Improving On-Task Behavior for Instructional Staff

**Target Group:** Instructional Staff

This series is designed for pupil personnel staff who support classroom teachers. The series will focus on empirically based strategies designed to improve student engagement and on task behavior. An analysis of classroom behavior support literature will be reviewed. Various tools will be reviewed to help assess classroom behavior support practices. Interventions will be reviewed that can be used to support instructional staff in improving student engagement and on task behavior.

**Number of sessions = 2  Length of session = 1.5 hours**

Effectively Using Positive Behavior Practices to Support Students

**Target Group:** Paraprofessionals, Staff/faculty new to PBIS

This five-part series is designed for staff and faculty who work with in PBIS schools or those considering PBIS in the future. The series will focus on empirically based strategies designed to improve student engagement, on task behavior, and reduce problem behavior. Various activities will be used to help participants understand problem behavior and how to prevent and respond to its occurrence.

**Number of sessions = 5  Length of session = 1-1.5 hours**

Supporting PBIS Teams to Adapt PBIS in response to Covid-19 and Distance Learning

**Target Group:** PBIS teams/PBIS Coaches

Designed to support teams in updating and adapting their PBIS support practices to meet with requirements for returning to school amid a pandemic and the distance learning. The session will focus on adapting expectations, protocols, routines, acknowledgement systems and discipline systems to meet the changing needs of health and safety requirements. Number of sessions and length can be customized to individual school/district needs.

**Number of sessions = 1-2  Length of session – 1.5+ hours**

May Institute PBIS– Remote Training Options
Supporting Instructional Staff in Improving Classroom Behavior

Target Group: PBIS Coaches & Pupil Personnel Staff

This series is designed for pupil personnel staff who support classroom teachers. The series will focus on empirically based strategies designed to improve student engagement and on task behavior. An analysis of classroom behavior support literature will be reviewed. Various tools and observation protocols will be reviewed to help assess classroom behavior support practices. Interventions will be reviewed that can be used to support instructional staff in improving student engagement and on task behavior.

Number of sessions = 2  Length of session – 1.5 hours

Supporting Instructional Staff in Improving Classroom Behavior Support

Target Group: BCBAs

This series is designed for BCBAs who support classroom teachers. The series will focus on empirically based strategies designed to improve student engagement and on task behavior. An analysis of classroom behavior support literature will be reviewed. Various tools will be reviewed to help assess classroom behavior support practices. Interventions will be reviewed that can be used to support instructional staff in improving student engagement and on task behavior. BACB credits pending

Number of sessions = 2  Length of session – 1.5 hours

Supporting PBIS Teams/Coaches in Effectively Implementing School-wide PBIS

Target Group: PBIS teams/PBIS Coaches

This flexible individualized support will be provided to PBIS teams/PBIS Coaches around the effective and efficient implementation of SWPBIS. This can include reviewing tools to assess implementation, data-based decision making, and strategies to more effectively and efficiently implement SWPBIS.

Number and length of sessions: Individualized as needed

For more information or to schedule a remote training please contact Christine Downs at cdowns@mayinstitute.org or your PBIS Consultant

Bob Putnam – bputnam@mayinstitute.org
Erik Maki – emaki@mayinstitute.org
Tobey Duble – tduble@mayinstitute.org
Michelle Pratt – mpratt@mayinstitute.org