climate of fear thwarts all of the goals of higher learning. Plus, as David Brooks so insightfully points out, children often learn first for the teacher, to please the teacher and to obtain the teacher's pleasure in their learning, more than they learn for the intrinsic value they attach to the subject matter or tasks. This is especially true when students are introduced to new content and concepts.

Those concerned about classroom management must simultaneously be concerned about student learning. Both thrive only when there are trusting, respectful, caring relationships between students and teachers. When the latter are in place, rules will be effective and the majority of students will be engaged learners.

SEPTEMBER ROYALTY CARD WINNERS!

Sept. 18-22

- Lenny Alik, 11th
- Alanna Gifford, 9th
- Kevin Bremer, 11th
- Jessica Driver, 12th
- Joseph Medina, 11th

Sept. 25-29

- Mishelle Quevedo, 12th
- Heaven Alexander, 11th
- Jeremiah Chokai, 10th
- Anthony Afuola, 10th
- Sandra Tista, 11th

“Experiencing positive emotions in a 3-to-1 ratio with negative ones leads people to a tipping point beyond which they naturally become more resilient to adversity and effortlessly achieve what they once could only imagine.”

CLASSROOM SPOTLIGHT

A lot of our great teachers at McKay do some wonderful things to help energize their classrooms and ultimately, our school! Each month we will spotlight one or two strategies we see which you might find appropriate (or a variation of) for your classroom. This month’s spotlight is in Mr. Cogger’s wood shop and his classroom ambassador program.

In his woods class, Mr. Cogger selects a few student to be his classroom ambassadors. These students are responsible to greet each adult that comes into the classroom. Mr. Cogger says that he usually tries to start the year with his more gregarious students and also pairs them up with other students who may be more shy. Mr. Cogger went on to say that he rotates these ambassadors bi-weekly.

This is not only a great social skill building practice for our kids, but a tremendous classroom management tool. By employing students as classroom leaders, this helps share the ownership of a positive classroom climate between the teacher and students. Moreover, by rotating kids every few weeks, the hopes are by the end of the semester, each student—or the vast majority—have been in a leadership role thus enforcing the classroom expectations.

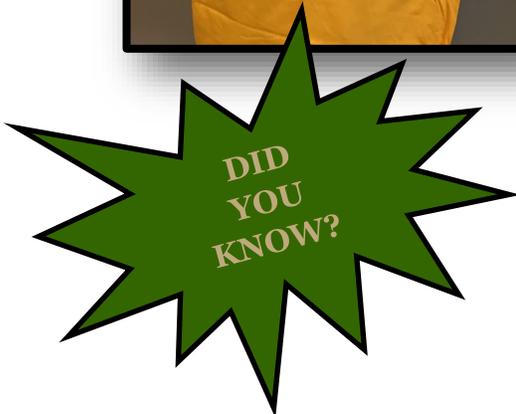
If you have a strategy that you use in your classroom which you would like to share with our fellow Scot teachers, please contact any of our behavior specialists. They are always happy to see, share, and celebrate different classroom management ideas and techniques that our amazing staff do in their classrooms.

MCKAY PBIS
COMMUNITY
BUSINESS SPONSORS

Our PBIS team has been hard at work this school year reaching out to our local community for business partners to help support our PBIS implementation. So far, we have mailed out over 120 letters to individual businesses asking for their support. Our hopes for this project is to have businesses donate items, services, coupons, etc for us to reward our kids through our ever expanding PBIS program.

If you personally know of any business who would like to partner with our McKay PBIS program, please have them contact Wendy Stradley in 210.

Thanks Scots!



Our #FabulousFreshmen have achieved over 93% attendance so far this year!

