



Beth Madison
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All-around fun gal



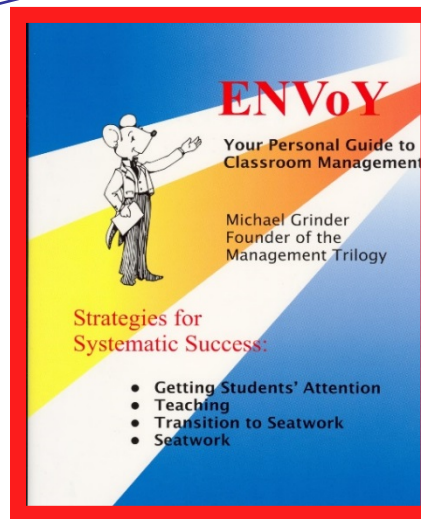
PBIS:

A proactive approach to teach, monitor and support appropriate school behavior for all students.



AVID Ready to Learn:

A schoolwide college readiness system interpreted to increase organization to improve student academic behaviors.



ENVoY Non-Verbal Classroom Management:

A vehicle to shift educators from seeing themselves as bastions of Power to instruments of Influence.

DO

Pre-Assessment: **With an elbow partner, define verbally:**

- Multi-tiered Systems of Support
- Tier 1, Tier 2, Tier 3

PUT

TIME

2 Minutes



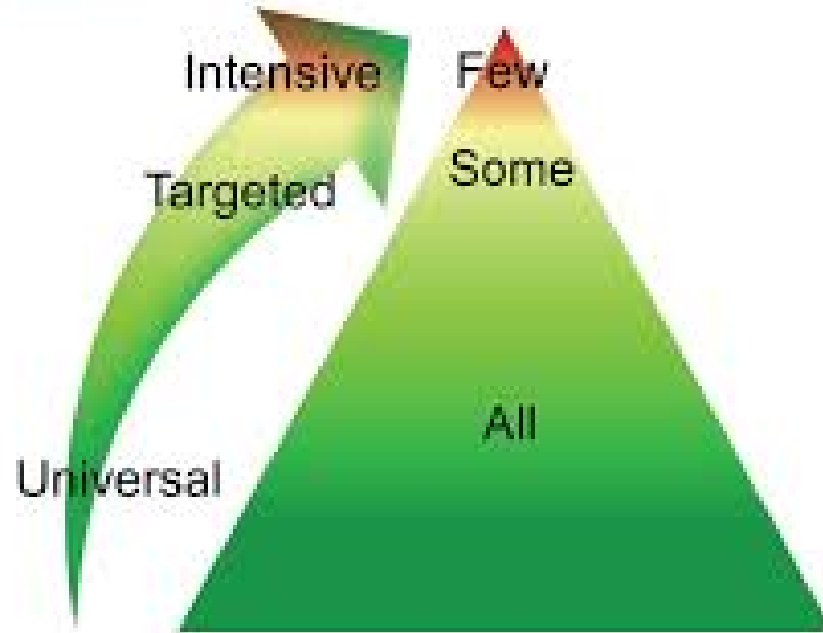
VOICE LEVELS	
0	Silent
1	Whisper
2	Private Voice
3	Public Voice
4	Cheering & Shouting

WHEN DONE

Internet research



What is PBIS?
Open this link

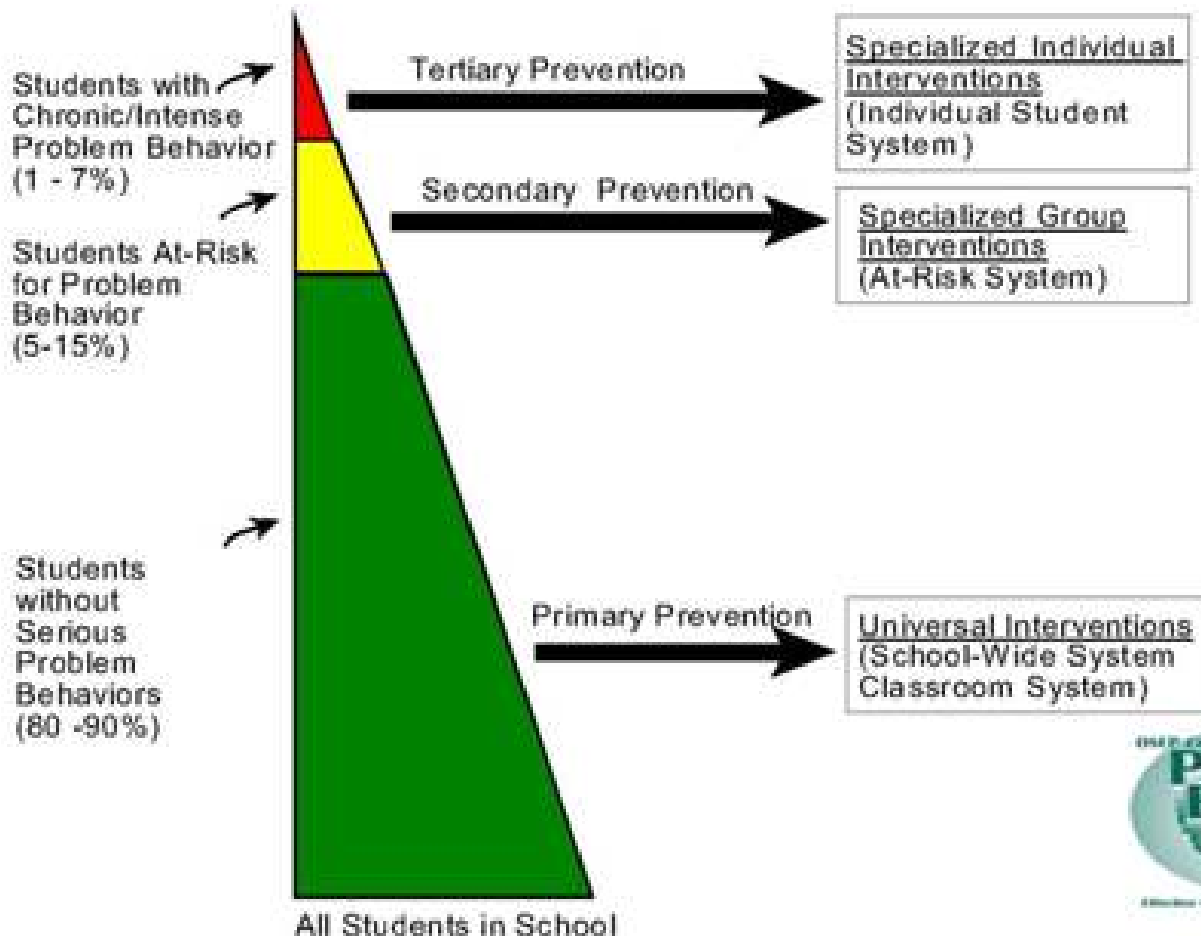


Positive Behavior Interventions and Supports (**PBIS**) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

Positive Behavior Interventions & Supports

Continuum of Effective Behavior Support

PBIS





KEEP
CALM
AND LOVE
MY AVID
BINDER

AVID

Ready to Learn

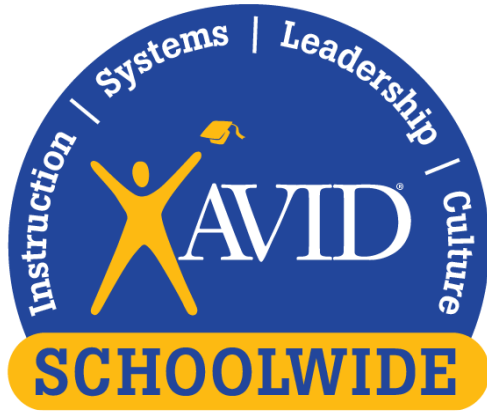
Class Time Versus Personal Time

“If the brain’s not buying, the brain’s not learning.” *Eric Jensen*

Advancement Via Individual Determination

AVID

Ready to Learn



- 1. In seat, silent and working at the bell**
- 2. Devices off, away & invisible**
- 3. AVID Binder and all needed materials ready**
- 4. Pencils sharpened, water bottle filled**
- 5. Homework system in place**

Personal Time

- 1. Use locker to store and retrieve materials**
- 2. Devices use permitted**
- 3. Use halls and stairs to pass to class and arrive on time (no sitting on floor, hanging out)**
- 4. Take care of all personal business: bathroom, calling/texting parents, fill water bottle**
- 5. Eat, drink and be merry, but not too merry**

Thinking hard burns a lot of energy.

In this Room:

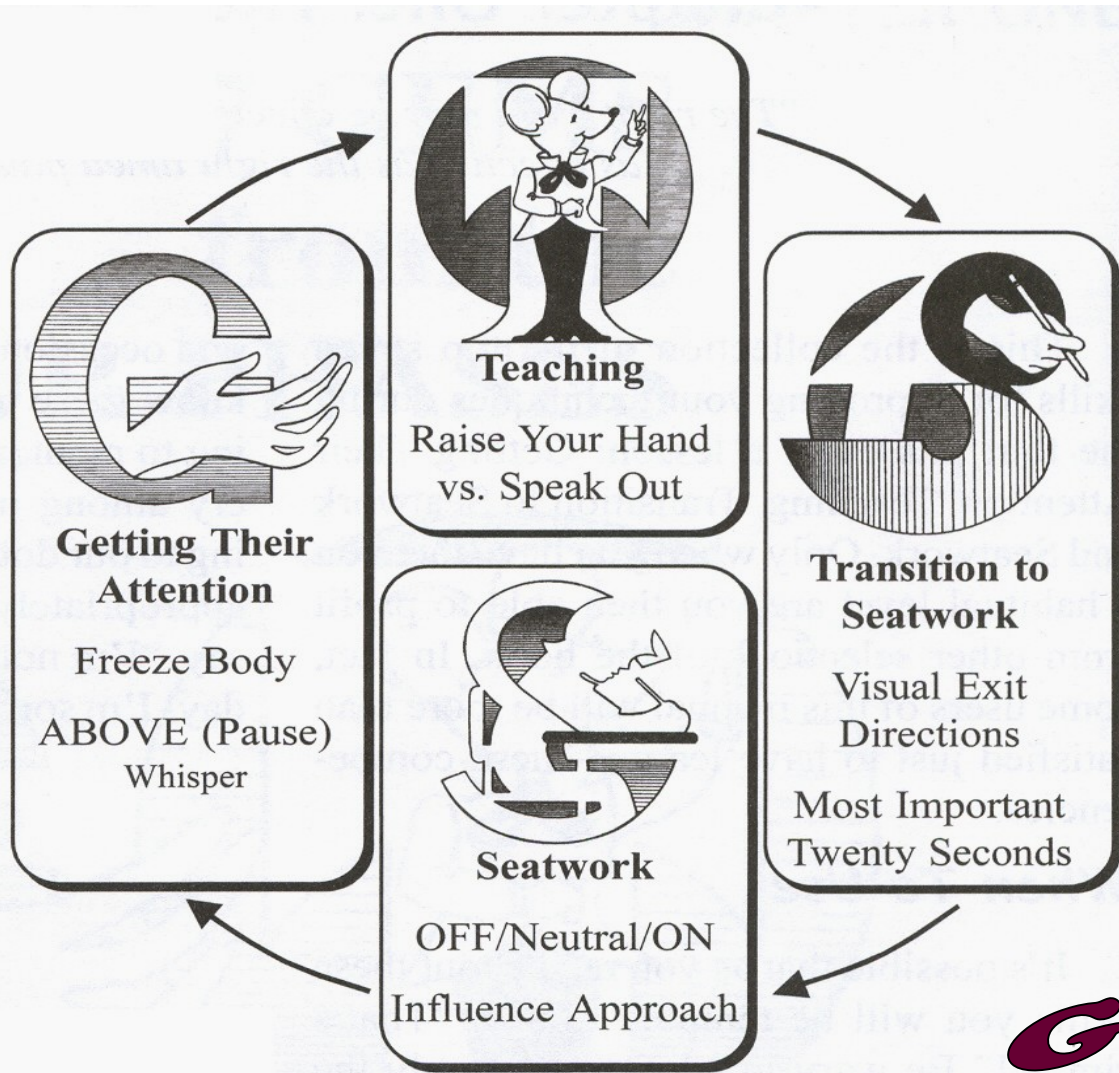


In this School



ENVoY

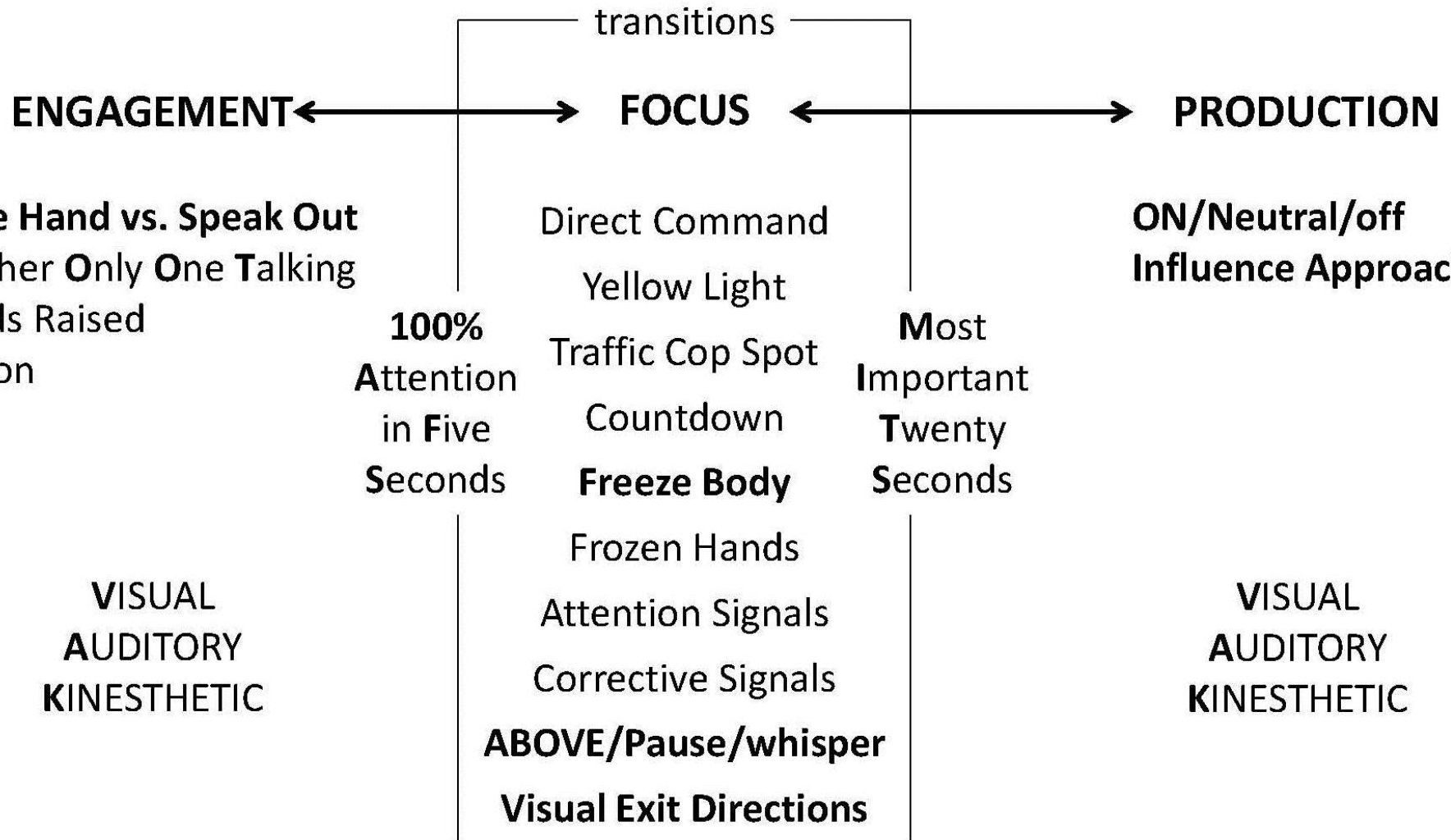
Non-Verbal Classroom Management



**7
Gems**

ENVoY Non-Verbal Classroom Management

INFLUENCE vs. POWER
GO VISUAL



How Do We Recognize ENVoY?

Educational
Binoculars



Curriculum
90%

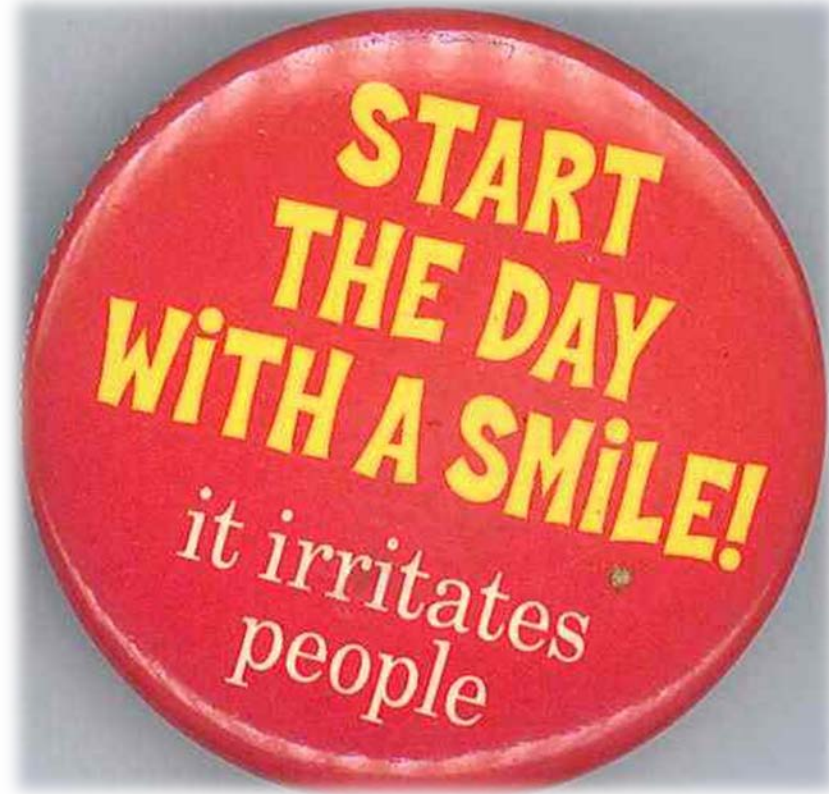
Management
10%

With “**ON**” days, **90%** of time is spent on **Curriculum** and **10%** on **Management**.

With “**OFF**” days, **90%** can be spent **on management** and only **10% on curriculum.**”

We want every
day to be a 90%
Curriculum
Day!

Your Demeanor & Presentation



HAVING A BAD DAY?



GOOD.



CREDIBLE

able to be believed; convincing

APPROACHABLE

friendly and easy to talk to, but...

CHARISMATIC

combination of credible & approachable

Leadership Style Quiz

Most people don't know why they're either effective or ineffective leaders. Or why they're able to effectively lead one group but not another. Did you know there are 3 primary leadership styles? None of them are *bad* but knowing when to use each style is critical to **effective leadership**. The first step is finding out what your primary leadership style is and you can discover that by taking our **Leadership Style Quiz** below.

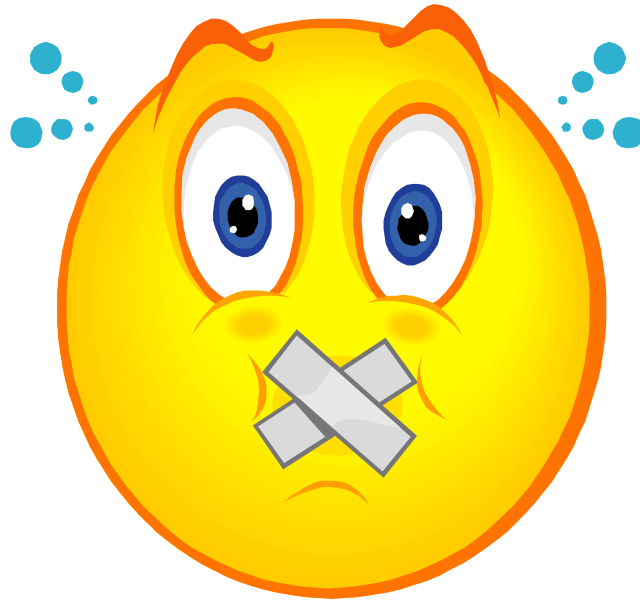
<https://www.michaelgrinder.com/leadership-style-quiz/>

Getting Their



FOCUS

Shhh =

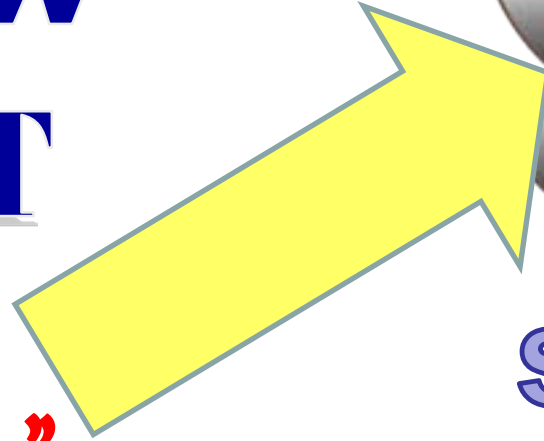
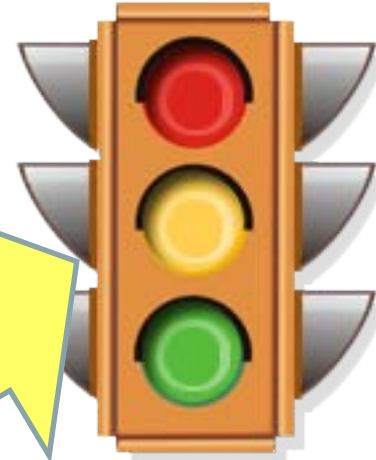


**the universal signal
for students to talk**

NAGGING



The YELLOW LIGHT



“Thirty seconds....”

“Ten more seconds...”

“We are almost out of time. Thumbs up if you need one more minute.”

sing
song
voice

The Directed

COUNTDOWN



“I need you to Do Put Get Write Sit ...

In 5...

In 4... [Directive if needed]

In 3... [Directive if needed]

In 2... [Directive if needed]

In 1.....

***repeat if
necessary,
stop ASAP***

DO

At your tables, create a poster of ways to call for class attention and what the pros and cons of them may be:

Verbals (made by people), Sounds (made by things)
Visuals (things you can show), Signals (repeated sounds, movements, etc.)

PUT

Post on the wall somewhere others can see it

TIME

12 minutes

WHEN
DONE

Gallery Walk



VOICE LEVELS	
0	Silent
1	Whisper
2	Private Voice
3	Public Voice
4	Cheering & Shouting

Traffic Cop Spot



**Location
has
memory**



Happy Teaching Spot

Freeze Body

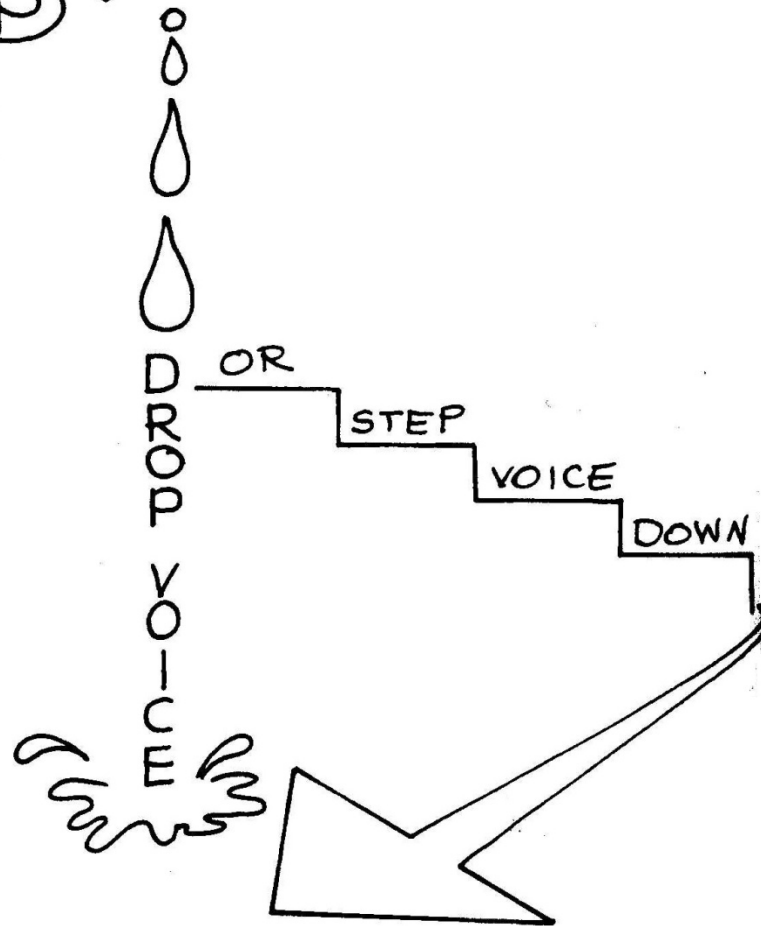
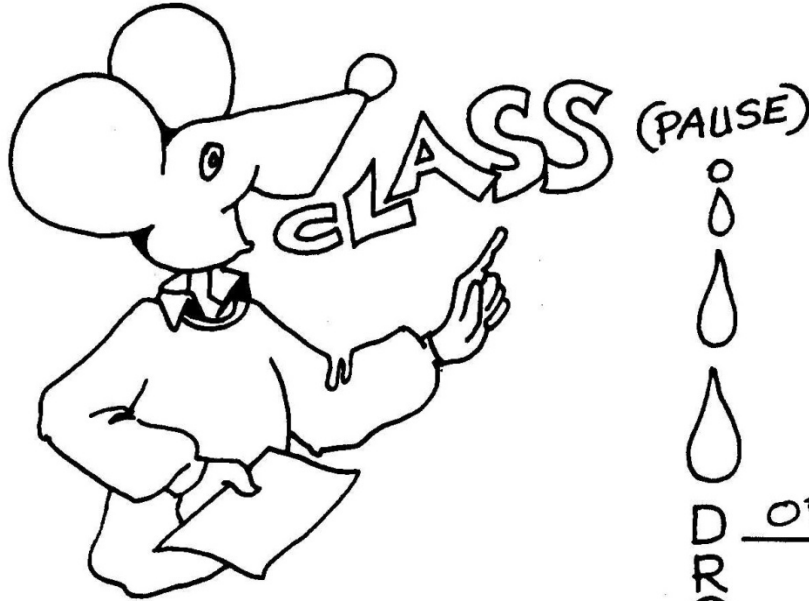
- Go to traffic cop spot (front of room)
- Stand very still
- Toes pointed straight ahead
- Weight on both feet
- Do a directed countdown
- Frozen hand gesture
- Verbal call to order: “Class” “Attention, please”



Frozen Hand Gestures



ABOVE (pause) Whisper



INSTRUCTION



Who talks

when?



Blah
blah
blah

Blah blah
blah blah
ha ha ha
ha ha

Blah blah
blah blah
ha ha ha
ha ha

No Hands Raised = The Blurt-a-thon

OUCH!





Who talks

when?

Hands Raised



My Turn!

**Teacher Only One
Talking = TOOT**

Transition Seatwork



Visual Exit Directions



Turn 'n' Talk

What would be the benefit of having written directions to seatwork?



Exit Directions

*The teacher is the only one who knows
when only oral directions are used.*

Oral Directions = Dependency
Visual Directions = Empowerment

*“If you have to say it twice,
write it down.”*

DO

What is the assignment?

Be specific and prepared.

PUT

Where does it go when done?

TIME

When will time be up?

**WHEN
DONE**


What do early finishers do?





Teacher Timers




 **Online-Stopwatch**

Looking for an Online Bomb Timer?
Countdown with a bomb. Why Not? :-)


[Huge Timer Selection](#)
Timers For Every Application Fast, Free shipping & Low Prices!
bodytronics.com

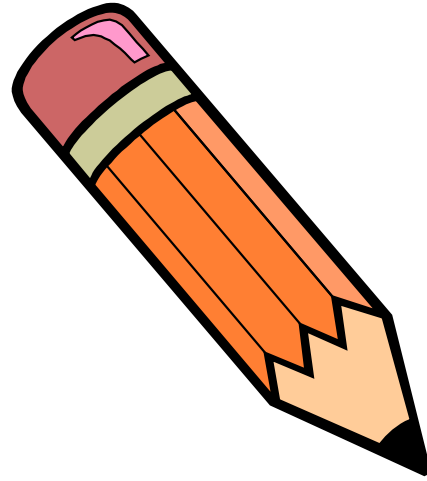
[Electronic Timers](#)
Wireless electronic timing for equestrian events at
farmtek.net

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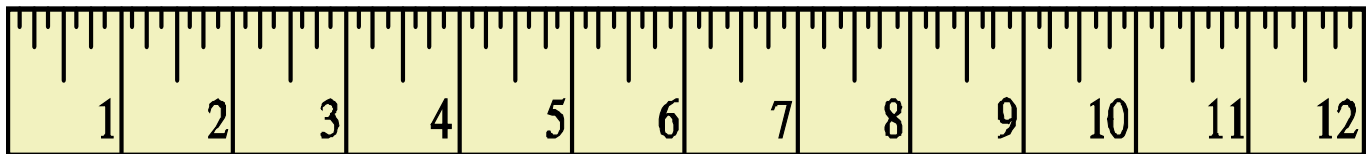


[Use the Bomb Timer Full Screen](#)

Home	Download	Gadgets	Online Countdown	News
Large Stopwatch	Split Lap Timer	Egg Timer	Bomb Countdown	Cloc
Stay On Top App	Electric Chalk	ROD THIS		



**Visual
Exit
Directions
ICONS**



VOICE LEVELS

- **Silent**
- 1 Whisper**
- 2 Private Voice**
- 3 Public Voice**
- 4 Cheering & Shouting**

Voice Level

BITMOJI

VOICE LEVEL CHART

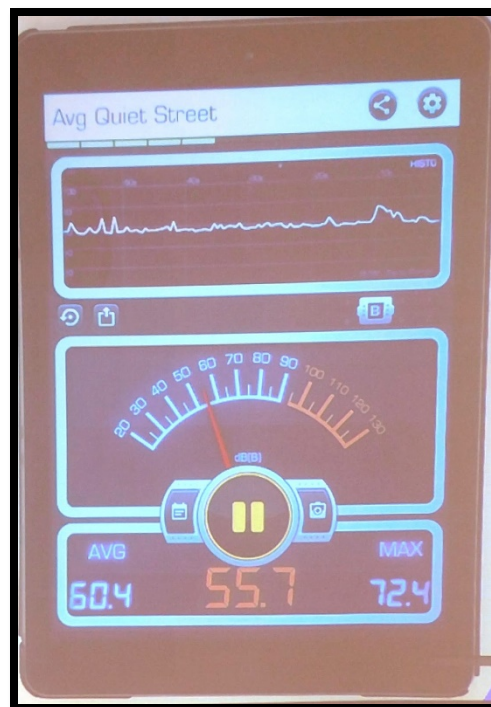
USE WITH LIGHTS!



VOICE LEVELS

- Level 0: Muted Off
- Level 1: Whisper
- Level 2: Private Voice
- Level 3: Public Voice
- Level 4: Cheering
- Level 5: Shouting

EDITABLE - 5 VERSIONS



VOICE LEVEL POSTERS

TWO VERSIONS AVAILABLE!



0 silent

1 groups

2 presentation

3 attn

4 outside

5

0 SILENT

1 ATT

2 RTN

3 GROUPS

4 PRESENTATION

5 OUTSIDE

COLOR AND BLACK & WHITE

By: Reagan Tunstall

Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt

ntify and

DO:

does not	doesn't
has not	hasn't
he is	he's
I have	I've
there is	there's
we have	we've
what is	what's



cut the puzzle pieces

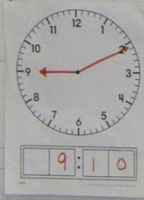


glue puzzle on construction paper

PUT:

put it in the blue basket


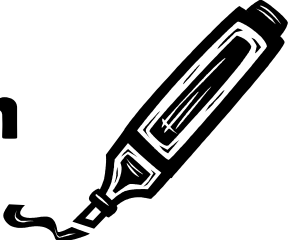

FINISH



read a book

Try Try 1234567890

Directions

1. **Open your book to pages 64-68**
2. **Look at the organisms.** 
3. **Sort the organisms into TWO sets, based on the type of ecosystem where they might live.**
4. **Recorder/Reporter writes them on your dry-erase board.** 
5. **Team Captain holds up your dry-erase board when the timer goes off, and facilitator shares your ideas.** 
6. **You have 4 minutes**



g r s d p m t i o u

a e

- Do:
1. Read out loud each word on the cut out paper.
 2. Cut out squares
 3. Glue pictures by the word
 4. Read story on back, answer questions
 5. Draw a picture/write a word of your own.

Put it: In the READING section

Done By: 2:58

Finish Early: Finish Early Activity



Exit Directions



PREFIXES

A worksheet titled 'PREFIXES' with a grid of words and boxes for students to write the prefix.

What to do
1

READING/LANG. ARTS

Voice Level
1

NAME: *Prefixes (PG. 14, 15, 16)*

Where to put it
2

Teacher will Collect.

When it's due
3

9:30 a.m. (See clock on wall to right →)

Choices to do
4

Check your work!



Language Arts Learning Target
We are learning about Prefixes

“I’m done...”

DO

What can students do when they are done with their seatwork?

Enter your ideas:

<https://docs.google.com/spreadsheets/d/1H1o5D4qSbfxAbAEV1-LAo1z2OdB4cZT9MC3xYLgEmNg/edit?usp=sharing>

TIME

5 Minutes

VOICE LEVEL

WHEN
DONE

Review today

VOICE LEVELS

- 0 Silent
- 1 Whisper
- 2 Private Voice
- 3 Public Voice
- 4 Cheering & Shouting

M.I.T.S

Most

Important

Twenty

Seconds



M.I.T.S

“You may begin”

- **Do not move**
- **Hands down**
- **Then slowly...**





Exit Directions

Step 1:

Pass out all materials

Why?

**REDUCE & PREVENT
TRANSITIONS**

Step 2: EXPLAIN THE ASSIGNMENT & ASK FOR QUESTIONS

DO

PUT

TIME

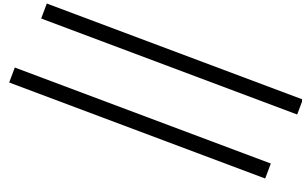
WHEN
DONE

VOICE LEVELS

- 0 **Silent**
- 1 **Whisper**
- 2 **Private Voice**
- 3 **Public Voice**
- 4 **Cheering & Shouting**

Influence Approach





Acting out?

No eye contact.

Anger isn't safe & doesn't help

Sarcasm is not OK

Punishment doesn't work

Demeaning students isn't OK



ENVOY

Finale

