

Characteristics of PBS Programs

5. Uses Collaborative Problem Solving

- ☒ Identify Cognitive Deficits
 - ☑ Executive Skills
 - ☑ Language Processing Skills
 - ☑ Emotion Regulation Skills
 - ☑ Cognitive Flexibility Skills
 - ☑ Social Skills
- ☒ Identify Triggers
- ☒ CPS – Proactive Plan B
 - ☑ Reflective Empathy – allows you to get the student’s concern on the table.
 - ☑ Define the Problem – allows the adult to get their concern on the table.
 - ☑ Inviting Collaboration- This allows the adult and student to talk about how they are going to solve the problem.
- ☒ CPS – Emergency Plan B

6. Uses General Ed. and Special Ed. Supports

- ☒ Collaborates with School Support Staff:
 - ☑ School social workers, school psychologists, PT OT, SLP
- ☒ Seeks guidance/support from:
 - ☑ Coop Consultants (Math Specialist, Reading Specialist, Behavior Consultants)
 - ☑ Special Education Directors
- ☒ Develops referral form and/or process for notifying building administration
 - ☑ Chronic behaviors
 - ☑ Escalating behaviors
 - ☑ Severe behaviors
- ☒ Provide guidance to para professionals in:
 - ☑ Positively engaging students
 - ☑ Responding to student resistance

7. Uses Accommodations/ Modifications

- ☒ Ways to assist and encourage learners:
 - ☑ Differentiated Instruction – same curriculum, different tasks.
 - *Content
 - *Process
 - *Products
- ☒ Teachers make sure students have the necessary supports to complete a task successfully.
 - ☑ What is taught?
 - ☑ How curriculum is taught
 - ☑ Modify the Instructional Program
 - Size/Quantity
 - Time
 - Support
 - In Put
 - Difficulty
 - Out Put
 - Participation
 - Alternative Goals
 - Substitute Goals
 - Substitute Curriculum
 - Assistive Technology

8. Uses Directed Study Support

- ☒ If a Study/Basic Skills class is provided in the PBS room, it needs to be teacher directed and not student directed.
 - ☑ A question not to ask the student is “What do you have to do today?”
 - ☑ The teacher will need to come up with a system to be aware of the students’ assignments. DO NOT make this a student responsibility.
 - ☑ A daily contract/agreement with student or a lesson plan will need to be developed as to what will be worked on for that particular class hour on that particular day.
 - ☑ Student Cooperation will need to be acknowledged with a reactive positive.
 - ☑ Teachers can provide relief from academic rigor, with a physical activity, after a period of being engaged in assignment completion.

CONCLUSION: The above eight (8) characteristics will require competency to deliver. To implement these PBS classroom characteristics will require the teacher to proactively plan before the program is implemented. In addition, the instructional leader will be required to exercise with-it-ness and executive demeanor when implementing the PBS characteristics. The above strategies should well be in the professional ability- but more should be expected practice from the instructional leader (PBS teacher).