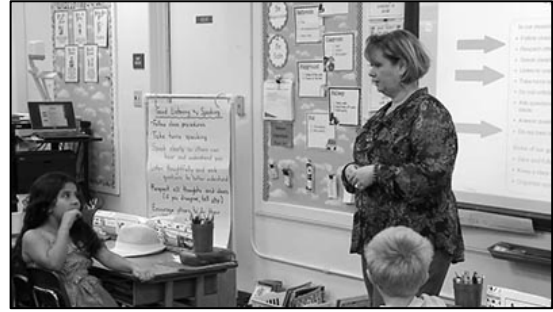


# PBIS Strategy: Listening



## About the Beaumont PBIS Series

At Beaumont Unified School District in Beaumont, California, educators have uniformly implemented PBIS (Positive Behavioral Interventions and Supports) within each school to support the academic achievement of all students. The segments in this program explain the principles and demonstrate the practices of a successful PBIS implementation.

## Pre-Viewing Discussion Prompt

What does good listening look like in your classroom?

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## Resources from School Improvement Network

Classroom management: A framework for student success. *Classroom Management*. Edvivation.  
<https://www.pd360.com/index.html#resources/videos/7562>

## Relevant Academic Articles

Barrett, S., Bradshaw, C., & Lewis-Palmer, T. (2008). Maryland state-wide PBIS initiative. *Journal of Positive Behavior Interventions, 10*, 1005-114.

Positive Behavioral Interventions and Supports. (2009). Is school-wide positive behavior support an evidence-based practice? U.S. Office of Special Education Programs. Retrieved September 16, 2014, from <http://www.pbis.org/research>

## Practical Resources

Positive Behavioral Interventions and Supports (n.d.). SWPBIS for beginners. U.S. Office of Special Education Programs. Retrieved November 13, 2014, from <http://www.pbis.org/school/swpbis-for-beginners>

Paris, C. (2014). 6 listening skills exercises to promote stronger communication. Retrieved November 13, 2014, from <https://www.udemy.com/blog/listening-skills-exercises/>

## About this Segment

As part of their PBIS implementation, Beaumont School District targets 16 behavioral skills, one of which is Listening. This segment presents teachers and their students from across the district demonstrating the steps that contribute to effective listening.

## Reflection Questions

1. What strategies do you currently use to promote your students' development of listening skills? How might the techniques in this segment help you improve your strategies?
2. What adaptations might you make to learning activities in your lessons in order to promote the listening steps highlighted in this segment?
3. What obstacles to listening do students face when working in small groups? How can you help them overcome these obstacles?