



Jackson Public Schools

Positive Behavioral Interventions & Supports FOCUS

Behavioral Expectations:

- Be Safe
- Be Respectful
- Be Responsible

ARE YOU A “SPIRIT WHISPERER?”

1. All behavior equals a choice.
2. We don't control all the events in our lives, but we always control who we choose to be in relation to those events.
3. Spirit whisperer energy exists in every one of us.
4. It's all perfect
5. Being is as important as doing.
6. Wisdom is applied learning.
7. Process is as important as product.
8. Attitudes are more easily caught than taught.
9. You never get there.
10. More is not necessarily better.
11. When the teacher is ready, the student will appear.
12. There is no one best way.
13. Being right doesn't work.

Spirit Whisperers are “way showers” and “hope givers.”



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These resources are for all teachers and staff in the Jackson Public School District. Its goal is to provide an overview of School-wide Positive Behavioral Interventions and Supports (PBIS) in JPS and supplemental resources to increase implementation throughout the district.

During the past seven school years, the district and schools have worked diligently to implement a universal multi-tiered system of supports for all students in the district. These supports include clearly defined behavioral expectations, teaching these expectations to students, acknowledging appropriate behavior, and correcting inappropriate behavior; while providing support and interventions for students having difficulty.

Once these systems are in place and fully functioning, school teams should strategically evaluate implementation data to determine which systems, areas, or specific behaviors require additional support and teaching.

For a school-wide system to work effectively, it is important that each staff member as well as school partners understand and support the underlying concepts of Positive Behavioral Interventions and Supports.



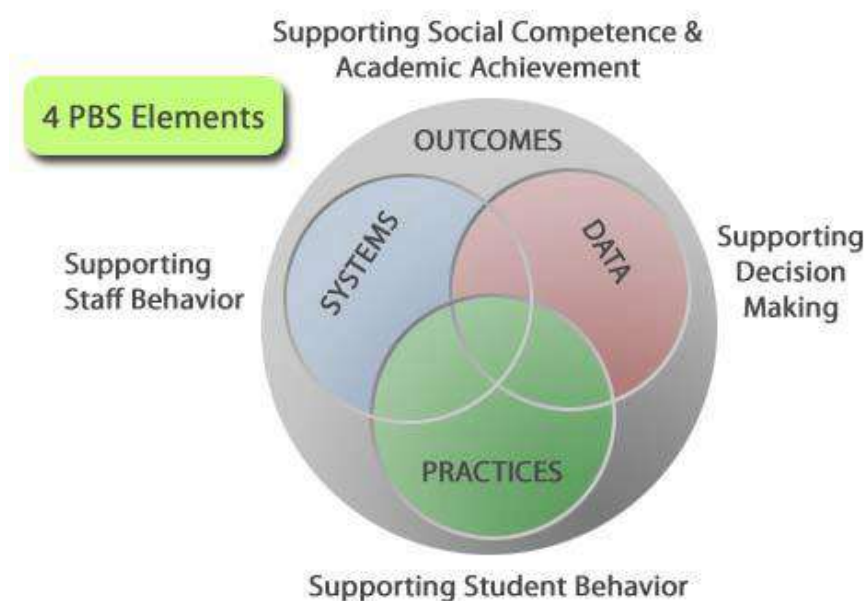
What is School-wide PBIS?

Definition

School-wide positive behavioral interventions and supports (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

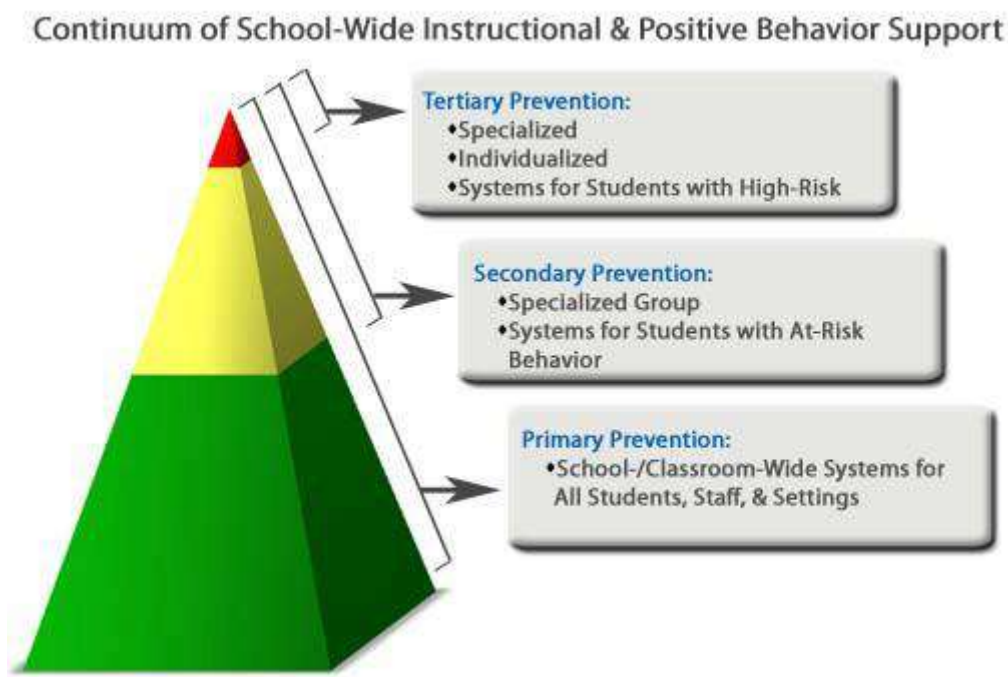
There are four main elements in SW-PBIS:

- Customized practices to support student behavior, such as defining and teaching appropriate behavior
- Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- Data-based decision making, which is the corner stone of the behavior problem-solving process
- And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success



Multi-Tier Support

School-wide means that educators support appropriate behavior in classroom and non-classroom (Restrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.



An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

Specific Practices and Supports

Clearly Defined Behavior Expectations

- Behavior matrix
- Behavior indicators
- Procedures

System of Acknowledging Appropriate Behavior

- Strategies for acknowledging behavior

System of Correcting Inappropriate Behavior

- Strategies for Correcting Behavior
- Strategies for teaching/reinforcing desired behavior
- Office Discipline Referral

Supports for Educators

- RtI²/ PBIS Team
- RtI²/PBIS Department

For more information:

- A short video about SW-PBIS:
http://www.pbis.org/swpbs_videos/pbs_video-creating_the_culture.aspx
- A more in-depth introduction into SW-PBIS:
<http://www.pbis.org/school/default.aspx>
- Information about the evidence-base of SW-PBIS:
<http://www.pbis.org/research/default.asp>

The 2015-2016 RTI²/ PBIS Team

Purpose Statement

We will support positive behavior in order to maximize academic achievement for all students.

School Team Members & Role Description

Team Member	Grade Level	Role on Team
		Administrator
		Interventionist
		Counselor

Facilitation & Support

Dr. Margrit Wallace, Executive Director, Student Academic & Behavioral Support

Amanda Thomas, Coach, Student Academic & Behavioral Support

2015-2016 Meeting Dates:

August		
September		
October		
November		
December		
January		
February		
March		
April		
May		



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Promoting Respectful Schools Pages 94-95

Respecting Students

Carol Ann Tomlinson

Becoming clear about the attributes we aim to live out in the classroom makes it more likely that we'll learn from what we do.



In this issue, Educational Leadership debuts a new column by educator and author Carol Ann Tomlinson. Tomlinson draws on four decades of K–12 teaching—heading programs for both advanced and struggling learners. In this monthly column, "One to Grow On," she will share with early-career teachers her reflections, encouragement, war stories, and suggestions for how to thrive on the teaching journey.

A colleague recently reflected, "Meaningful teaching has to do not only with the skills you acquire, but also with the person you seek to be."

Like many profound thoughts, this one is easy to recall and repeat—and profoundly challenging to enact. In pondering how to guide new teachers, I thought of this colleague's words. The start of a teaching career is one of those rare times in life when we have a chance to consider who we really aspire to be—and to begin anew. Becoming clear about the attributes we aim to live out in the classroom doesn't suggest that we won't make errors. But it makes it more likely that we'll learn from what we do, becoming stronger professionals and people as a result.

Perhaps the most powerful attribute a teacher can attain is respect for students. That's a little different from aspiring to be respected oneself. I know many teachers who seek respect and don't quite get it. I can think of none who've worked consistently to be respectful of students who did not also gain students' respect—and the respect of parents and colleagues.

Respecting students means regarding them with special attention, honoring them, showing consideration toward them, being concerned about them, appreciating them, relating to them, admiring their strengths, and caring for them. Young people are dignified and strengthened by adult respect. The absence of such respect is corrosive.

Cultivate Positive Beliefs

Respect for students is rooted in teachers' beliefs and exhibited through our words and actions. One of the finest teachers I know told me about a colleague who found time each week to stand in the area where the elementary students got off the school bus. She greeted each child with a comment or question and said to herself as each one passed, "There goes another kid who can change the world." No doubt she found it important to turn her attention toward the reason she chose to teach.

Teachers who respect students

- Understand the power of beliefs in shaping their practice. They rid themselves of any covert persuasion they may have that kids who are like them in race, economic status, language, beliefs, or motivation are somehow better or smarter than those who are unlike them.
- Believe their work can make previously unimpressive students shine—and can raise the ceilings of possibility for impressive students.
- Teach students how to grow academically and personally.
- Enlist students' partnership in creating a classroom that dignifies each person within it.

Choose Your Words Carefully

A middle school student said to his teacher, "When you hollered at me last week...", at which point his surprised teacher interrupted him. "Stop there for a minute. Have I ever raised my voice at anyone in our class?"

"Oh no!" the student exclaimed, "but you sometimes raise your eyebrow, and it's louder than any other teacher I've ever known." What the student understood is that sometimes quiet communication is the most powerful kind. He "listened" to the raised eyebrow precisely because his teacher communicated with him respectfully.

Teachers who respect students choose their words and tone carefully. They consciously

- Listen to students—and hear them.
- Use positive humor, not sarcasm.
- Provide corrective feedback in ways that foster student effort.
- Acknowledge student growth.
- Use their words to defuse difficult situations.

Watch What You Do

A high school teacher received a similar comment many times on the end-of-the-year survey she gave students, something like, "This is the first time I've ever felt I could be successful in school." The teacher believed absolutely in each of her students and communicated respectfully. But it was *how* she taught that changed how students saw themselves.

Teachers who act respectfully toward each student

- Study their students continually to understand how to teach them better.
- Connect with their students, and connect their students with one another.
- Ensure that each student contributes to the success of the class.
- Make curriculum engaging and meaningful for each student.
- Expect much of each student and provide the support necessary for students to meet those expectations.

A new teacher who doesn't make missteps is a rare beast. Mistakes are part of learning for teachers as much as for students. But a persistent desire to respect those we teach keeps us moving in a direction that serves students, ourselves, and the profession well.

How To Manage Your Classroom Effectively

Want to create a positive, engaging, and orderly learning environment? Sharpen your classroom management skills with these tips from the experts.

Classroom management includes everything from seating to transitions to engagement to discipline. What classroom management should not include is a command-and-control approach. If a teacher's notion is to manage, [his] style becomes domineering. This results in resistance from students and an adversarial relationship.

Some teachers, especially new ones, confuse classroom management with discipline. Although discipline is an element of classroom management, other elements, such as established routines and mutually designed guidelines for good behavior, can foster a manageable environment while greatly reducing the number of disciplinary incidents.

The goal is to create the kind of environment that studies have shown to be most conducive to learning: one that is orderly but enabling. An orderly/enabling environment facilitates high-quality learning. There should be a defined structure with clear processes and expectations, but the structure should include enough flexibility to accommodate students' needs.

A solid set of classroom management strategies can combine with a defined structure to help create an environment that is orderly, but the enabling part is up to the teacher. Here are a few favored strategies from experienced classroom teachers at all levels.

- **Take the time to get to know your students and enlist them in their own success. Collaborate with your class to create guidelines for appropriate classroom behavior.** It's important to enlist kids in the creation of these guidelines. Work together to create four basic behavioral guidelines for the year and to describe what each behavior, such as attentive listening, looks like. Students won't buy in otherwise."
- **Establish a routine for starting class.** Post a problem or a writing exercise on the board that students will begin as soon as they stow their gear in their desks. Also, create ways to take attendance without calling roll.
- **Establish a signal that indicates when students should stop talking and give you their full attention.** Never talk when students are talking; doing so diminishes your leadership role and doesn't motivate them to stop talking. The signal could be a bell, a hand clap, or dimming the overhead lights—whatever works for you.
- **Give clear directions.** Consider what good quality will look like. Communicate the process for how to do the task well. Teachers can also make "task cards" and place them in the center of tables or on the board so students can remind themselves of the steps they need to take to finish a project.
- **Create a strategy for kids to request help.** When you're working with students one-on-one or in small groups, you want the others to have a way to get help without interrupting you. Formulate a strategy for this and ensure students understand it. Some teachers use "check with three before me"—meaning that students should ask three classmates before going to the teacher for help. Other teachers place "hint cards" in a central location that students can check when they get stuck. Students can also place "stoplight cups"—green, yellow, and red—on their desks as nonverbal signals of understanding.
- **Find creative ways to set the mood.** You can create an environment with lighting and sound that is appropriate to your underlying message.
- **Practice flexible grouping.** It is important for students to be exposed to diverse personalities, interests, and ability levels as you work together to build a community of learners. Flexible grouping supports the idea that students can learn from each other. Teachers should work to mix up groups throughout the week, charting them out and keeping notes on the rationale for student pairings.
- **Provide opportunities for collaboration.** Students thrive on collaborate. Set aside time for students to work together to solve problems, conduct research, and play games that build teamwork.
- **Allow students to use their own words.** Using a "Fishbowl" exercise, place three chairs in the middle of a large circle of students seated on the floor. Ask a provocative question—one designed to foster conversation, with many possible valid answers—but only students seated in the chairs may respond. Once students in the center have spoken, they must relinquish the chairs and return to the larger circle. The exercise gives each student the opportunity to be heard.
- **Plan a high-quality curriculum.** This is the Holy Grail—the strategy that will render all other classroom management strategies unnecessary. A high-quality curriculum is an effective method of discipline. Students who feel that they belong, that they have a voice, and that they understand classroom routines are more engaged. Engagement gives them less of a reason to rebel.

CLASSROOM RULES MATRIX

Expectations for:	Be Safe	Be Respectful	Be Responsible
Teacher's Desk			
Materials			
Enter			
Exit			
Free Time			
Asking for Help			
Quiet Time			
Seat Work Independent Work			
Group Work			
Drinks			
Restroom			
Homework			

CHAMPS INTRODUCTION

- A. **Behavior can be changed!**
- B. Many teachers depend too much on punitive consequences.
- C. A more comprehensive approach is summarized by the acronym STOIC:
 - Structure for success.
 - Teach expectations (like a great basketball coach).
 - Observe—circulate and scan.
 - Interact positively with students.
 - Correct misbehavior fluently.
- D. STOIC can be defined as “someone respected and admired for patience and endurance in the face of adversity.”

Getting Started

Start a list of all the misbehaviors that occur in your class. Secondary teachers might wish to focus on one particular class.

Review your list and identify the top two or three concerns. Developing a plan to address these concerns is the objective of this session.

Five strategies will be presented that may be useful in your plan to address the problems you identified a moment ago.

- ☐ Clarify and re-teach expectations (like a great basketball coach).
- ☐ Effectively use your classroom rules and expectations for success.
- ☐ Implement corrective consequences calmly and consistently.
- ☐ Use positive feedback and your attention strategically (ratios of interactions).
- ☐ Implement group-based incentive systems for especially tough classes.

STRATEGY 1 —

Clarify and re-teach expectations (like a great basketball coach).

A. Identify regularly scheduled classroom activities and major transitions.

Examples include:

- Entering the classroom and opening routines
- Teacher-directed instruction
- Independent seat work
- Transition into groups
- Cooperative groups
- Tests
- End of class wrap-up and exit
- Other: _____

B. Be sure to clarify (for each major activity and transition):

Conversation

Help

Activity

Movement

Participation

C. Use the worksheet on the following page to prepare a lesson for teaching and reviewing expectations for a major instructional activity.

D. Plan to **teach** expectations for at least the first week of school, immediately before and after vacations, and any time quite a few students are chronically exhibiting irresponsible behavior.

ACTION: Re-teach any set of expectations each day until that activity or transition goes perfectly for at least three consecutive days

C	H	A	M	P	S
CONVERSATION	HELP	ACTIVITY	MOVEMENT	PARTICIPATION	SIGNAL
Level 0 No Talking	Raise Your Hand Emergency	Testing	Sit at your desk	Focus on assignment/ Test	Think
Level 1 Only Whisper	Ask a Friend	Work by yourself	Sit at your desk	Finish work, then do enrichment	Start Activity
Level 2 Table Talk	Raise your hand, ask a neighbor	Center Activities	Find an activity, go there	Focus on assignment	Transition, clean up
Level 3 Speaker Voice	Think, Raise your hand	Partner Activities	Sit at a desk /table with partner	Think, pair, share	Lower voices
Level 4 Outside Voice	Go to the parking lot	Group Work	Responsible movement around the room	Work with others	Go back to desk
Level 1, then Level 3	Flip your table card	Whole Group	Stand or walk in line	Answer when called on/volunteer	Line up, dismissed to leave room

CHAMPs Classroom ACTIVITY Worksheet

Activity: _____

Conversation

- Can students talk with each other?
- If so, about what?
- To whom?
- How many can be involved?
- How long should conversation last?

Help

- How should students get questions answered during this activity?
- How should students get the trainer's attention?
- If the students have to wait for help, what should they do while waiting?

Activity

- What is the expected end product of the activity (It may vary from day to day)?
- What should students do after finishing the activity?

Movement

- Can students get out of their seats during this activity?
- If "yes," acceptable reasons include:
 - ☐ Pencil
 - ☐ Restroom
 - ☐ Drink
 - ☐ Hand in/pick up materials
 - ☐ Other: _____
- Do they need permission from you?

Participation

- What behaviors show that students are participating fully and responsibly?
- What behaviors show that a participant is not participating?

CHAMPs Classroom Activity Worksheet

Activity: [Start of Class](#)

CONVERSATION

Can students engage in conversations with each other during this activity? [No and Yes](#)

If yes, about what? [the problem on the powerpoint](#)

With whom? [Their group](#)

How many students can be involved in a single conversation? [2-4](#)

How long can the conversation last? [1-3 minutes](#)

HELP

How do students get questions answered? How do students get your attention? [Raise hand](#)

If students have to wait for help, what should they do while they wait? [Keep hand raised, wait quietly](#)

ACTIVITY

What is the expected end product of this activity? (Note: This may vary from day to day.) [Working on tasks and activities presented by teacher. Verbal and written responses to teacher-presented tasks.](#)

MOVEMENT

Can students get out of their seats during this activity? [Yes](#)

If yes, acceptable reasons include

Pencil [Yes \(quietly\)](#)

Hand in/pick up materials [As directed by teacher](#)

Restroom [No](#)

Other:

Drink [No](#)

Do they need permission from you? [Pencil—no](#)

PARTICIPATION

What behaviors show that students are participating fully and responsibly? [Raising hand with something to say. Answering questions when called on or signaled to. Looking where teacher directs. Writing and working as directed by teacher.](#)

What behaviors show that a student is not participating? [Talking to another student while teacher is talking. Getting out of seat without permission. Looking somewhere other than where directed. Not following teacher directions. Not raising hand. Not answering when signaled. Not completing problem.](#)

- [These behaviors could result in losing opportunity to ask others questions. If a student is asked to leave the room, they will earn detention to be served after school that day.](#)

CHAMPs Classroom Activity Worksheet

Activity: **Teacher Directed Instruction**

CONVERSATION

Can students engage in conversations with each other during this activity? **No—respect the speaker (both teacher and peers)**

If yes, about what?

With whom?

How many students can be involved in a single conversation?

How long can the conversation last?

HELP

How do students get questions answered? How do students get your attention? **Raise hand**

If students have to wait for help, what should they do while they wait? **Keep hand raised, wait quietly**

ACTIVITY

What is the expected end product of this activity? (Note: This may vary from day to day.) **Working on tasks and activities presented by teacher. Verbal and written responses to teacher-presented tasks.**

MOVEMENT

Can students get out of their seats during this activity? **Yes**

If yes, acceptable reasons include

Pencil **Yes (quietly)**

Hand in/pick up materials **As directed by teacher**

Restroom **Yes (only in emergencies)**

Other:

Drink **No**

Do they need permission from you? **Pencil—no; restroom—yes**

PARTICIPATION

What behaviors show that students are participating fully and responsibly? **Looking at teacher. Raising hand with something to say. Answering questions when called on or signaled to. Looking where teacher directs. Writing as directed by teacher.**

What behaviors show that a student is not participating? **Talking to another student while teacher is talking. Getting out of seat without permission. Looking somewhere other than where directed. Not following teacher directions. Not raising hand. Not answering when signaled.**

- **These behaviors could result in losing opportunity to ask others questions. If a student is asked to leave the room, they will earn detention to be served after school that day.**

CHAMPs Classroom Activity Worksheet

Activity: **Group activity/work**

CONVERSATION

Can students engage in conversations with each other during this activity? **Yes**

If yes, about what? **To answer questions about the activity or problems.**

With whom? **Only those in your pods.**

How many students can be involved in a single conversation? **No more than four**

How long can the conversation last? **Duration of activity**

HELP

How do students get questions answered? How do students get your attention? **Ask group for help first, then raise hand**

If students have to wait for help, what should they do while they wait? **Keep hand raised, wait quietly, continue working**

ACTIVITY

What is the expected end product of this activity? (Note: This may vary from day to day.) **Complete homework assignment or practice problems. Helping another student to do an assignment. If finished before time is up, read quietly or finish prior assignments at your desk.**

MOVEMENT

Can students get out of their seats during this activity? **Yes**

If yes, acceptable reasons include

Pencil **Yes (quietly)**

Hand in/pick up materials **As directed by teacher**

Restroom **Yes (only in emergencies)**

Other:

Drink **No**

Do they need permission from you? **Pencil—no; restroom—yes**

PARTICIPATION

What behaviors show that students are participating fully and responsibly? **Looking at paper or others in group. Writing or doing what task requires. Talking only with those in group. Staying with group until finished.**

What behaviors show that a student is not participating? **Not working with group. Not writing or doing what task requires. Talking with others outside of group. Leaving group when not finished.**

- **These behaviors could result in losing opportunity to ask others questions. If a student is asked to leave the room, they will earn detention to be served after school that day.**

CHAMPs Classroom Activity Worksheet

Activity: **Individual Seatwork**

CONVERSATION

Can students engage in conversations with each other during this activity? **Yes, quietly**

If yes, about what? **To answer questions about the problems.**

With whom? **Only those with in one desk of you.**

How many students can be involved in a single conversation? **No more than four**

How long can the conversation last? **Duration of problem—about one minute**

HELP

How do students get questions answered? How do students get your attention? **Ask neighbors for help first, then raise hand**

If students have to wait for help, what should they do while they wait? **Keep hand raised, wait quietly, continue working**

ACTIVITY

What is the expected end product of this activity? (Note: This may vary from day to day.) **Complete homework assignment or practice problems. Helping another student to do an assignment. If finished before time is up, read quietly or finish prior assignments at your desk.**

MOVEMENT

Can students get out of their seats during this activity? **Yes**

If yes, acceptable reasons include

Pencil **Yes (quietly)**

Hand in/pick up materials **As directed by teacher**

Restroom **Yes (only in emergencies)**

Other:

Drink **No**

Do they need permission from you? **Pencil—no; restroom—yes**

PARTICIPATION

What behaviors show that students are participating fully and responsibly? **Looking at paper. Writing or doing what task requires. Talking only with those very near.**

What behaviors show that a student is not participating? **Talking loudly. Not writing or doing what task requires. Wondering around the room. Looking somewhere other than at work.**

- **These behaviors could result in losing opportunity to ask others questions. If a student is asked to leave the room, they will earn detention to be served after school that day.**

CHAMPs Classroom Activity Worksheet

Activity: [Tests/Quizzes](#)

CONVERSATION

Can students engage in conversations with each other during this activity? [No](#)

If yes, about what?

With whom?

How many students can be involved in a single conversation?

How long can the conversation last?

HELP

How do students get questions answered? How do students get your attention? [Raise hand](#)

If students have to wait for help, what should they do while they wait? [Keep hand raised, wait quietly, continue working](#)

ACTIVITY

What is the expected end product of this activity? (Note: This may vary from day to day.) [Complete test/quiz to demonstrate what they have learned.](#)

MOVEMENT

Can students get out of their seats during this activity? [Yes](#)

If yes, acceptable reasons include

Pencil [Yes \(quietly\)](#)

Hand in/pick up materials [As directed by teacher](#)

Restroom [Yes \(only in emergencies\)](#)

Other:

Drink [No](#)

Do they need permission from you? [Pencil—no; restroom—yes](#)

PARTICIPATION

What behaviors show that students are participating fully and responsibly? [Looking at paper. Writing or doing what test/quiz requires.](#)

What behaviors show that a student is not participating? [Talking. Not writing or doing what task requires. Wondering around the room. Looking somewhere other than at own work.](#)

- [These behaviors will result in loss of opportunity to complete test/quiz.](#)

Behavioral Expectations

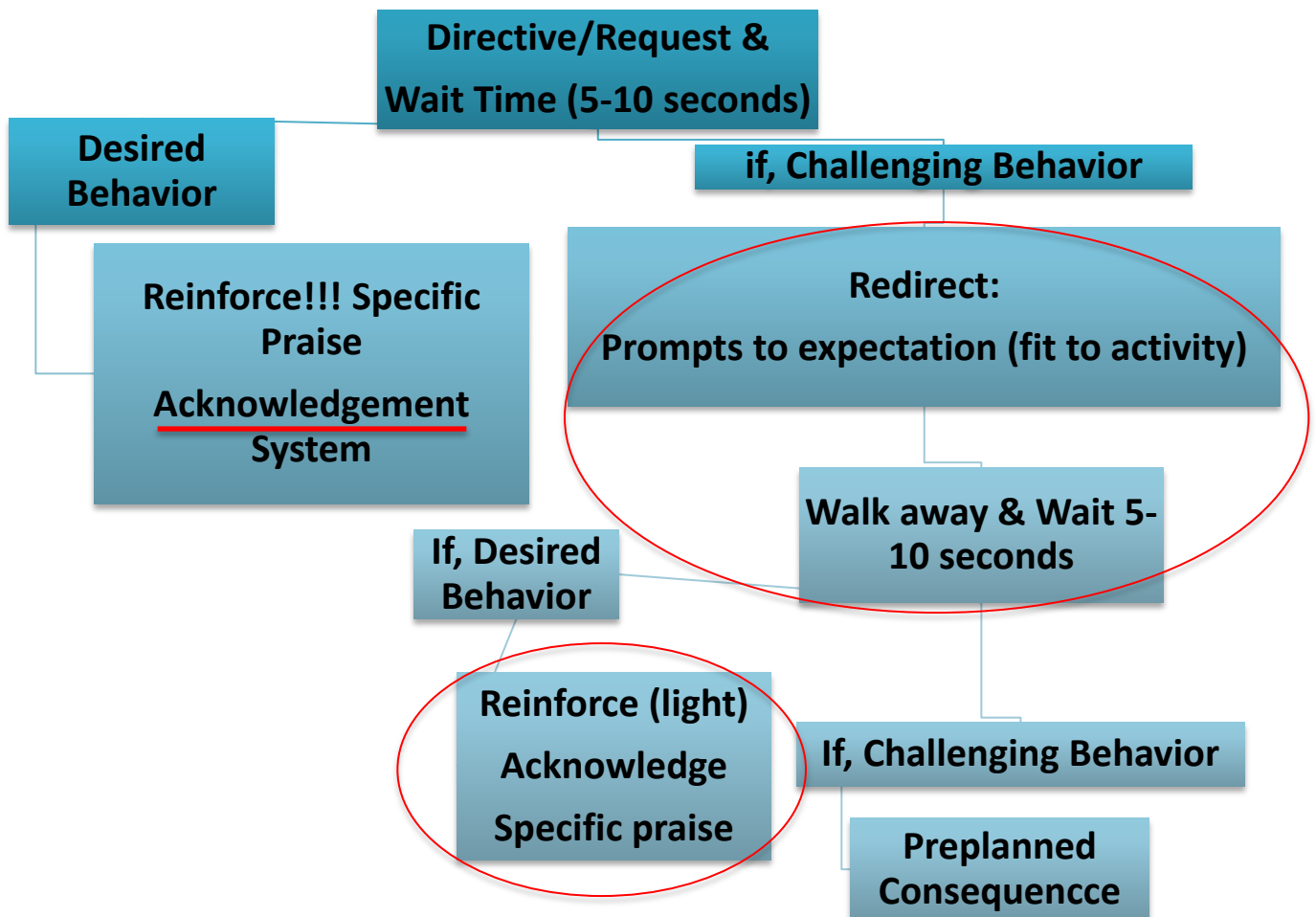
Behavioral expectations: The Jackson Public School District has three behavioral expectations for all schools: Be Safe, Be Respectful, and Be Responsible.

Behavior matrix: A matrix with settings, events, or classroom routines along the top with the behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.


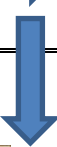



Behavior indicators: What the behavioral expectations look like in a particular school-wide setting, event, or classroom routine.

Procedures: Specific ways for students to complete tasks. An example of this is how to behave responsibly during transitions: 1. Clean up your area, 2. Stand and push in your chair, 3. Eyes are on me.

Responding to Student Behavior













Behavior Expectations

Routines  Rules 				
Be Safe... 				
Be Respectful... 				
Be Responsible... 				

JPS School-wide Behavior Matrix (Example)

	Bus	Hallways	Cafeteria	Playground	Assemblies	Restroom	Library
Be Safe	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Walk • Stay to the right (right is right) • Stay in personal space 	<ul style="list-style-type: none"> • Hands to yourself • Voice level 0 or 1 or 2 • Walking feet • Follow line-up directions 	<ul style="list-style-type: none"> • Hands to yourself, unless playing tag • Follow equipment use instructions 	<ul style="list-style-type: none"> • Enter in a line • Keep hands and feet to self • Follow directions 	<ul style="list-style-type: none"> • Use hand washing procedure • Flush the toilet • Walking feet • Use water to wash hands 	<ul style="list-style-type: none"> • Keep hands and feet and objects to yourself • Enter and exit in a line • Walking feet
Be Respectful	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Voice level 0 or 1 • Wave silently to friends • Hats off 	<ul style="list-style-type: none"> • Take turns • Say please & thank you • Use eating utensils • Follow cleanup directions 	<ul style="list-style-type: none"> • Follow line-up procedure • You can use any voice level • Take turns on equipment • Use appropriate language 	<ul style="list-style-type: none"> • Use polite cheering (voice level 0, 1, 2, 3) • Quiet feet • Stand during pledge Say pledge (or be quiet) 	<ul style="list-style-type: none"> • Clean up after yourself • Keep hands, feet and eyes to yourself • Wait patiently 	<ul style="list-style-type: none"> • Voice level 0 or 1 • Follow adult directions • Sit in small chairs or on the rug
Be Responsible	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Enjoy wall displays with your eyes • Empty mouths 	<ul style="list-style-type: none"> • Wait patiently • Pick up trash • Use talk & squawk • Stay in your seat 	<ul style="list-style-type: none"> • Follow snow play procedure • Pick up your own trash • Wait patiently for turn • Use talk, walk, & squawk 	<ul style="list-style-type: none"> • Class sits in designated spot • After the class's turn, return to the designated spot 	<ul style="list-style-type: none"> • Go back to class to when you're done • Voice level 0 or 1 • Pick up your own trash 	<ul style="list-style-type: none"> • Return books on time • Stay in personal space • Use library time to search for or read books • Wait patiently to check books in and out

JPS School-wide Behavior Matrix (Example)

	Cafeteria 	Hallway 	Learning Environment 	Restroom 	Assemblies 	Playground 	Bus 
Be Safe 	Keep hands, feet, and objects to yourself Walk Carefully Stay alert Stay in your seat Move when directed	Keep hands, feet, and objects to yourself Walk Carefully Stay alert Stay on the right	Keep hands, feet, and objects to yourself Walk Carefully Stay alert Use materials appropriately	Keep hands, feet, and objects to yourself Walk Carefully	Keep hands, feet, and objects to yourself Walk Carefully Stay alert Stay seated	Keep hands, feet, and objects to yourself Move Carefully Play safely Stay in designated area Use equipment appropriately	Stay seated Face forward Keep hands, feet, and objectives to yourself
Be Responsible 	Keep area clean Throw trash away Accept consequences graciously	Keep hallway clean Stay with class Go straight to next destination Report problems to adult Accept consequences graciously	Complete work Do your best Be prepared Listen and follow directions quickly Keep materials organized	Keep Restroom clean Throw away trash Wash your hands Get in and out in a timely manner Report problems to adult	Follow directions Accept consequences graciously	Follow directions Accept consequences graciously Take care of and return playground equipment	Keep bus clean Follow the rules of the bus Keep track of your belongings Report problems to adult
Be Respectful 	Use polite and encouraging words Use a quiet speaking voice Raise your hand if you need help	Quiet wave Appropriate voice Be respectful of others work	Listen and talk at appropriate times Use polite and encouraging words Be an active participant Use an appropriate voice	Honor others privacy Use a quiet speaking voice Use polite and kind words	Use polite and encouraging words Listen and respond appropriately Use appropriate voice level Enter and exit quietly Wait patiently	Use polite and encouraging words Include others Share Take turns Help others Be a good sport	Use polite and encouraging words Listen to the driver Speaking voices Respect others and property






School Behavior Expectations Matrix

STAR Students are	<u>S</u> ELF-DIRECTED	<u>O</u> N <u>T</u> ASK	<u>A</u> TTENTIVE	<u>R</u> ESPECTFUL
During Arrival and Dismissal (bus or car) 	I listen quietly for my bus or car number. I respectfully follow adult directions. I walk in a quiet line I speak quietly.	I have all my belongings ready to go to school or home. I arrive at the bus stop or car pool area on time. I check my area in the bus or car before exiting. I wait until my vehicle comes to a complete stop before entering the vehicle.	I keep my body and my belongings inside the vehicle. I stay in my seat while the bus or car is moving. I keep the aisles in the bus clear. I report any problems to an adult.	I use respectful words: <i>please, thank you, may I, excuse me, and forgive me.</i> I patiently wait my turn.
In the Cafeteria 	I respectfully follow adult directions. I enter and exit in a quiet line and always walk. I speak quietly.	I have my lunch card and/or money ready. I keep my place in line. I get what I need the first time through the line.	I wash my hands before eating. I keep all food on my tray. I clean my area (table, chair, and floor).	I use respectful words: <i>please, thank you, may I, excuse me, and forgive me.</i> I use good "eating" manners I patiently wait my turn.
In the Hallways 	I respectfully follow adult directions. I always walk on the right side of the hall and face forward.	I go directly to my destination. I always carry a hall pass. I am able to explain to an adult where I am going and why.	I properly carry my book bag. I keep hallways neat and clean. I report any problems to an adult.	I walk silently. I act respectfully to others. I am respectful of the building.
In the Restrooms 	I respectfully follow adult directions. I respectfully enter and exit the restroom.	I use only the proper amount of soap and paper. I always flush. I wash/sanitize my hands before leaving. I adjust my clothing.	I wipe up splashes and spills. I put all paper where it belongs. I report any problems to an adult.	I patiently wait my turn. I respect the privacy of others. I whisper manner words when necessary.
On the Playground 	I respectfully follow adult directions. I follow the playground rules. I use equipment correctly.	I dress appropriately. I follow the plan for play.	I am aware of activities around me, especially the swings. I walk on hard surfaces. I report any problems to an adult.	I use respectful words. I show good sportsmanship. I return all equipment to the proper place. I keep the playground clean.
During Assemblies 	I respectfully follow adult directions. I enter and exit in a quiet line.	I sit quietly where directed and listen respectfully.	I report any problems to an adult.	I walk silently I am respectful of others.

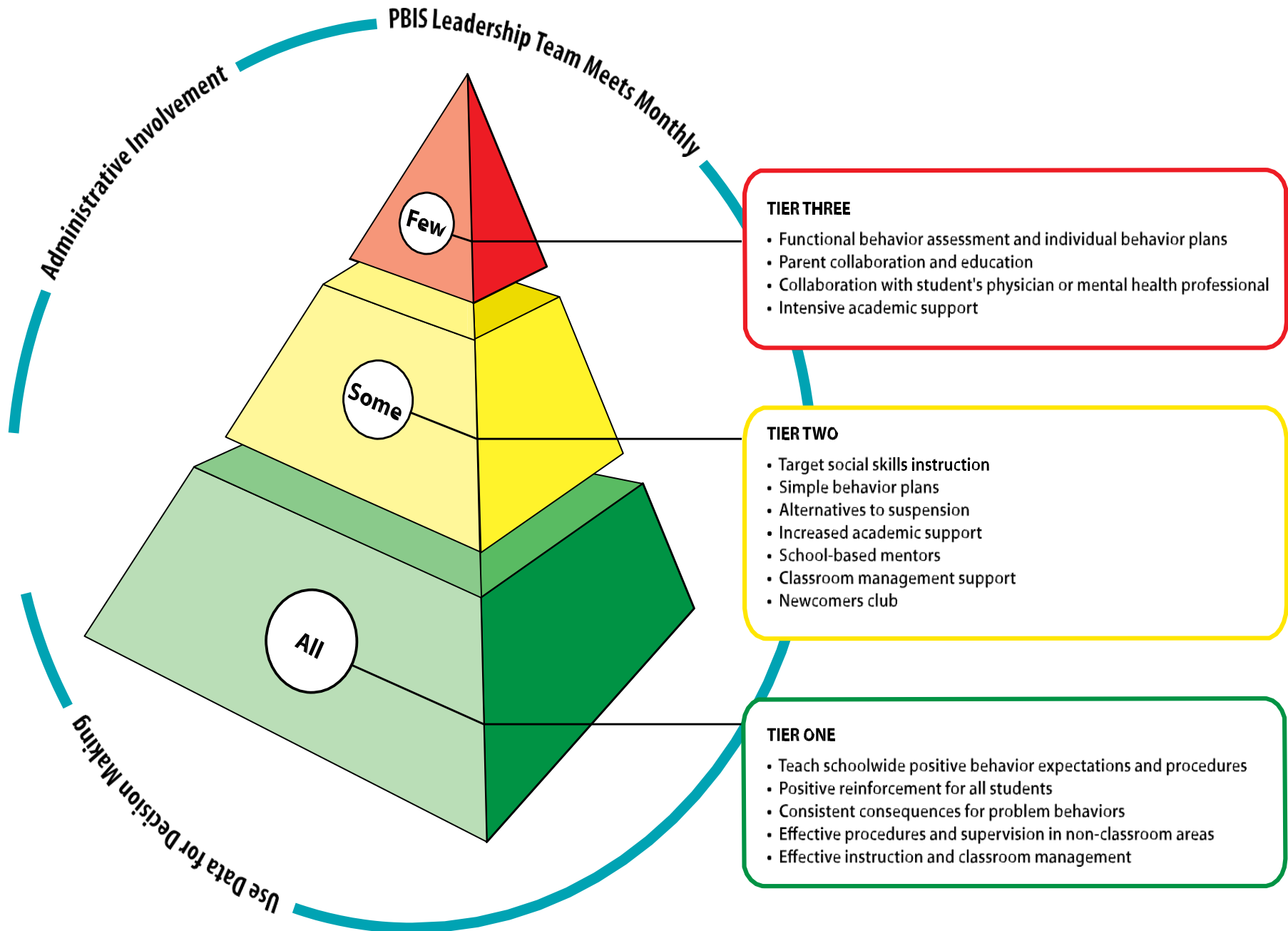
Changing the World...One Student at a Time!

JACKSON PUBLIC SCHOOL DISTRICT TRANSPORTATION

Behavior Expectations

B.U.S.	Be Responsible	Use Safety	Show Respect
<i>Waiting for the Bus</i> 			
<i>Entering the Bus</i> 			
<i>Riding the Bus</i> 			
<i>Exiting the Bus</i> 			
Evacuation 			

School-wide Positive Behavioral Interventions & Supports: Three-Tiered Model



Schedule for Teaching Rules & Procedures

First Quarter

- Teach schoolwide and classroom rules and procedures during first two weeks of school.
 - Provide opportunities for review and practice
 - Provide frequent reinforcement/acknowledgement
- After first two weeks, review rules two or three times per week.
 - Rapid paced oral review during first or last few minutes of class (e.g. What is the procedure for sharpening your pencil?)
 - Give surprise quizzes about the rules for extra-credit points.
 - Divide the class into two teams. Ask review questions about rules and procedures for teams to answer and award a point for each correct answer. Team with most points at end of week or month wins.

Second Quarter

- Review rules and procedures once per week

Remainder of the Year

- Review rules and procedures as needed.
- Teach school-wide and classroom behavioral expectations weekly
- As needed based on data

Review/Reteach School-wide and Classroom Behavioral Expectations:

- November 30, 2015 (After Thanksgiving Break)
- January 4, 2016 (After Winter Break)
- March 29, 2016 (After February Break)
- April 18, 2016 (After Second Semester Break)

Lesson Plans

The following pages include lesson plans for behavior that is Safe, Respectful, and Responsible in non-classroom areas and events.



"Give Me Five"

1. Stop Talking



2. Look at the person in charge



3. Listen to what the person in charge is saying



4. Think about what you are supposed to do



5. Be a good example to others



FOCUS

Teaching School-wide Behavioral Expectations: Lesson Plans



Once adopted, SW-PBIS team members task analyze each school-wide expectation into discrete, observable and measurable behaviors for each common setting throughout the school (e. g., lunchroom, playground, hallways, Restrooms).

The detailed descriptions of appropriate behaviors are organized into a matrix with each expectations serving as a row label and each specific settings serving as a column heading. Within a given matrix cell, specific behaviors that reflect compliance with a specific expectation are clearly articulated.

During the first week of school, staff members explicitly teach the expectations to all students within the various school settings. These lessons are thoughtfully and thoroughly structured to ensure all students learn to accurately identify, describe and demonstrate the specific essential components of behavioral compliance with stated expectations.

Effective lessons include:

- ✓ A formally written lesson plan
- ✓ Activation of prior knowledge about the need for rules and the values on which rules are based (e.g. valuing personal safety, valuing quality instruction, valuing student learning, and valuing fairness)
- ✓ An explicit statement of the goal the lesson intends to achieve (i.e., compliance with stated setting expectations)
- ✓ Adult modeling of both examples and non-examples of expectation-compliant behavior
- ✓ Student opportunities to role play both examples and non-examples of expected behavior
- ✓ Frequent teacher checks for student understanding.
- ✓ Presets on how, in the future, teachers/staff members will correct and support students if (when) their behavior deviates from taught expectations.
- ✓ Explicit discussion of the next opportunity the students will have to use the newly practiced behavior in the natural course of their school day

The critical outcome of these lessons is for students to demonstrate they can reliably and validly discriminate the difference between acceptable and unacceptable behaviors in each specific common setting throughout the school.

Staff members must then rigorously reinforce this outcome:

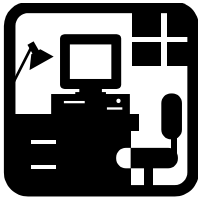
- By presetting students regarding behavioral expectations just prior to their initial opportunities to use the previously practiced behaviors
- By frequently and actively recognizing and reinforcing students, either with informal social affirmations or more a structured tangible reward system, when their behavior meets expectations
- By briefly applying a non-reinforcing correction procedure when student behavior fails to meet the acceptable criteria made explicit by lessons on expectations

References

Sugai, G. R. (2008). What We Know and Need to Know about Preventing Problem Behavior in Schools. *Exceptionality: A Special Education Journal*, Volume 16, (2) , 67-77.

Turbull, A. E. (2002). A Blueprint for School wide Positive Behavioral Support: Implementation of Three Components. *Exceptional Children*, 68, (3), 377-402.

Lesson Planning Guide:



- ✓ Teach the rule.
 - ✓ Demonstrate the skill.
 - ✓ Students practice the skill.
 - ✓ Review and test the skill.
 - ✓ Embed in the curriculum when possible.
 - ✓ **PRACTICE, PRACTICE, PRACTICE.**
-

Expectation / Location/Rule(s)

Instructional Strategy:

<input type="checkbox"/> Lecture	<input type="checkbox"/> Discussion	<input type="checkbox"/> Cooperative Learning
<input type="checkbox"/> Role Play	<input type="checkbox"/> Learning game	<input type="checkbox"/> Learning-center
<input type="checkbox"/> Skit	<input type="checkbox"/> Song, chant, cheer	<input type="checkbox"/> Writing activity
<input type="checkbox"/> Art activity	<input type="checkbox"/> Pair Share	<input type="checkbox"/> Demonstration
<input type="checkbox"/> Interview	<input type="checkbox"/> Other _____	

Description

Materials Needed

Assessment/Follow-up

Lesson Plan: Behavior	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
Step 4: Practice/Role Play Activities	
Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why scenario is an example of _____ behavior.)	
Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why the scenarios are an example of _____ behavior.	
Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.	
Step 5: Provide opportunities for practice	

Lesson Plan: Safe, Respectful & Responsible Arrival/Dismissal Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

When you come into school or leave school, you will show respect for others by being responsible and respectful. Expectations Specifics- Be Safe Use crosswalk and sidewalks; Be Responsible - Be on time. Be prepared for learning. Be where you are supposed to be. Be Respectful- Enter and leave quietly. Listen to the person in charge (supervisor, crosswalk patrollers).

Step 2: List a rationale for teaching the behavior (Why is it important?)

Whenever we act safely, responsibly and respectfully as we arrive or leave school, we decrease traffic congestion around our school, and make getting to and leaving school safer. We build a sense of community and belonging where every student and staff member feels safe and valued.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none">As we get off the bus, we move quietly to our assigned morning place at school.When we walk into the classroom, we quietly put our belongings away and begin our morning work.	<ul style="list-style-type: none">As we get off the bus, we stop and talk to our friends.When we arrive at school, we wait in the hall for our friends so we can go to breakfast together.

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model and/or read following expectations for Safe, Respectful & Responsible Arrival & Dismissal Behaviors. The teacher discusses why they are examples of Safe, Respectful & Responsible Arrival & Dismissal Behaviors. **Model-**Teachers demonstrate positive behaviors Be Safe • Use crosswalk and sidewalks. School Safety Officer will practice this with the students. Be Responsible • Be on time. Arrive at school so that you have time to eat breakfast in need be or to get to class and sitting at your desk by the time the bell rings. • Be prepared for learning. Have all of your school supplies ready. • Be where you are supposed to be. Walk directly to your bus line. Stay in line until you board the bus. Do not linger in the hallway upon arrival or dismissal. Be Respectful • Enter and leave quietly. Turn voices off, stand up, gather materials, and walk quietly to the next location. • Listen to the person in charge (supervisor, crosswalk patrollers).

Lead students through behavior (We do): Teacher(s) present following scenarios. Students will discuss each scenario and provide examples of Safe, Respectful & Responsible Arrival & Dismissal Behaviors. (Could put students in groups to respond to one scenario and provide examples – then report to whole group)

- You enter school with your friends in the morning. Your friend Nicole decides to stop and visit several classrooms. What do you do? Why?
- You are getting ready to leave school. You stop at the library and talk with a teacher. Your bus leaves without you. What should you have done?
- You enter school in the morning and you run down the hall and scream loudly? What could happen? What should you do?
- Additional scenarios specific to your classroom and student(s) needs.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, Safe, Respectful & Responsible Arrival & Dismissal Behaviors for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

Analyze data regarding arrival and dismissal procedures. Provide mini lessons to address problem areas as data indicates. Ensure that sufficient adult supervision is provided during arrival and dismissal. Recognize appropriate behavior – through school wide messages, individual verbal or non-verbal cues, etc. Conduct student, staff, parent focus groups to problem solve and reinforce expectations.

Lesson Plan: Respectful Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful behavior: Students will use appropriate language around peers and adults. They will use kind words solve conflicts. Students will keep hands and feet to themselves. Students will listen to instructions given by adults the first time.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to be respectful to your peers and adults in school. Using words or actions to harass, tease or bully another student is inappropriate and can hurt others. Negative interactions in school interfere with learning and can cause problems at school and in the community.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none">• Apologizing• Offering to help• Appropriate language• Asking an adult to help when a conflict can't be resolved• Hands and feet to self (stay in your own physical space)	<ul style="list-style-type: none">• Unkind words (cursing)• Teasing• Put downs• Pushing/shoving• Yelling• Getting into a person's physical space• Littering

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she would be late for class and called Tina a "crazy fool". Tina got angry and told Kristin she was ugly and stupid. Tina walked away and Kristin was late for class. Kristin was mad and began to spread untrue rumors about Tina to her friends.

Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she would be late for class and started to call Tina names. Tina recognized that she was not paying attention, apologized to Kristin and helped her pick up her books. Tina's teacher gave both students a "school buck" for resolving the conflict with respect.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Several students were sitting together at a table eating lunch in the cafeteria. Denyse spilled milk on Kim's new dress. Kim called Denyse a "clumsy ox" and took her milk and poured it into Denyse's food. Both girls began to scream at each other with tears in her eyes. The cafeteria monitor witnessed this and escorted the girls to the principal's office.

Several students were sitting together eating lunch in the cafeteria. Denyse spilled milk on Kim's new dress. Denyse apologized and got a wet paper towel from the cafeteria monitor and helped Kim clean her dress. Kim thanked Denyse for helping her. The cafeteria monitor witnessed this event and gave both girls "school bucks" for resolving a potential conflict respectfully.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display respectful behavior
- Teacher regularly models respectful behavior

Lesson Plan: Respectful & Responsible Volume Control Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

We are respectful and responsible for our actions. We will use appropriate volume and tone with our voices in all school settings. **Appropriate** means just right for a particular person, purpose or activity. **Volume** means the degree of loudness of the sound.

Voice Level 0 is completely off (hallway voice for example).

Voice Level 1 is a whisper (i.e. quiet reading).

Voice Level 2 is a quiet voice - only the person next to you can hear you (i.e. math partner work).

Voice Level 3 is the classroom voice (i.e. sharing at the circle).

Voice Level 4 is the outside voice (i.e. recess).

Step 2: List a rationale for teaching the behavior (Why is it important?)

Your voice can reveal as much about your personal history as your appearance. The sound of a voice and the content of speech can provide clues to an individual's emotional state and thinking. The voice is unique to the person to whom it belongs. It has a sound like nothing else. It also has the ability to go from a very soft, quiet level to a very loud level. If you talk too quietly, it can be what you are saying. But, if you talk too loudly, it can bother other people and it is important to have good voice control.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples

- While Mohammad was working with his group summarizing their report, he was careful to keep his voice loud enough to be heard by the people in his group, but quiet enough to keep their thoughts "secret" to the other students in the classroom.

Non-examples

- When Jessica was sharing her ideas with her friends, she was shouting and laughing loudly.

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model and read following scenario. The teacher discusses appropriate volume and why the scenario is an example of Respectful & Responsible Volume Control Behavior.

- Today we are going to talk about BEING RESPECTFUL by using appropriate volume with our voice when we are talking with both adults and other students in our school. Use a visual displaying your volume system. Talk about how the levels of sound sound in the classroom during specific activities, in the hallway, in the Restroom, in the cafeteria, or on the playground.
- Discuss with students how volume is related very directly to the activity and location of the activity. Ask students to list places at school and in the community where it is important to have a quiet voice. Then, list places where the volume can be a little louder, and places where volume is not as much of a concern. Have them provide examples of appropriate volume for each volume level in the Voice Level System you are using.
- Classroom: It is transition time, moving from the carpet to independent work time at tables. The directions are to walk silently from the carpet to their table, get out a pencil and their writers notebook and begin rereading some of their collections to get an idea of one they might like to take to publication. Have one student role play doing this correctly while the teacher role plays a non-example. Afterwards, have students talk about the importance and purpose of meeting the classroom expectations in this situation.

Lead students through behavior (We do): Teacher(s) present following scenarios. Students will discuss each scenario and provide examples of Respectful & Responsible Volume Control Behaviors. (Could put students in groups to respond to one scenario and provide examples – then report to whole group)

Classroom: It is independent reading time. Sarah is reading quietly (Level 0 or 1) at her table so that she is not distracting the others at her table. Marcus is reading independently loud enough that people at the next table over can hear him and are distracted from their learning. Have students talk about what respectful learners do and why in this situation. (Have a student role play being Sarah and the teacher should role-play the character of Marcus.)

Hallway/Restroom: Mr. Smith's class is taking a group restroom break. They are across the hall from Mr. Jones class. Each student in Mr. Smith's class has their voice off (Level 0) so that the students in Mr. Jones class can learn.

Cafeteria: Students in one of the tables assigned to Mrs. Larson's class have been told they may line up to go out to recess. The lights in the cafeteria are off. One student runs to line instead of walking to the circle and on around by the windows. One of the students he passes when he is running yells, "Hey, you can't butt me. Get back here!" Repeatedly until an adult intervenes.

Classroom: The students are involved in a writing prompt. The directions were to be for students to work SILENTLY. Maria continues to talk to others at her table, even though she knows this is to be independent work.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, Safe, Respectful & Responsible volume Control Behaviors for their scenario. Teacher and other students will provide feedback to peer groups.

- Provide specific feedback to your students during and after identified skill practice.
- REINFORCE, REINFORCE, REINFORCE!!! (verbal reinforcement, non-verbal reinforcement)
- Ask students to verbally reflect on how things are going for them and their class with the use of appropriate volume.
- Have a time at the end of the day where students can complement each other on a time during the day where they were observed setting a good example.
- Give personal examples from your own life this week where you had to stop and think about the volume you needed to use in a particular situation.

Step 5: Provide opportunities for practice

***Teachers, many "teachable moments" will probably come up throughout the week as you observe your students. As you see students using appropriate volume and tone, make them "famous" by having them role play later in front of the class what it looked and sounded like earlier when you observed them making a great choice using this super skill.

- 1) Select a particular time period of the day to focus your class on using appropriate volume and tone with their voice. This may be a time where students are particularly struggling with this. Find a way to collect data on how it is going now that it is a focus for the class. This might mean keeping tally marks that you will use to show growth over time, or some other means to collect the data.
- 2) If you don't have a Voice Level System in your room that clearly lists the expectations for voice level in a variety of settings, this might be a good time to begin.
- 3) Class Meeting conversations: Ask students to observe others exhibiting this skill throughout the day/week.
- 4) If a particular student or group of students are observed struggling with this super skill, find a time to pull that individual or individuals aside to practice how that could have looked differently. Discuss how it felt different with appropriate volume.

Voice Levels		voice levels		Voice Levels	
0	Silence is Golden – Absolute silence. No one is talking.	0	no talking	0	= No Talking
1	Spy Talk – Whispering, only 1 person can hear you.	1	"spy talk"	1	= Whisper Voice
2	Low Flow – Small group work, only the group can hear you.	2	partnership & small group	2	= Quiet Conversation
3	Formal Normal – Normal conversation voice.	3	normal voice	3	= Presentation Voice
4	Loud Crowd – Presenting voice. Everyone can hear you.	4	presenter	4	= Outside Voice
5	Out of Control – Playground voice, never used inside.	5	outside		

Lesson Plan: Appropriate Language to Express Thoughts Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

The student will use appropriate language to express thoughts. The student will identify and use language and manners appropriate to authority figures and respected figures (formal language), The student will identify and use slang as appropriate to peers, relatives (informal language).

Appropriate language is that which is appropriate to the situation, audience, and purpose.

Step 2: List a rationale for teaching the behavior (Why is it important?)

If we don't use language appropriate to the situation and audience, it will not be effective and may have negative consequences.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none">• Quietly introducing yourself to a new student at school.• Saying "Excuse me," when you have to move through the line because your name was called by the teacher.• Quietly asking the teacher if you may be excused to go to the restroom.	<ul style="list-style-type: none">• Shouting "Hey look at our new homeboy!" when you see a new student get off the bus.• Telling the teacher, "I aint got no pencil," when he asks everyone to begin a writing assignment.

Step 4: Practice/Role Play Activities

- **Model expected behavior (I do):** Teacher(s) model and discuss expectations for Responsible & Respectful Language Behaviors.
- Discuss when, where, why it is necessary to use appropriate language.
- Discuss what appropriate language is and how it may change in different situation.
- Talk about the process steps in using appropriate language.
 - Process Steps:**
 1. Stop and think about what you want to say.
 2. Think about where you are and who you are with.
 3. Think about consequences and reactions.
 4. Decide appropriate language to use.
- Make a list of alternative appropriate statements students may use instead of choosing inappropriate statements.
- Discuss the importance of polite words such as please, thank you, excuse me, etc. Brainstorm situations when these are appropriate. Tell students this is a way of being respectful or kind as well as using good manners.

Lead students through behavior (We do): Teacher(s) present following scenarios. Students will discuss each scenario and provide examples of Responsible & Respectful Language Behaviors. (Could put students in groups to respond to one scenario and provide examples – then report to whole group)

- A student is calling you names.
- Someone just made fun of your mother, father, sister, brother, etc.
- You strike out during gym class and your classmates yell at you.
- A teacher asked you to do something that makes you angry.
- You're having a hard day and everything's going wrong, someone isn't very sympathetic and instigates you.
- Your father has invited his boss home for dinner. Greet the boss, using formal language.
- Your parents have given you permission to invite a friend along on a canoe trip. Call your friend on the phone and use formal language when you invite him or her.
- Your grandfather is visiting your school on Parent's Night. Using formal language, demonstrate how you can help start a conversation between your grandfather and the principal.
- You are eating lunch with a friend at school. Talk about the upcoming school play.
- You need to talk with the manager of your city regarding the need for a Teen Center. Demonstrate your discussion, using formal language.
- You meet a family friend downtown. Even though he's not your uncle, you call him uncle anyway. Talk to him

about your upcoming camping trip.

- Student is trying to find a seat in a dark movie theatre and accidentally steps on somebody's toe.
- Student needs to borrow a pencil.
- Student forgot reading book; another offers to share.
- Student is chasing ball and accidentally bumps into someone on the playground.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario using the prompts below. Student groups will act out appropriate, language behavior for their scenario. Teacher and other students will provide feedback to peer groups. Teacher describes a situation (write these on notecards). Students give appropriate verbal response.

- Students describe a situation in which a designated phrase would be appropriate (i.e. please, thank you, excuse me, I'm sorry). This could be a game format or a quiz.
- Have students compare the way they would talk with a close friend to the way they would talk with a very important person.
- Brainstorm informal phrases such as "What's up?" or "Get a Life!" Have students rewrite them using formal language. Do the same thing in reverse. Discuss when each might be used.
- Students communicate a message they would like to share with a school administrator or other authority figure. Note use of formal language.
- Write letters to government officials, using formal language to express feelings about current events issues.

Step 5: Provide opportunities for practice

- Class can make a "slang dictionary," of appropriate slang, colloquial terms – including settings where they are suitable.
- Have students self-chart appropriate classroom language - Have the students carry an index card with them. Whenever they have used appropriate language to express themselves. Provide opportunities to share and discuss effects of using the language scenarios provided by students
- Provide students with a variety of situations in which people are talking. The students should identify the situations as formal and informal. Use videos, recorded, radio shows, home movies, etc.
- Give the students a game during free time that they usually disagree on how to play. Observe if they are using appropriate language to express themselves.



Being Safe Lesson Plan

Setting: Testing Environment

Skill and Critical Behavior Indicator: How to be safe in a testing environment

“Today we are going to talk about ways to be safe in a testing environment. What are some ways to be safe?”

Shape student responses into observable behaviors (e.g. if they say to be quiet, face-forward, sit up in chair, look at your own paper, ask for examples ...)

Today we are going to focus on:

Appropriate testing behavior:	Inappropriate testing behavior:
<ul style="list-style-type: none">• Keeping hands, feet and objects to yourself• Face forward in your chair• Remain seated during testing	<ul style="list-style-type: none">• Running• Touching others• Looking around at others• Getting up during test

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to remain seated during testing?
- Is it okay to touch others with objects like pencils and markers?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to get up during testing?

(You can do unison response or individual turns or a combination there of). It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in a testing environment. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe testing behavior; appropriate and safe testing behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Responsible Lesson Plan

Setting: Testing Environment

Skill and Critical Behavior Indicator: How to be responsible in a testing environment

“Today we are going to talk about ways to be responsible in a testing environment. What are some ways to be responsible?”

Shape student responses into observable behaviors (e.g. if they say to arrive with materials, read instructions, use test-taking strategies , remain alert ...)

Today we are going to focus on:

Appropriate testing behavior:	Inappropriate testing behavior:
<ul style="list-style-type: none">• Arrive with appropriate materials• Read directions and test items• Use test-taking strategies• Stay awake and focused	<ul style="list-style-type: none">• Come in without materials• Mark any answer• Fall asleep during testing

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)
For example, it should sound like this:

- Is it okay to sleep during testing?
- Is it okay to read directions and test items carefully?
- Is it okay to be prepared (arrive with materials)?
- Is it okay to mark any answers during testing?

(You can do unison response or individual turns or a combination there of). It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being responsible and some ways of being irresponsible in a testing environment. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible testing behavior; appropriate and responsible testing behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Respectful Lesson Plan

Setting: Testing Environment

Skill and Critical Behavior Indicator: How to be respectful in a testing environment

“Today we are going to talk about ways to be responsible in a testing environment. What are some ways to be respectful?”

Shape student responses into observable behaviors (e.g. if they say to arrive with materials, read instructions, use test-taking strategies , remain alert ...)

Today we are going to focus on:

Appropriate testing behavior:	Inappropriate testing behavior:
<ul style="list-style-type: none">• Use voice level 0 or 1• Follow adult directions• Sit at desk or tables	<ul style="list-style-type: none">• Speaking loudly or yelling (voice level 2 or 3)• Not using manners• Ignoring adult directions• Sitting on tables or rocking in chairs

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)
For example, it should sound like this:

- Is it okay to speak loudly during testing?
- Is it okay to follow adult directions during testing?
- Is it okay to sit on tables and rock in your chairs during testing?
- Is it okay to whisper (use voice 0 or 1)?

(You can do unison response or individual turns or a combination there of). It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being respectful and some ways of being disrespectful in a testing environment. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful testing behavior; appropriate and respectful testing behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Lesson Plan: Safe, Responsible, & Respectful Playground Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

On the playground, you will show concern for self and others by being safe, responsible, and respectful. **Expectations Specifics** - Be Safe - Use equipment safely, Play safely. Be Responsible - Dress for the weather, Be a problem solver, Line up promptly. Be Respectful - Play fairly, Listen to the supervisor

Step 2: List a rationale for teaching the behavior (Why is it important?)

Whenever we are safe, responsible, and respectful on the playground, we decrease accidents and injuries, we learn how to cooperate with others, and we gain physical strength and confidence.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none">As Rosalind got to the playground, she looked to see if anyone was on the swings before she moved toward them to swing.	<ul style="list-style-type: none">Whenever Jeffery got to the playground, he rushed to be first on the swings. He was knocked onto the ground by a student from the last class that was still swinging.

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model and share the following expectations for Safe, Responsible, & Respectful Playground Behaviors. The teacher discusses why they are examples of Safe, Responsible, & Respectful Playground Behaviors. **Model-Teachers demonstrate positive behaviors**

Be Safe: Use equipment safely. Also review that if equipment is used, the items need to be returned to the proper place. Wait your turn on the equipment. Play safely-Sticks, sand, stones, etc. remain on the ground. Face forward to walk and run. Stay on playground or designated area

Be Responsible: Dress for the weather (you do not have to talk about winter weather because you will have another lesson when the weather changes. Talk about where you could look to decide what you should wear outside.

Be a problem solver - Include everyone. Ask to join a game first. Use kind, friendly words. Line up promptly when the whistle blows

Be Respectful: Play fairly; Listen to the playground supervisor

Lead students through behavior (We do): Teacher(s) present following scenarios. Students will discuss each scenario and provide examples of Safe, Responsible & Respectful Playground Behaviors. (Could put students in groups to respond to one scenario and provide examples – then report to whole group)

1. You have been waiting for 10 minutes to kick the ball in kickball. It is finally your turn and the supervisor says it is time to line up. What should you do to show you are listening attentively?
2. You see a group of kids teasing a student and the recess supervisors are busy with other students. What do you do? What if they are hurting the student?
3. Sheila wants to play jump rope but the rest of your group doesn't want her to play because she can't skip well. What would be the kind thing to do?
4. Jordan's up to bat in the baseball game and is scared because he has not hit one all week. What could you say to him when he steps up to the plate? What could you do/say if he strikes out?
5. You are walking out to the playground. The first 5 kids begin to run. What should you do?
6. Your team loses the game. You aren't happy what do you do?
7. Your team wins and you are so happy! How do you celebrate appropriately?
8. Add own examples specific to your classroom and student needs.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, Safe, Responsible & Respectful Playground Behaviors for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

Playgrounds can actually provide essential experiences and development for students in areas as diverse as social skills, creativity, problem solving, reasoning and more. The benefits that a simple trip to the playground can provide are often more profound and far-reaching than those that even the most sophisticated modern teaching-based technologies can provide. Extend classroom curriculum expectations to the playground through well planned cooperative physical activities that it promotes basic cognitive skills. Some of these (all of which are important for a growing child) include: problem solving, discovery, creativity, reasoning and dexterity.

Lesson Plan: Safe, Respectful & Responsible Cafeteria Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

*In the cafeteria, students will make choices that are safe for themselves and others. Students will be responsible and show respect by working together in a positive way and doing what is right. **Expectations Specifics** Be Safe -Wash hands before eating lunch, Walk, Sit safely. Be Responsible - Clean up your space, Listen to all adults. Be Respectful - Inside voices, Use manners*

Step 2: List a rationale for teaching the behavior (Why is it important?)

The cafeteria is the place in the school where during breakfast and lunchtime hours students consume food for nutritional purposes. The cafeteria is arranged with tables, chairs/seats, and a “cafeteria line” where students receive food on trays. Students enter the cafeteria in an organized manner, carry food to the appropriate seat and eat their meal while appropriately interacting with peers and adults. When finished, students leave their seat, dispose of their meal and exit the cafeteria in an organized manner. Various school staff assists students with entering and exiting the cafeteria, eating and disposing of their meal and appropriately interacting with peers and adults.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples

- *As Jason goes through the lunch line, he politely tells the cafeteria worker his choices for lunch.*
- *When Ms. Fisher’s class completes lunch, they clean around their trays and carefully stand up holding their trays with two hands.*

Non-examples

- *As Sophia goes through the lunch line, she pushes her tray into the tray of the student in front of her.*
- *Johnathan throws his fork in the window trying to make a goal on an empty tray.*
- *Margaret asks for Susan’s milk because she knows Susan can’t drink milk.*

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model and read following scenario. The teacher discusses appropriate cafeteria behavior and why the scenario is an example of Safe, Respectful, & Responsible Cafeteria Behavior.

- *Distribute KWL worksheets to each student or have students work in groups.*
- *Ask students, “What do they know about being Safe, Respectful and Responsible in the cafeteria? Students are to complete their own **Know** section for each expectation of Safe, Respectful and Responsible.*
- *Ask students, “What do they want to know about being Safe, Respectful and Responsible in the cafeteria? Students are to complete their own **Want** section for each expectation of Safe, Respectful and Responsible.*
- *Instruct student to put aside their KWL worksheets.*
- *Using a t-chart for each expectation, facilitate three examples from students of students being unsafe, disrespectful, and irresponsible in the cafeteria.*
- *Records student responses on each of the three t-charts.*
- *Complete the other half of each t-chart. Introduce each section with the statement, “Here is what Be _____ looks like in the cafeteria.”*
- *Complete each t-chart with the responses below:*

To Be Safe in the cafeteria, we need to: Wash hands before eating lunch. Briefly review proper hand washing techniques. Always walk; Keep one arm’s length away from the person ahead of us in line (Review line behavior; in the lunch line stay in line, wait your turn, and face forward, and keep your hands and feet to self).

When going through the line, wait your turn; choose only what you will eat. Walk to your table; hold your tray with both hands. Sit safely; Eat your food only. There are many students who are allergic to certain foods. Sharing food will make the students sick. Keep all food off the floor and on our own tray.

To Be Responsible in the cafeteria, we need to: Wait our turn patiently; Take only the food we will eat; Keep all food and drinks in the eating area; Clean up your eating area before we leave the cafeteria (give specifics on this (i.e. how to dump tray, where they go and what they do). Wait to be dismissed. (It’s not okay to just leave)

To Be Respectful in the cafeteria, we need to: Listen to all adults; Interact quietly with peers and adults using appropriate voices. Inside voices (review the 5 point scale for voices); Be polite (eat with mouth closed, use a napkin.)

Lead students through behavior (We do): Teacher(s) present following scenarios. Students will discuss each scenario and provide examples of Safe, Respectful, & Responsible Cafeteria Behavior. (Could put students in groups to respond to one scenario and provide examples – then report to whole group)

1. Someone stepped out of line and tries to cut back in. What do you do? What should he/she have done?
2. Someone spills your milk all over the table. What should you do?
3. Your friend is sitting at another table and you want to catch up with her about the weekend. How should you do this?
4. Your mom packed a bag of “Doritos” in your lunch. Jimmy insists that you give him some or else he won’t be your friend. What should you do?
5. Additional scenarios specific to your classroom and student(s) needs.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, Safe, Respectful & Responsible Cafeteria Behaviors for their scenario. Teacher and other students will provide feedback to peer groups.

Students should form three homogenous groups. Each group will be responsible for developing a three minute role play demonstrating Be Safe, Be Respectful and Be Responsible in the cafeteria. Each group should have students observe the role play and record specific examples of the assigned expectation. Each group will present their role play to the other two groups. Below are suggested topics for each role play:

1. Be Safe – Student is observed running through the cafeteria.
2. Be Respectful – Student is observed cutting in line.
3. Be Responsible – Student(s) are observed leaving their seats without disposing of their trays.

Provide specific feedback to your students during and after identified skill practice.

Step 5: Provide opportunities for practice

- REINFORCE, REINFORCE, REINFORCE!!! (verbal reinforcement, non-verbal reinforcement)
- Ask students to verbally reflect on how things are going for them and their class with the use of appropriate cafeteria behavior.
- Have a time at the end of the day where students can complement each other on a time during lunch where they were observed setting a good example.



Line Up Quietly
Use Good Manners
Nice Conversation
Clean Your Area
Hand Signal = Quiet Time



Lesson Plan – Be Safe in the Cafeteria Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Being safe - walk at all times: Students will walk when they are in the cafeteria. They will walk in a single file line through the serving line. Students will maintain a safe distance from the person in front and behind them, anticipating the movement of others. Students will walk to their table to eat and walk to put their lunch trays and trash away.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to be safe in the cafeteria – to walk at all times in cafeteria. Walking in the cafeteria will keep everyone safer. Because there are many people in the cafeteria, getting lunches, putting lunch utensils and trash away, and going back to the classrooms, it is important that everyone walk carefully. The cafeteria floor may also have food or liquids on it which makes it slippery as well. Walking allows everyone to be more aware of their surroundings and in control of their actions.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none">Carefully walkingWatching for movement of othersNoticing the floor – checking for liquids or objects on the floor	<ul style="list-style-type: none">Running through the doorPushing others in lineSkipping to put trash awayRushing out the cafeteria door to class

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why the first scenario is an example of safe behavior.)

As Stephen entered the cafeteria, he carefully looked for the safest route to get his lunch. There was a puddle of milk on the floor. Stephen walked around the milk to the lunch line. He told the cafeteria worker that there was a puddle of water on the floor. As he got his tray, he walked to his table and sat down to eat lunch.

As Stephen was rushing to get his lunch, he slipped on some milk on the floor. He shouted for the teacher to stop his friends so they wouldn't fall. Then, he got up, went to the lunch line and quickly picked up his lunch tray. He wanted to race to the table to get the best seat at the table.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why the first scenario is an example of safe behavior.

Several students were rushing to get the best seat at the lunch table. Stephen cautioned them to walk because there was some milk spilled on the floor. His friends stopped rushing and carefully walked to the lunch table.

Several students were rushing to get the best seat at the lunch table. Stephen laughed and shouted to them to be careful of the milk on the floor.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, safe behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Weekly scenarios
- Publicly recognizing students who display safe behavior
- Cafeteria staff and teachers regularly model safe behavior

PBIS-Bus Lesson Plan

Objective: By the end of class students will be able to define, give examples and reflect on the consequences of bus misbehavior

Materials:

- *Print Outs* –Signs that say: Artist, Musician, Writer, Actor
- *Envelopes* – unlabeled, but contain scenarios for buses
- *White Board*- for writing descriptions of bus behaviors

Lesson	Content
Activator	<ul style="list-style-type: none"> • Hang the <i>Artist, Musician, Writer and Actor</i> print outs in 4 different locations in the room. Ask students to stand next to the one that they would most like to be when they grow up. • Students should take the envelope that is hanging with the sign and sit with their group. They should not open the envelope. • If there is a large number at one sign and only one student at another, ask the student to join the large group and split the group in 2 (give one envelope to each group).
Discussion	<ul style="list-style-type: none"> • Lead a class discussion on bus misbehavior by having students do a group word splash using the whiteboard. Give each student the opportunity to give an example of bus misbehavior and write it on the board. • Next, lead a discussion on the consequences of bus misbehavior especially how “playing” can lead to bigger problems or even an accident.
Group Work	<ul style="list-style-type: none"> • Inform students that each group has received a scenario in their envelope. In their groups they are going to need to change the scenario so that it is reflecting the appropriate behavior in the situation. Based on their group will determine how they will do this: • Actor- perform a skit • Writer- write a poem or short story • Artist- create a poster or picture • Musician- write a song or rap
Sharing	<ul style="list-style-type: none"> • Give students the opportunity to share what they did in their groups.
Discussion	<ul style="list-style-type: none"> • Review “PBIS on the Bus” • Let students know that they can report bus problems to appropriate personnel: drivers, teachers, counselors, administrators. • Discuss the concept of privileges = responsibility. Ask them to discuss what responsibilities go along with bus privileges. Ask for a volunteer to record their ideas. This can be followed with a discussion of the concept of unwillingness to accept responsibility = loss of privilege. Invite their ideas about the consequences of not following the guidelines of responsibility.

PBIS on the BUS

I AM...

SAFE

Stay seated while the bus is moving

RESPECTFUL

Follow directions

Wait in line

Listen to the bus driver

Share seats

Use appropriate language

RESPONSIBLE

Keep your body and belongings inside the bus

Enter and exit in an orderly fashion

Stay in your seat

Role Plays for Envelopes:

1. Every morning on the bus the person that sits beside you stands up and throws paper wads at the other students. This morning one hit the bus driver.
2. The person beside you won't scoot over so you have room on the bus. They also talk badly about other people on the bus.
3. You are in sixth grade when you get on the bus each morning an 8th grader trips you and everyone laughs.
4. One of your friends uses foul language on the bus every day. The bus driver is unable to hear them because you are at the back of the bus.

Being Safe Lesson Plan

Setting: Hallway

Skill and Critical Behavior Indicator: How to be safe in the hallway

“Today we are going to talk about ways to be safe in the hallway. What are some ways to be safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate hallway behavior:	Inappropriate hallway behavior:
<ul style="list-style-type: none">• Using the rails for support• Walking• Stay to the right (right is right)• Stay in personal space	<ul style="list-style-type: none">• Swinging on the rails, twirling on the rails, hanging on the rails• Running, skipping, walking backward• Walking to the left or the middle• Touching, getting in another’s face, pushing, tripping

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)
For example, it should sound like this:

- Is it okay to walk in the hallway?
- Is it okay to walk on the left?
- Is it okay to use rails for support? (Or, how do we use the rails? [for older students])
- Is it okay to keep your hands and feet to yourself?

(You can do unison response or individual turns or a combination there of. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in the hallway. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe hallway behavior; appropriate and safe hallway behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Respectful Lesson Plan

Setting: Hallway

Skill and Critical Behavior Indicator: How to be respectful in the hallway

"Today we are going to talk about ways to be respectful in the hallway. What are some ways to be respectful?"

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate hallway behavior:	Inappropriate hallway behavior:
<ul style="list-style-type: none">• Voices at level 0 (silent)• Voices at level 1 (whisper)• Wave quietly to friends (s'up nod)• Hats off	<ul style="list-style-type: none">• Speaking loudly or yelling (voice levels 2, 3)• Whistling• Shouting out to friends• Touching friends (high fives, fist bumps [with or without explosion])• Wearing hats

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to wave silently to friends?
- Is it okay to talk loudly (voice level 2 or 3)?
- Is it okay to s'up nod? (Or, how do we acknowledge friends in a respectful and silent way? [for older students])
- Is it okay to whisper in the hallway?
- Is it okay to be carrying your hat?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being respectful and some ways of being disrespectful in the hallway. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful hallway behavior; appropriate and respectful hallway behavior

Being Responsible Lesson Plan

Setting: Hallway

Skill and Critical Behavior Indicator: How to be responsible in the hallway

“Today we are going to talk about ways to be responsible in the hallway. What are some ways to be responsible?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate hallway behavior:	Inappropriate hallway behavior:
<ul style="list-style-type: none">• Enjoying wall displays (art, wall hangings) with your eyes• Looking at the displays (art, wall hangings)• Reading the displays (art, wall hangings)• Having our mouths empty	<ul style="list-style-type: none">• Touching the displays (art, wall hangings)• Removing the displays (art, wall hangings)• Tearing and ripping the displays (art, wall hangings)• Chewing gum or candy

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to look at the displays (art, wall hangings)?
- Is it okay to touch the displays (art, wall hangings)?
- Is it okay to enjoy the displays (art, wall hangings)? (Or, is it okay to appreciate the displays (art, wall hangings) and how do we do that? [for older students])
- Is it okay to read the displays (art, wall hangings)?
- Is it okay to have our mouths empty?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being responsible and some ways of being irresponsible in the hallway. I want you to watch and tell if I am being responsible or irresponsible. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible hallway behavior; appropriate and responsible hallway behavior

Being Safe Lesson Plan

Setting: Cafeteria

Skill and Critical Behavior Indicator: How to be safe in the cafeteria

“Today we are going to talk about ways to be safe in the cafeteria. What are some ways to be safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate cafeteria behavior:	Inappropriate cafeteria behavior:
<ul style="list-style-type: none">• Hands to yourself• Voice level 0, 1, or 2• Walking feet• Follow line-up procedure• Get condiments the first time• Finishing your food before getting up (empty mouth)	<ul style="list-style-type: none">• Touching others• Yelling• Running• Getting up to line-up before the teacher signals• Talking with food in your mouth• Still drinking and eating when dumping tray• No getting up for condiments

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)
For example, it should sound like this:

- Is it okay to walk in the cafeteria?
- Is it okay to get up for more food?
- Is it okay to dump your tray with your mouth empty?
- Is it okay to finish your food before getting up?
- Is it okay to follow the line-up procedures?
- Is it okay to run in the cafeteria?
- Is it okay to push your chair in when done?
- Is it okay to get everything you need the first time?
- Is it okay to have voice level 0, 1, or 2?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in the cafeteria. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe cafeteria behavior; appropriate and safe cafeteria behavior

Being Respectful Lesson Plan - Elementary School Setting: Cafeteria

Skill and Critical Behavior Indicator: How to be respectful in the cafeteria

"Today we are going to talk about ways to be respectful in the cafeteria. What are some ways to be respectful?"

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate cafeteria behavior:	Inappropriate cafeteria behavior:
<ul style="list-style-type: none">• Take turns• Say please & thank you• Use plastic ware• Follow cleanup directions	<ul style="list-style-type: none">• Speaking loudly or yelling (voice level 3)• Cutting in line• Not using manners• Not raising hand and/or waiting for signal to get permission to get up• Putting hands in other kids trays• Throwing food

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to raise your hand and wait for help?
- Is it okay to get up without permission?
- Is it okay to wait patiently for the signal?
- Is it okay to say please when making a request?
- Is it okay to yell (to people at another table)?
- Is it okay to say thank you?
- Is it okay to help wipe down tables (after signing up and getting permission)?
- Is it okay to cleanup your own mess?
- Is it okay to throw food?
- Is it okay to use the plastic ware appropriately?
- Is it okay to keep your hands in your own tray?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrations: I am going to show you some ways of being respectful and some ways of being disrespectful in the cafeteria. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful cafeteria behavior; appropriate and respectful cafeteria behavior

Being Responsible Lesson Plan - Elementary School Setting:

Cafeteria

Skill and Critical Behavior Indicator: How to be responsible in the cafeteria

“Today we are going to talk about ways to be responsible in the cafeteria. What are some ways to be responsible?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate cafeteria behavior:	Inappropriate cafeteria behavior:
<ul style="list-style-type: none">• Waiting patiently• Picking up trash• Using talk & squawk• Staying in your seat	<ul style="list-style-type: none">• Getting up and walking around• Being impatient and cutting in line• Leaving trash behind, dropping trash• Telling without trying to work things out

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay pick up trash and throw it away?
- Is it okay to cut in line?
- Is it okay to talk & squawk? (talk & squawk: try to resolve issue with student first, then seek adult assistance)
- Is it okay to stay in your seat?
- Is it okay to talk nicely to the people at your table?
- Is it okay to get up and walk around?
- Is it okay to wait patiently?
- Is it okay to eat your food?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being responsible and some ways of being irresponsible in the cafeteria. I want you to watch and tell if I am being responsible or irresponsible. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible cafeteria behavior; appropriate and responsible cafeteria behavior

Being Safe Lesson Plan

Setting: Playground

Skill and Critical Behavior Indicator: How to be safe in recess

“Today we are going to talk about ways to be safe in recess. What are some ways to be safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate recess behavior:	Inappropriate recess behavior:
<ul style="list-style-type: none">• Hands to yourself, unless playing tag• Follow equipment use instructions• Follow the playground procedures	<ul style="list-style-type: none">• Pushing• Throwing snow• Walking up the slide• Jump off the slide• Stand on the slide• Jump off equipment• Twisting on the swings

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to gently tag others in a game?
- Is it okay to walk up the slide?
- Is it okay to keep the snow/rocks on the ground?
- Is it okay to slide down the slide on your bottom?
- Is it okay to sit on the swings?
- Is it okay to slide down two at a time?
- Is it okay to wait for someone to get out of the way before sliding down?
- Is it okay to swing straight?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in recess. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe recess behavior; appropriate and safe recess behavior

Being Respectful Lesson Plan

Setting: Playground

Skill and Critical Behavior Indicator: How to be respectful in recess

“Today we are going to talk about ways to be respectful in recess. What are some ways to be respectful?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate recess behavior:	Inappropriate recess behavior:
<ul style="list-style-type: none">• Following the line-up procedures• Use any voice level (0-3)• Taking turns when using the equipment• Use appropriate language	<ul style="list-style-type: none">• Swearing• Ignoring the line-up whistle• Running between lines• Having conversations in line• Cutting in line to get the equipment

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to yell at recess?
- Is it okay to swear at recess?
- Is it okay to wait your turn for the equipment?
- Is it okay to whisper at recess?
- Is it okay to wait patiently and listen to adults?
- Is it okay to ignore the line-up whistle?
- Is it okay to ask questions about the line-up procedures?
- Is it okay to use nice words with others?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being respectful and some ways of being disrespectful in recess. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful recess behavior; appropriate and respectful recess behavior

Being Responsible Lesson Plan

Setting: Recess

Skill and Critical Behavior Indicator: How to be responsible in recess

“Today we are going to talk about ways to be responsible in recess. What are some ways to be responsible?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate recess behavior:	Inappropriate recess behavior:
<ul style="list-style-type: none">• Following snow play procedure• Pick up trash• Wait patiently for your turn on the equipment• Use talk, walk, and squawk	<ul style="list-style-type: none">• Going in the snow with only one pair of pants• Throwing snow• Leaving trash on the ground• Pushing• Angry yelling• Tattling

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to use talk, walk, & squawk?
- Is it okay to throw snow?
- Is it okay to pick up trash?
- Is it okay to wait patiently for the equipment?
- Is it okay to go in the snow when wearing two pants or snow pants?
- Is it okay to push?
- Is it okay to play in the snow and keep it on the ground?
- Is it okay to ask for help?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being responsible and some ways of being irresponsible in recess. I want you to watch and tell if I am being responsible or irresponsible. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible recess behavior; appropriate and responsible recess behavior

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Respectful Lesson Plan

Setting: Playground

Lining up promptly when the whistle is blown

- When the whistle blows, we stop playing
- We turn our voices off
- We walk safely to the end of the line
- We stand quietly in our own space

Inappropriate lining up:

- Continuing to play after the whistle is blown
- Lining up in clusters or side-by-side
- Continuing to talk while the teachers or supervisors are trying to get their attention
- Talk loudly or laughing
- Being in another person's space with or without their permission (pushing, in their face, touching)
- Others (from the students)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being respectful and some ways of being disrespectful on the playground. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Lining up appropriately; lining up inappropriately; appropriate snow play; inappropriate snow play

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Safe Lesson Plan

Setting: Assemblies

Skill and Critical Behavior Indicator: How to be safe in assemblies

“Today we are going to talk about ways to be safe in assemblies. What are some ways to be safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate assembly behavior:	Inappropriate assembly behavior:
<ul style="list-style-type: none">• Enter in a line• Keeps hands and feet to yourself• Follow directions, when given	<ul style="list-style-type: none">• Touching others• Ignoring directions when given• Stomping on the bench• Entering all bunched up or spread out

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to enter in a single line?
- Is it okay to enter like a mob?
- Is it okay to follow directions?
- Is it okay to keep your hands and feet to yourself?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in assemblies. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe assembly behavior; appropriate and safe assembly behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Respectful Lesson Plan

Setting: Assemblies

Skill and Critical Behavior Indicator: How to be respectful in assemblies

“Today we are going to talk about ways to be respectful in assemblies. What are some ways to be respectful?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate assembly behavior:	Inappropriate assembly behavior:
<ul style="list-style-type: none">• Use polite cheering (voice level 0, 1, 2, 3)• Quiet feet• Stand during the pledge (or be quiet)	<ul style="list-style-type: none">• Talking during the pledge• Sitting during the pledge• Pounding feet• Angry words when cheering (or at any time) or booing

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to cheer politely?
- Is it okay to sit during the pledge?
- Is it okay to keep your feet quiet?
- Is it okay to be quiet during the pledge?

(You can do unison response or individual turns or a combination there of. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being respectful and some ways of being disrespectful in assemblies. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful assembly behavior; appropriate and respectful assembly behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Responsible Lesson Plan

Setting: Assemblies

Skill and Critical Behavior Indicator: How to be responsible in assemblies

“Today we are going to talk about ways to be responsible in assemblies. What are some ways to be responsible?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate assembly behavior:	Inappropriate assembly behavior:
<ul style="list-style-type: none">• Class sits in designated spot• Students sit with their class• After the class’s turn, class returns to the designated spot	<ul style="list-style-type: none">• Class sits anywhere• Students sit anywhere• After the class’s turn, the class roams

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to return with your class to the designated spot?
- Is it okay to sit where you want?
- Is it okay to sit with your class?
- Is it okay to walk to your spot?

(You can do unison response or individual turns or a combination there of. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being responsible and some ways of being irresponsible in assemblies. I want you to watch and tell if I am being responsible or irresponsible. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible assembly behavior; appropriate and responsible assembly behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Safe Lesson Plan

Setting: Restroom

Skill and Critical Behavior Indicator: How to be safe in the Restroom

“Today we are going to talk about ways to be safe in the Restroom. What are some ways to be safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate Restroom behavior:	Inappropriate Restroom behavior:
<ul style="list-style-type: none">• Using the hand washing procedure• Flushing the toilet• Walking• Using the water to wash our hands	<ul style="list-style-type: none">• Not washing hands• Not flushing the toilet• Running• Tossing the water• Splashing the water

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)
For example, it should sound like this:

- Is it okay to use one or two pumps of soap?
- Is it okay to splash the water?
- Is it okay to use one or two paper towels?
- Is it okay to turn the water off after washing our hands?
- Is it okay to walk in the Restroom?
- Is it okay to forget to flush the toilet?
- Is it okay to use the hand washing procedure?
- Is it okay to flush the toilet?

(You can do unison response or individual turns or a combination there of. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in the Restroom. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe Restroom behavior; appropriate and safe Restroom behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Respectful Lesson Plan

Setting: Restroom

Skill and Critical Behavior Indicator: How to be respectful in the Restroom

“Today we are going to talk about ways to be respectful in the Restroom. What are some ways to be respectful?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate Restroom behavior:	Inappropriate Restroom behavior:
<ul style="list-style-type: none">• Cleaning up after yourself• Keeping your hands and feet to yourself• Keeping your eyes to yourself so that others may have privacy• Waiting patiently to use the toilet or sink, if you need to	<ul style="list-style-type: none">• Dropping paper towels on the floor• Touching others• Looking over or under the stalls or through the cracks• Cutting in line• Pushing

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to wait patiently?
- Is it okay to peek over the stalls?
- Is it okay to throw away your trash?
- Is it okay to keep your hands to yourself?
- Is it okay to keep your feet to yourself?
- Is it okay to throw your trash on the floor?
- Is it okay to keep your eyes in your own stall?
- Is it okay to wait to use the sink?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being respectful and some ways of being disrespectful in the Restroom. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful Restroom behavior; appropriate and respectful Restroom behavior

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Responsible Lesson Plan

Setting: Restroom

Skill and Critical Behavior Indicator: How to be responsible in the Restroom

“Today we are going to talk about ways to be responsible in the Restroom. What are some ways to be responsible?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate Restroom behavior:	Inappropriate Restroom behavior:
<ul style="list-style-type: none">• Going back to class when you're finished• Keeping your voice at level 0 or 1• Picking up your own trash	<ul style="list-style-type: none">• Hanging out in the Restroom• Yelling• Throwing trash on the floor

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to go back to class right away when you're finished?
- Is it okay to yell in the Restroom?
- Is it okay to throw your paper towels in the trash?
- Is it okay to pick up your own trash?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being responsible and some ways of being irresponsible in the Restroom. I want you to watch and tell if I am being responsible or irresponsible. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible Restroom behavior; appropriate and responsible Restroom behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Safe Lesson Plan

Setting: Library

Skill and Critical Behavior Indicator: How to be safe in the library

“Today we are going to talk about ways to be safe in the library. What are some ways to be safe?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate library behavior:	Inappropriate library behavior:
<ul style="list-style-type: none">• Keeping hands, feet and objects to yourself• Entering and exiting in a line• Walking feet	<ul style="list-style-type: none">• Running• Touching others• Using your shelf marker to touch others• Not entering in a line (a mob)

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)
For example, it should sound like this:

- Is it okay to walk in the library?
- Is it okay to touch others with objects like the shelf markers?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to enter and exit in a line?

(You can do unison response or individual turns or a combination there of. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in the library. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe library behavior; appropriate and safe library behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Respectful Lesson Plan

Setting: Library

Skill and Critical Behavior Indicator: How to be respectful in the library

“Today we are going to talk about ways to be respectful in the library. What are some ways to be respectful?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate library behavior:	Inappropriate library behavior:
<ul style="list-style-type: none">• Use voice level 0 or 1• Follow adult directions• Sit in small chairs or on the rug	<ul style="list-style-type: none">• Speaking loudly or yelling (voice level 2 or 3)• Cutting in line• Not using manners• Ignoring adult directions• Sitting in the rocking chair• Sitting on the tables

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.) For example, it should sound like this:

- Is it okay to whisper (voice level 1)?
- Is it okay to sit in the rocking chair?
- Is it okay to follow adult directions?
- Is it okay to sit on the rug?
- Is it okay to sit in small chairs?
- Is it okay to sit on the table?
- Is it okay to be silent (voice level 0)?
- Is it okay to listen to adults?

(You can do unison response or individual turns or a combination there of. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being respectful and some ways of being disrespectful in the library. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful library behavior; appropriate and respectful library behavior

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Being Responsible Lesson Plan

Setting: Library

Skill and Critical Behavior Indicator: How to be responsible in the library

“Today we are going to talk about ways to be responsible in the library. What are some ways to be responsible?”

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate library behavior:	Inappropriate library behavior:
<ul style="list-style-type: none">• Returning books on time• Staying in personal space• Using library time to search for books or read books• Waiting patiently to check books in and out	<ul style="list-style-type: none">• Returning books late• Cutting in line• Pushing• Touching others• Not searching for a book• Interrupting when waiting in line• Rushing to check books in and out

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to return books on time?
- Is it okay to push?
- Is it okay to search for a book to read?
- Is it okay to read a book?
- Is it okay to stay in your personal space?
- Is it okay to yell?
- Is it okay to wait patiently in the check in and checkout line?
- Is it okay to ask for help when looking for a book?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being responsible and some ways of being irresponsible in the library. I want you to watch and tell if I am being responsible or irresponsible. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible library behavior; appropriate and responsible library behavior

School Office Expectation Lesson Plan

Focus Area: School-wide behavior expectations Office

The topic/Rule: Be respectful, Responsible, & Safe

What do we expect the student to do?

Safety	Responsibility	Respect
Keep hands and feet to yourself. Use chairs appropriately.	State your purpose politely. Obtain permission to use the phone. No food, drink, or gum. Take doctor excuses and bus notes to the office before school.	Use kind words and actions. Keep hands and feet to yourself. Remain silent while waiting.

How will we teach the expected behavior?

Tell why following the rule is important: It is important to follow the rules in the office to ensure the safety of students and minimize disruptions of office workers..

List examples and non examples of the expected behaviors (at least three each): Ask students to identify examples and not-examples of each part of the rule. Ask them to identify both and tell why it is a good or bad example of expected behavior. These are examples you might use:

a. *A positive example:* Come into the office to drop off bus notes or doctor's excuses before 1st hour. Reporting to class before going to the office for a visit with the nurse.

b. *A non example:* Going to the office between classes to use the phone or ask if the nurse is present.

Provide opportunities to practice and build fluency:

1. Set aside a few minutes at the beginning of each period to practice the rule.
2. As the teacher models, have individual students demonstrate examples and non examples of following the rule (role play)
3. Tell students about the consequences for following and not following the rules.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Assembly Expectation Lesson Plan

Area: Assembly

Time Allotted: 15-20 Minutes

Materials Needed: None

Review Expectations:

Respectful	Responsible	Safe
<ul style="list-style-type: none">• Keep hands, feet, & objects to yourself• Keep noise level down• Show appropriate responses as needed.	<ul style="list-style-type: none">• Be attentive.	<ul style="list-style-type: none">• Enter and exit quickly and quietly.

Objective: Students will engage in a positive and safe atmosphere.

Discuss and Model Positive Examples:

- Enter and exit quickly and quietly.
- Keep hands, feet, and objects to yourself.
- Keep noise level down.
- Be attentive.
- Show appropriate responses.

Discuss and Model Negative Behaviors:

- Entering noisily.
- Hitting and kicking others.
- Not listening.
- Giving inappropriate responses.

Practice the Positive Behaviors

Check for Understanding

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Classroom Expectation Lesson Plan

Area: Classroom

Time Allotted: 15-20 Minutes

Materials Needed: None

Review Expectations:

Respectful	Responsible	Ready
<ul style="list-style-type: none">• Listen to and obey your teacher• Keep hands, feet, & objects to yourself• Raise your hand for permission to speak or leave your seat	<ul style="list-style-type: none">• Keep classroom neat and clean	<ul style="list-style-type: none">• Come prepared for class

Objective: Students will engage in a positive and safe atmosphere.

Discuss and Model Positive Examples:

- Listen to and obey the teacher.
- Come prepared for class.
- Keep hands, feet, and objects to yourself.
- Keep classroom neat and clean.

Discuss and Model Negative Behaviors:

- Not listening to or obeying teacher.
- Not coming to class prepared.
- Touching and hitting others
- Not putting items back where they belong
- throwing trash on the floor

Practice the Positive Behaviors

Check for Understanding

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Lunchroom Expectation Lesson Plan

Area: Lunchroom

Time Allotted: 15-20 Minutes

Materials Needed: Silverware, tray, milk, napkin, condiments, and lunch tables

Review Expectations:

Respectful	Responsible	Safe
<ul style="list-style-type: none">Follow correct flow of trafficUse good table mannersKeep noise level down	<ul style="list-style-type: none">Pick up 3 itemsThrow trash in the garbage	<ul style="list-style-type: none">Clean your area before leavingWalk

Objective: Students will experience a positive social culture in their eating environment.

Discuss and Model Positive Examples:

- Follow correct traffic flow
- Pick up 3 items
- Use good table manners
- Keep noise level down
- Clean your area before leaving
- Throw trash in the garbage

Discuss and Model Negative Behaviors:

- Talking while chewing
- Leaving a mess at your area
- Running to empty tray and tray hitting the person in front of you.

Practice the Positive Behaviors

Check for Understanding

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Playground Expectation Lesson Plan

I am Safe

I am Respectful

I am Responsible

Area: Playground

Time Allotted: 15-20 Minutes

Materials Needed: None

Review Expectations:

Respectful	Responsible	Ready
<ul style="list-style-type: none">• Play safely together	<ul style="list-style-type: none">• Stay in play area• Keep playground clean	<ul style="list-style-type: none">• Watch and listen for teacher's signal

Objective: Students will engage in a positive and safe atmosphere while on the playground.

Discuss and Model Positive Examples:

- Play together safely.
- Keep playground clean.
- Stay in play area.
- Watch and listen for teachers' signal.

Discuss and Model Negative Examples:

- Standing or twisting on swings.
- Going up the slide in the wrong direction.
- Being mean to kids.

Practice the Positive Behaviors

Check for Understanding

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Restroom Expectation Lesson Plan

I am Safe

I am Respectful

I am Responsible

Area: Restroom

Time Allotted: 15-20 Minutes

Materials Needed: None

Review Expectations:

Respectful	Responsible	Ready
<ul style="list-style-type: none">Follow correct flow of trafficUse good Restroom mannersAlways flush	<ul style="list-style-type: none">Wash your handsDispose of paper properly	<ul style="list-style-type: none">Stand quietly in a straight lineWait for your turn

Objective: Students will use the Restroom appropriately.

Discuss and Model Positive Examples:

- Follow correct traffic flow.
- Wait your turn and stand quietly in a straight line.
- Use good Restroom manners.
- Always flush.
- Wash your hands.
- Dispose of paper properly.

Discuss and Model Negative Examples:

- Wetting hair
- Standing in a group to get into restroom.
- Leaving paper towels in the sink.
- Yelling in the Restroom.

Practice the Positive Behaviors

Check for Understanding

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Hallway Expectation Lesson Plan

I am Safe

I am Respectful

I am Responsible

Area: Hallway

Time Allotted: 15-20 Minutes

Materials Needed: None

Review Expectations:

Respectful	Responsible	Ready
<ul style="list-style-type: none">• Walk quietly on the right side• Stay in a straight line	<ul style="list-style-type: none">• Keep hands, feet, and objects to yourself	<ul style="list-style-type: none">• Face forward

Objective: Students will be able to walk through the hallways safely without disturbing other students.

Discuss and Model Positive Examples:

- Walk quietly on the right side
- Face forward
- Stay in a straight line
- Keep hands, feet, and objects to yourself

Discuss and Model Negative Examples:

- Walking side by side.
- Hanging on the back of the person in front of you.
- Playing with the hair of the person in front of you.
- Using a loud voice.

Practice the Positive Behaviors

Check for Understanding

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Bus Expectation Lesson Plan

AREA: BUS

TIME ALLOTTED: 15-20 minutes

MATERIALS: 2-3 Adults – Teaching Poster of Bus Expectations – Bus numbered signs

JPS BUS CHARACTER

WE ARE RESPECTFUL	WE ARE RESPONSIBLE	WE ARE SAFE
1. Follow directions. 2. Be a bus rider (bus pass).	1. Quiet talking. 2. Leave property alone. 3. No eating.	1. Remain seated. 2. Keep hands, feet, and other objects to self.

TEACH

- A. Overview of the lesson: “Today we are going to talk about how ‘we are respectful, responsible, and safe on the bus.’”
- B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
- C. Definition of JPS CHARACTER for on the bus: See above matrix for expectations.
 1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
 2. Discuss the detail of the expectations with students.

MODEL

Demonstrate examples of not following expectations.

- Respectful – Show example of not following directions (i.e., bus driver tells you to sit in the front seat, and you go to the back of the bus). Talk with students about how else a person might not be following the Respectful expectation on the bus.
- Responsible - Show example of not talking quietly (i.e., yelling to someone in the back of the bus), leaving property alone (i.e., looking over the seat and messing with someone else’s book bag), and not eating (i.e., eating a snack from school in my book bag). Talk with students about how else a person might not be following the Responsible expectation on the bus.
- Safe - Show example of not remaining seated (i.e., get up from seat and walk around the bus), and keeping hands, feet, and other objects to self (i.e., kicking the seat ahead, throwing paper wads on the bus). Talk with students about how else a person might not be following the Safe expectation on the bus.

Choose a couple of students to “show” examples of following the expectations.

- Respectful – Show an example for following directions (i.e., sit in the front seat when asked to by the bus driver).
- Responsible – Show an example of talking quietly (i.e., talk with someone sitting in the same seat), leaving property alone (i.e., leaving your seat partner’s bag alone while sitting in the seat), and not eating (i.e., putting a snack from school in your book bag).
- Safe – Show an example of remaining seated (i.e., sitting in the seat for an extended period of time looking out the window) and keeping hands, feet, and other objects to self (i.e., placing a crumpled up paper in your book bag, placing feet on the floor and sitting up straight).

Discussion. “Tell me what “Respectful, Responsible, and Safe look, feel, or sound like on the bus.”

PRACTICE

- A. Students get on the bus and follow the expectations all of the way through, with an adult monitoring.
- B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior on the bus?”

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Bus Expectation Lesson Plan

I am Safe

I am Respectful

I am Responsible

Area: Bus

Time Allotted: 15-20 Minutes

Materials Needed: None

Review Expectations:

Safe	Respectful	Responsible
<ul style="list-style-type: none">Wait your turn to load and unload the bus in a prompt and orderly manner.	<ul style="list-style-type: none">Listen to and obey your bus driver and bus rulesKeep hands, feet, & objects to yourself.Use appropriate language.	<ul style="list-style-type: none">Remain seated at all times.Keep noise level down.

Objective: Students will engage in a positive and safe atmosphere while using the bus.

Discuss and Model Positive Examples:

- Listen to and obey your bus driver and bus rules.
- Keep hands, feet, and objects to yourself.
- Use appropriate language.
- Remain seated at all times.
- Keep noise level down.
- Wait your turn to load and unload the bus in a prompt and orderly manner.

Discuss solutions for problem areas:

- Have the students restate the expectations that would address the following problem areas:
 - Talking to loudly
 - Destruction of bus and property
 - Moving around/changing seats
 - Standing up
 - Putting hands and other objects outside the window
 - Being messy/littering

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Bus Area Behavior Lesson Plan

Focus Area: School-wide behavior expectations Bus Area

The topic/Rule: Be respectful, Responsible, & Safe

What do we expect the student to do?

Safety	Responsibility	Respect
<ul style="list-style-type: none">Remain in designated area for buses.	<ul style="list-style-type: none">Wait in line patiently when necessary.GO DIRECTLY TO YOUR BUS.	<ul style="list-style-type: none">Use kind words and actions.Keep hands and feet to yourself.

How will we teach the expected behavior?

Tell why following the rule is important: To get you home as quickly and safely as possible.

List examples and non examples of the expected behaviors (at least three each): Ask students to identify examples and not-examples of each part of the rule. Ask them to identify both and tell why it is a good or bad example of expected behavior. These are examples you might use:

a. *A positive example:* When dismissed report directly to your bus and quietly sit in your seat.

b. *A non example:* If your bus is late and you are wandering around instead of going to the designated waiting area.

Provide opportunities to practice and build fluency:

- Set aside a few minutes at the beginning of each 7th period to practice the rule.
- As the teacher models, have individual students demonstrate examples and non-examples of following the rule (role play)
- Tell students about the consequences for following and not following the rules.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

System for Acknowledging Behavior

At the individual student level:

- Adults in the building acknowledge appropriate student behavior with *Proof of Pride (POP) Cards* and/or positive, specific verbal praise
- Left half of the card goes to the student and home
- Right half of the card goes to the **classroom raffle box**

At the classroom level:

- At the end of each week, teachers draw two (2) POP Cards from the **classroom raffle box**
- The two (2) students whose POP Cards are drawn from the box receive an *AWESOME Award* (see Appendix for award certificate)
- Winners go to the office to choose one thing from the Menu of Rewards
- After the raffle, all POP Cards (the left hand sides) go from the classroom raffles boxes to the office for recording and then into an **office raffle box** for the school-wide monthly PBIS assembly drawings

At the grade level:

- At the monthly school-wide PBIS assembly, the grade with the greatest number of POP Cards receives the *Pride Award* (see Appendix for award certificate)
- The winners of the Pride Award get an ice cream or pizza party
- The RTI-B Team could have a display on one wall of the school to show how many POP Cards each grade-level has earned

At the school level:

- At the monthly school-wide PBIS assembly, ten (10) POP Cards will be drawn from the **office raffle box**
- The ten (10) students whose POP Cards are drawn from the box will receive the *Lion Award* (see Appendix for award certificate)
- Award winners go to the office to choose one thing from the Special Menu of Rewards

Acknowledgement Guidelines

Adult behavior when providing acknowledgement is:

- Positive
- Specific, clear
- Applied immediately
- Teacher initiated
- Focused on improvement

The continuum of strategies to acknowledge behavior:

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs Up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Honor Roll

100 Free or Individual Awards for Students:

<http://usm.maine.edu/smart/files/freerewards4studentsnstaff.pdf>

Schools that have implemented PBIS cite the following reasons for adopting the program:

- To decrease levels of disruptiveness, rates of office referrals, and suspensions.
- To improve school climate, safety, and order.
- To increase instructional time.
- To increase administrative time for purposes other than to manage discipline problems.
- To enhance the overall operation and performance of the school.
- To more effectively partner with parents and the community.

Monthly PBIS Assemblies

The monthly PBIS assemblies are a great way to:

- Celebrate individual and group achievements
- Allow students to perform mini-skits about the appropriate expectations
- Acknowledge improvements in student behavior
- Invite parents to join the celebration!

Assembly Schedule

For the 2015-2016 school year, the monthly PBIS recognitions or assemblies will occur:

September	
October	
November	
December	
January	
February	
March	
April	
May (last day)	

Rewards, Simple Reward Systems, & Incentives

Why should I do it:

- Students are apt to work for something they want
- Some students need outward motivators
- It helps keep students engaged
- Provides encouragement
- Provides visual and tangible indicators of progress, success, behavior, performance, etc
- Increases motivation, buy-in, and sustained effort
- Gives students goals and milestones to work toward and for
- Creates a positive and motivating “buzz” among students

When should I do it:

- Reward and incentive systems and programs should be a regular part of all schools and classrooms
- When students need motivation, encouragement, and incentive
- When students exhibit low motivation and interest

- When students lack an internal drive to succeed
- At the start of a new year set up a reward or incentive system with the class
- When you want to increase positive behaviors
- When you want to increase student outcomes
- When you want to boost students' self-esteem and self concept
- When you want to provide the class with something to work toward
- When a task, assignment, or expectation is boring, difficult, tedious, etc

How do I do it:

- Have the class take the "Forced Choice Reinforcement Menu" to determine what sort of rewards students want most (Adult approval, peer approval, consumable rewards, competitive approval, independent rewards)
- Additionally, you might have students write down 3 things they would work for on an index card and collect these cards
- Create a list of rewards based on the data from the surveys and index cards and post this list in the class where everyone can see it
- Identify what behaviors students will earn rewards or incentives for displaying and make a list of these behaviors, posting them in a place where everyone can see them
- Determine how to track each student's progress toward rewards through a star chart or other charting system
- Track behavior daily and reward students who earn enough points or stars for a given reward or incentive
- Reward at the end of each day or week, having those students who qualify choose from the reward list
- Rewards may vary in significance, whereby students have to earn more stars for bigger rewards and fewer stars for lesser rewards
- Consider using school dollars as a way to track behavior, wherein students earn school bucks for displaying the expected behaviors on the list and use these school dollars to buy rewards and incentives in a school or class store at the end of the day or week (again a variety of rewards from cheaper to expensive)
- Consider small incentives without all the formality of a system by giving students a Cheerio, other food item, eraser, pencil, pen, pat on the back, sing a special little tune to them, etc, when they demonstrate a positive or expected behavior on the list
- At any time when you witness the student taking part in the behavior to be increased, verbally praise them. Can be done either quietly or if the student is motivated by peer approval, can be done in front of the class.

Resources & Support for Technique:

(Items with footnotes link to external websites)

- [PBISWorld.com School Reward Dollars.pdf](#) (simply type in your school name to customize them!)
- [Words of praise list](#) ¹
- [Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done](#) ²
- [Force Choice Reinforcement Menu.pdf](#) ³

- [Jackpot! Ideas For Classroom Rewards](#) ⁴
- [Non-food Rewards For Kids](#) ⁵
- [Free Printable Certificates](#) ⁶
- [The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes](#) ⁷
- [Rewards Kids Will Crave.pdf](#) ⁸
- [Free or Inexpensive Rewards](#) ⁹

Footnotes:

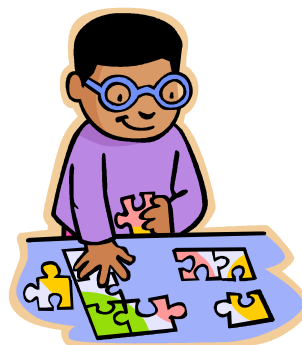
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POSITIVE BEHAVIOR SUPPORTS AND INTERVENTION

ACKNOWLEDGEMENT MENU IDEAS

Individual Student Acknowledgements

- Privilege to sit in “Golden” chair
- Art time with special materials
- Get a “no homework” pass
- Teacher Helper for an hour/day
- Donated community gifts/coupons
- Teacher Helper for younger class
- Guest Reader for younger class
- Sharpen pencils for class
- Student calls parents at work or e-mails parent with news of student’s accomplishments
- Teacher calls parents with news of student’s accomplishments
- Assist the custodian
- Help decorate a bulletin board
- Decorate the closet door
- Line Leader for the day
- Caboose for the day
- Give announcements over the intercom
- Clean the teacher’s desk
- Choose where to sit for the day
- Move desk for the day
- Help school librarian
- Lunch with the teacher
- Lunch in the room with a friend
- Teacher eats lunch in the lunchroom with class
- Read a comic book for a book report
- One free assignment
- Invite two friends to play a game during class time
- Work a puzzle, either jigsaw, word, crossword, or brain teaser
- Draw a picture on the white board
- Put your feet on your desk during silent reading
- Switch jobs with a classmate
- Visit with the principal with a good news note
- Be a principal helper
- Give spelling test to the class



Choose a game for the class to play
Listen to a CD/iPod during seatwork time
Create with clay
Water the plants in the classroom
Feed the class pet(s)
Play with the class pet(s)
Take the class pet(s) home for the weekend
Shoot paper at the trash can
Read to the class
Tell three jokes to the class
Perform a magic trick for the class
Complete a special craft project
Sit and work in the teacher's chair for a designated amount of time
Teach a lesson to the class
Tutor younger students
Dismiss the class at the end of the day
Give an announcement over the intercom about your class' hard work and accomplishments
Choose a book for the teacher to read aloud to the class
Choose music for the class to hear
Choose which homework problem the teacher will give the answer to for a freebie
Dance to favorite music in the classroom
Do half of an assignment
Earn extra computer time
Get "free choice" time at the end of the day
Get time to draw
Extra reading time
Keep a stuffed animal at desk
Listen to music while working
Technology helper for day's lessons
Receive a 5-minute chat break at the end of the class or at the end of the day
Sit next to the teacher during story time
Take a trip to the treasure box (non-food items such as water bottles, stickers, key chains, temporary tattoos, yo-yo's, bubbles, spider rings, charms and pencil toppers) / candy jar
Teach the class a math lesson
Use colored chalk
Work in the lunchroom
No shoes in the classroom
Work under your desk
Use a "special" pen/pencil for the day



Breakfast with the teacher (bring muffins & juice and welcome the student & a friend in the classroom about 15 minutes early to have breakfast)
Chew gum (sugar free) for the day (as long as it's not seen or heard)
First choice at indoor recess games/recess equipment
Stay in at recess (when teacher is not on duty) and play on the computer or play a game with the teacher

Small Group Acknowledgements

Extra Recess
Lunch with Principal
Pizza with the Principal
Wii Party
Dance Dance Revolution Party
Pizza Party with a friend and special staff of your choice
Root Beer Float with the Principal
Picnic Lunch
Use colored chalk at recess
Give an announcement with 2 friends over the intercom
Fine Dining in the Lunchroom with 3 friends
Hot Chocolate Party with the secretary
Camp Out with S'mores



Class-wide Acknowledgements

Extra PE
Computer Party
Free time on computers during library class
Popcorn Party with surprise reader
Root Beer Float Party
Read-In (students bring sleeping bags, pillows and snacks to school and spend the last hour of the day reading favorite books)
20 minute free draw/ CD for class
Slipper Day
Pajama Day
Free PE/music/art
Lunch in classroom



Sunglasses Day

Movie Party

Free Gym time- teacher leads

Games with special staff

Frozen Treat Party

Extra PE time

Cookie Decorating Party

Cupcake Decorating Party

BINGO Party

Picnic Lunch Outside

Indoor Picnic (spread tablecloths on the classroom floor to sit on)

Decorate sidewalk with colored chalk

Put a sign or banner above the classroom door proclaiming the class' positive accomplishments

Have the principal visit and share hobbies or read a book to the class

Set up a challenge or competition with another class

Board Games Party (everyone brings board games and plays for 30 minutes)

Talent Show

Crazy Hat Day

Favorite T-Shirt Day

Crazy Socks Day

Have the teacher dress up in a costume or funny clothes for the day

Class Fiesta (serve chips and salsa)

Uno Tournament

Electronics Party

Donut Party

Stuffed Animal Party

Students pick the schedule for the day

Fancy Friday (wear "Dress-Up" clothes)

Chocolate Party while watching Fudge-O-Mania

Read-In with flashlights

Same Color Day (everyone wears the same color and observes how long that it takes others to notice)



Staff Acknowledgements

- Hour for lunch (coverage by administration)
- Fun border/letters
- Front parking spot



- Recess duty coverage
 - Donated community gifts/coupons
 - Trophy Award (given to staff who goes above and beyond in modeling school-wide expectations for staff/students)
-
- Ask an office supply store to consider donating their clearance items to the school and have a “store” for all the staff members to come in and “purchase” office supplies with gotchas they received from each other.
 - Ask the cafeteria staff to bake some special cookies. After a particularly difficult day, invite all the staff to come down for cookies in the cafeteria.
 - Bring in a masseuse and a massage chair and provide free massages during planning periods. Darken the staff lounge and play classical music. Do this during one of the more difficult months for student behavior. (October, December, March, April, May).
 - Call in an ice cream truck to come to the school the last day of criterion reference testing. Have the truck show up after all the students are gone and invite all the staff to come down and have an ice cream on the PBIS team. Tell them they are “Way Cool, the way they accomplished all the testing this week.”
 - Do a staff survey and find out everyone’s favorite snack. Stock the staff lounge with snacks one day a week. The PTO could help furnish the snacks.
 - Get a parent volunteer to be at the door in the morning dressed in a tuxedo. Have them speak in a British accent and greet each staff member as they enter the building. They could say something like, “We’ve been anticipating your arrival Mrs. Yellow.”
 - Give out thank you cards to all staff members and ask them to write one a week to someone on the staff. Ask them to write to different people each week.
 - Give out the Depends Award during staff meeting. Take a pair of Depends™ Undergarments and spray paint them gold. Give out the Depends Award to the most dependable person each week. This is an award they can keep until it is passed on to the next person. Be specific about how each person is dependable.
 - Go around a local mall and ask the store owners to donate items to celebrate great education staff members. If the PBIS team splits up the mall, they can collect a huge bevy of items for giveaway items for the adults. Use these as prizes for recognizing everyone’s contributions to the greater cause.
 - Gotchas work for school personnel, but only if everyone remembers. Put three silver dollars in your left pocket in the morning. As you compliment different adults in the building, move a silver dollar from your left pocket to your right pocket. At the end of the day, all three silver dollars should be in your right pocket. (You move from left to right to help you remember you are doing the “right” thing.)

- Have the entire staff fill out a sheet answering this question: 1) Name something about yourself that no one else would ever guess. Each morning read one clue and give everyone an answer sheet. Each day they are to guess who the mystery person is based on the clues read that morning. After all the clues have been read, invite the whole staff to a pizza party. Read the entire list of clues and have people guess aloud and then have the real mystery person confess their secret identity. Have a prize for the person who gets the most guesses correct.
- Have the PBIS team read books that would be helpful for teachers and create “Cliff’s Notes” on those books for the staff. Send it out in a weekly newsletter. Book idea: Marzano’s “What Works in Schools.”
- Highlight staff strengths in the parent newsletter. Let the parents know the strengths of each staff member throughout the year.
- Identify what each staff member does best and have an “Academy Awards” ceremony with statues for each person. Invite the parents to come to the award ceremony.
- Name the conference room after an employee each week. Base the choice on someone who has received a lot of gotchas that week. Make a sign for the door and make sure to call people down to the Violet Conference Room.
- Order business cards for each staff member (<http://www.vistaprint.com/frf?frf=691384697124>) Pick a design that fits each person’s personality. Vista Print has almost free deals on business cards.
- Order enough flowers for each staff member to get one and stand at the door as each person enters and tell them you appreciate the way they help children “bloom” in this building.
- Post goals in teachers’ lounge and graph results. Example: Positive phone contacts home-shoot for 2 times the number of students in the school. Set the goal of 200% in 6 weeks. (graph phone calls, post cards, emails, notes)
- Purchase small plants for each staff member and place on their desk. Leave a note saying, “I know you’ll nurture this plant to full beauty because of the way you nurture children.”
- Supply a box of birthday cards to each staff member. On birthdays, encourage each staff member to fill out a birthday card and do a drive-by carding by hiding birthday cards all over the person’s area throughout the day. For example, the birthday person might find a card taped to the staff restroom mirror or on the coffee pot and so on.
- Surprise staff by greeting them at the door with a cup of hot coffee or diet coke (know what everyone’s drink of choice is) Just say, “We are so glad you are here today.”
- Survey the staff and find out what their least favorite part of the job is. Throughout the year, have the PBIS committee do one disliked job for each person. For example, Mrs. Green might dislike bus duty. The PBIS team might take Mrs. Green’s bus duty some Friday and let Mrs. Green go home early.

Sample Menus

Pre-K - 1	Grades 2 - 3	Grades 4 - 6
Sparkly pencils	Pencils	Sparkly pencils
Multi-color pens (blue, green, red)	Multi-color pens (blue, green, red)	Multi-color pens (blue, green, red)
Shaped erasers	Shaped erasers	Shaped erasers
Stickers	Stickers	Large, medium stickers
Magnifying glass	Magnifying glass	Magnifying glass
Playing cards	Playing cards	Playing cards
Toothbrushes	Toothbrushes	Toothbrushes
Sticky hands	Sparkly, colorful folders	
Coupons:	Coupons:	Coupons:
First in line for the day	First in line for the day	Computer time for 15 min
Computer time for 15 min	Computer time for 15 min	Positive call home from teacher
Teacher – positive call home	Teacher – positive call home	Read aloud to the class
Read aloud to the class	Read aloud to the class	Lunch with a teacher
Lunch with a teacher	Lunch with a teacher	Free homework pass
Teacher reads aloud a chosen book	Be the leader in a class game	Be the teacher's assistant for a lesson
	Perform a skit or joke for the class	Assist in lower grade
		Class leader for one game
		Perform a skit or joke for the class
Special rewards:	Special rewards:	Special rewards:
Free activity time with two friends	Free activity time with two friends	Free activity time s with two friends
Assist the custodian	Assist the custodian	Gym teacher assistant with a lower grade
Being a teacher's assistant	Eat lunch with the principal	Lunch with the principal
	Bring the class outside for lunch	Lunch with an invited adult
	Take an extra book from the library	Choose class outdoors for the whole class
		Principal's assistant for twenty minutes
		Work in the lunchroom
		Eat lunch with class outside

Additional Teacher and Staff Reinforcements

Teachers and staff earn tickets from administrators for exhibiting the school expectations. Like students, they save up their tickets and "cash" them in for rewards such as:

- Classroom Supplies (i.e., sticky notes, pencils, dry erase markers, etc.)
- Jean pass
- No Lunch Duty for a day or a week
- GOOSE pass (i.e. Get Out of School Early)
- School t-shirts
- Gift cards to local merchants
- Employee of the Month
- PBIS parking space
- Positive note from administrator
- Payday Candy bar
- Sweet Tea coupon
- Draw a prize
- Adult gets to pick what the topic for a faculty meeting is going to be
- Adult gets to rent the principal's chair for the day
- During morning announcements highlight something that an adult in the building did and tell why
- Flowers on the desk from someone's garden (with permission)
- Mini-fridge for a week in the adults' office area filled with his or her favorite drink
- Special table outdoors for teachers to enjoy sunshine during lunch
- Valet parking for a day
- Principal and staff member trade jobs for a day
- Dim the lights in the staff lounge and get a volunteer masseuse to come provide 5 minute neck rubs during planning periods- Play restful music
- Bulletin board highlighting staff of the day showing treasures provided by their family (surprise) If you have about 90 staff members one every other day would work

High School Student Reinforcement Survey

Mark the box to indicate how much you would like each item, activity or privilege.

	Would not like	Would kind of like	Would really like
Making announcement over intercom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Binders/notebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sweet Tea at Lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pencils/Pens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework Pass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ice Cream Party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal for the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eat lunch with favorite person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend Movie Party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help a favorite teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be Office Assistant for a period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be Assistant PE Coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade Level Parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra time at break	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra Special (PE, art, music, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wear Sunglasses to School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picnic outside for lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gift Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School T-Shirt, cap, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pass to athletic event (football, basketball, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisting Coach for any sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List other rewards you would like that are not listed above

System for Correcting Behavior

Correction Guidelines

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior:

Correction Technique	Words/actions an adult can use
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative (what the student should do instead)
4. Tell why alternative is better
5. Practice (student should tell and/or show)
6. Provide feedback

Part of these guidelines were adapted from: Center for PBS, College of Education, University of Missouri, Missouri Schoolwide Positive Behavior Support (MOSW-PBS)

Teacher Managed vs Office Managed Behavior Management

Define Behavior Expectations
Model & Teach Appropriate Behavior
Observe Problem Behavior
Problem-Solve with Students

Use teacher-managed interventions & consequences: (Must be documented prior to writing Office Referral for Teacher Managed Behaviors)
Follow JPSP Code of Conduct

NO

Is Behavior Office-Managed?

YES

Write referral to office - Office Discipline Referral (ODR) & Follow JPS Code of Conduct & specific school procedures

Investigate / analyze possible functions of behavior

Teacher-Managed

Low in intensity, passive non-threatening.

- 1 Computer Abuse/Violation of Acceptable Use Policy
- 1 Disrespect for Authority (Non-Verbal)/(Verbal)
- 1 Dress Code Violation
- 1 Prohibited Use of Electronic Device
- 1 Inappropriate Communication
- 1 Noncompliance
- 1 No Hall Pass
- 1 Profanity (Not directed at)
- 1 Throwing Objects
- 1 Unexcused Tardiness to Class
- 2 Bus Disturbance
- 2 Campus Disturbance
- 2 Continued Inappropriate Physical Contact
- 2 Continued Mutual Display of Affection
- 2 Continued Truancy
- 2 Cutting Class
- 2 Defacing Property/Vandalism
- 2 Defiance/Continued Noncompliance
- 2 Excessive Tardiness
- 2 Forged Notes
- 2 Harassing/Intimidating Communications
- 2 Indecent Behavior
- 2 Initiating/Instigating a Fight
- 2 Leaving Class Without Permission
- 2 Missing Assigned Discipline
- 2 Possession of Tobacco/Lighter
- 2 Profanity/Obscene Communications (Directed At)
- 2 Repeated Disrespect for Authority
- 2 Repeated Profane/Obscene Communications (Not directed at)
- 2 Skipping School/Truancy
- 2 Stealing
- 2 Threatening Peers

Office-Managed

More serious in intensity or significantly interferes with the safety and learning.

- 3 Computer Abuse (Illegal Accessing Activity)
- 3 Continued Bus Disturbance
- 3 Continued Campus Disturbance
- 3 Defiance/Continued Noncompliance
- 3 Disrespect for Authority (Verbal)
- 3 Excessive Inappropriate Physical Contact
- 3 Gambling
- 3 Harassment/Inappropriate Communication with Peers
- 3 Initiating/Instigating a Fight
- 3 Leaving Campus Without Permission
- 3 Possessing or Using Nonprescription/Non-controlled Substance
- 3 Profanity in Communication with Staff
- 3 Stealing (Above \$25)
- 3 Uses, Distributes, or Sells Tobacco Products/Lighter
- 3 Vandalism
- 3 Verbal Altercation
- 4 Alcohol Possession/Sale/Purchase
- 4 Bullying
- 4 Bus Disturbance
- 4 Coercion/Extortion
- 4 Cyber Bullying
- 4 Disorderly Conduct
- 4 False Accusations
- 4 Fighting/Inflicting Bodily Injury
- 4 Harassment/Intimidation/Inappropriate communication to an Adult
- 4 Profanity Directed Toward Staff
- 4 Severe Campus Disturbance
- 4 Sexual Harassment
- 4 Threatening Intimidation
- 4 Trespassing
- 4 Vandalism
- 4 Assault of Staff/Faculty Member
- 5 Drugs (Use, Possession/Distribution)
- 5 Engaging in Serious Retaliation Against School Employees
- 5 Explosives/Incendiary Device
- 5 Group Fight
- 5 Participation in gang-Related Activity
- 5 Possessing a Weapon Prohibited by Federal/State Law
- 5 Public Indecency, Lewdness, or Exposure
- 5 Serious Bodily Injury
- 5 Sexual Acts
- 5 Other Class 5 Infractions (Miss. Code)

Conference with student
Contact Parent

Develop intervention – See Code of Conduct, PBIS, Rti² Procedures

Determine appropriate consequence

Consider- Use restorative discipline strategy
Refer to support personnel
Use Behavior Contract

Class 1: Must document at least 4 interventions for behaviors prior to Office Referral for Teacher Managed Behavior

Determine appropriate consequence – follow JPSP Policy & Code of Conduct

Investigate / analyze possible functions of behavior

Conference with student
Contact Parent

Class 3, 4, 5: Mandatory
Student Conference
Parent Contact
Review or revision of Behavioral Supports
See JPS Code of Conduct

Class 3: 2nd ODR Review Rti² Supports
4th ODR Refer to School TST/PBIS – Tier II
7th ODR TST/PBIS or IEP Meeting – Revise Support Plan

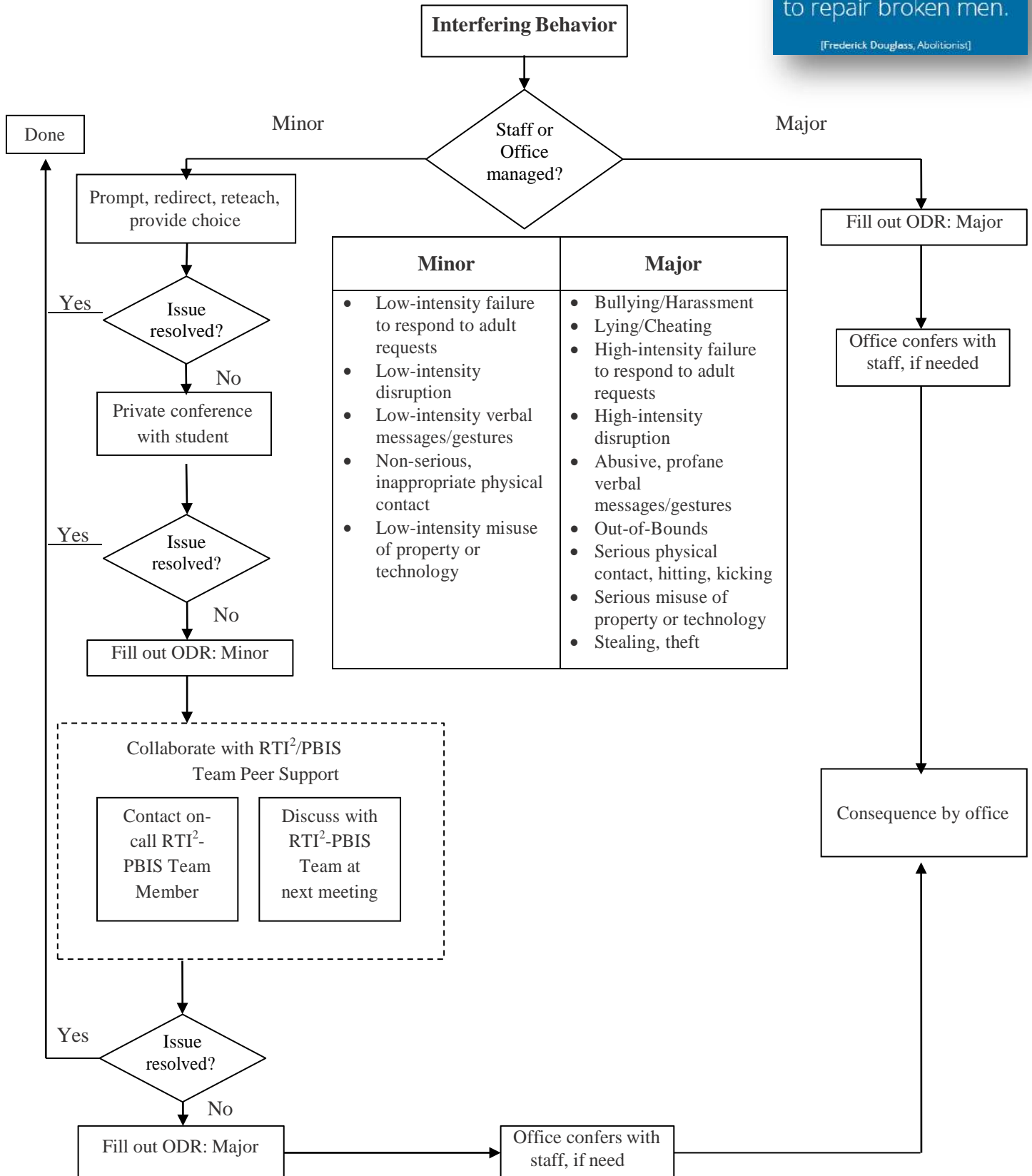
Class 4/5 ODR: Mandatory
Conference student, parent, & administrators;
Problem solve; & Revise/ Refer Behavior Support
Rti² Intervention/ IEP

Class 2: Mandatory
Student Conference
Parent Contact
Meaningful Reflection Process
Behavior Supports
See JPS Code of Conduct





PBIS - Correcting Behavior Flow Chart



PBIS Weekly Expectations and Self Reflections Record

Name _____

Teacher _____

Week of _____

	Monday	Tuesday	Wednesday	Thursday	Friday
I followed directions well today. (Self-Directed & Respectful)	Yes No	Yes No	Yes No	Yes No	Yes No
	Student Comments:	Student Comments:	Student Comments:	Student Comments:	Student Comments:
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	Teacher Initials: _____	Teacher Initials: _____	Teacher Initials: _____	Teacher Initials: _____	Teacher Initials: _____
I spent my time well today. (On-Task & Attentive)	Yes No	Yes No	Yes No	Yes No	Yes No
	Student Comments:	Student Comments:	Student Comments:	Student Comments:	Student Comments:
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	Teacher Initials: _____	Teacher Initials: _____	Teacher Initials: _____	Teacher Initials: _____	Teacher Initials: _____
I was a peaceful person today. (Self-Directed and Respectful)	Yes No	Yes No	Yes No	Yes No	Yes No
	Student Comments:	Student Comments:	Student Comments:	Student Comments:	Student Comments:
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	Teacher Initials: _____	Teacher Initials: _____	Teacher Initials: _____	Teacher Initials: _____	Teacher Initials: _____

Restorative Questions



Name: _____ Date: _____ Grade: _____

Teacher: _____ Time: _____

What happened?

What were you
thinking of at the
time?

What have you
thought about since?

Who has been affected
by what you have
done?

In what way have they
been affected?

What do you think you
need to do to make
things right?

Jackson Public School District

Reflection Interview

Student: _____ Teacher/Grade: _____

Date: _____ Time: _____ Interviewing Staff: _____

1. What did you do? (Start with "I" and be as specific as you can.)
2. How did your actions affect others students and/or adults?
3. What did you want and why?
4. Did you get what you wanted; why or why not?
5. How could you have done this differently?
6. What is your next step and how will you handle it appropriately?

JPSD Bus Discipline Referral

Referral #

School Name _____

Bus # _____

Student Information:

Last Name:	First Name:	MSIS ID #	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Birthdate:	Grade:
Parent / Guardian Name(s):		Phone Numbers:		<input type="checkbox"/> Ex. Ed. <input type="checkbox"/> 504 <input type="checkbox"/> Tier <input type="checkbox"/> Behavior Plan	

Incident Information:

Date: _____ Time: _____ ☐ AM ☐ PM Referring Staff: _____
 Briefly Describe Problem (attach additional page if necessary): _____

Students should: ☐ Wait safely at designated bus stop ☐ Be respectful of others and all property ☐ Keep hands, feet and object to themselves ☐ Use appropriate language and volume ☐ Sit in seat properly ☐ Keep all food and drinks in book bag or lunch box ☐ Cross in front of the bus ☐ Follow the driver's directions at all times.

Location:

- ☐ Bus Loading Zone
☐ In Route to Bus Stop
☐ Street
☐ On Bus
☐ Other Location
 (List): _____

Others Involved:

Attach reports with names:

- ☐ None
☐ Peers
☐ Staff
☐ Teacher
☐ Substitute
☐ Unknown
☐ Other

Action Taken Prior to This Referral:

- ☐ Verbal warning/driver
☐ Verbal warning/Administrator or staff
☐ Seat changed
☐ Meeting with school resource officer-student
☐ Note sent to parent
☐ Suspension from bus
☐ Restitution

☐ Provide documentation of interventions /actions



Problem Behavior: (Check one)

Minor Infractions

- ☐ 2.1 Bus Disturbance
☐ 2.7 *Defacing Property/Vandalism
☐ 2.8 Defiance/Continued Noncompliance
☐ 2.11 Harassing or Intimidating Communications
☐ 2.12 Indecent Behavior
☐ 2.13 Initiating or Instigating a Fight
☐ 2.14 Leaving Bus Stop Without Permission
☐ 2.16 Possessions of Tobacco/Lighter
☐ 2.17 Profane/Obscene Communications (Directed At)
☐ 2.18 Repeated Disrespect for Authority (Verbal)
☐ 2.19 Repeated Profane/Obscene Communications (Not Directed at)
☐ 2.21 *Stealing Value (\$25 or less)
☐ 2.22 Threatening Peer
☐ 2.23 Electronic Device – Prohibited Use

Major Infractions (Class 3-5)

- ☐ 3.2 Continued Bus Disturbance
☐ 3.4 Excessive Inappropriate Physical Contact
☐ 3.5 Defiance/Continued Noncompliance
☐ 3.6 Disrespect for Authority (Verbal)
☐ 3.7 Gambling
☐ 3.8 Harassment / Inappropriate Communication to Peers (Other than sexual)
☐ 3.9 Initiating or Instigating a Fight
☐ 3.10 Leaving Bus Without Permission
☐ 3.11 Possessing or Using Nonprescription or Non-Controlled Substance
☐ 3.12 Profanity in Communication with Staff
☐ 3.13 *Stealing (Value \$25.01-\$100)
☐ 3.14 Uses, Distributes, or Sells Tobacco Products/Lighter
☐ 3.15 *Vandalism
☐ 3.16 Verbal Altercation
☐ 4.1 *Alcohol Possession
☐ 4.2 ***Bullying
☐ 4.3 Bus Disturbance (Deliberate/unsafe behavior)

Major Infractions (Class 3-5) Continued

- ☐ 4.4 ***Coercion/Extortion
☐ 4.5 ***Cyber Bullying
☐ 4.6 *Disorderly Conduct
☐ 4.7 False Accusations
☐ 4.8 ***Fighting/Inflicting Bodily Injury
☐ 4.9 Harassment/Intimidation or Inappropriate Communication to an Adult (Other than sexual)
☐ 4.10 Profanity Directed toward Staff
☐ 4.11 Severe Bus Disturbance
☐ 4.12 Sexual Harassment
☐ 4.13 *Stealing (Value \$100.01-\$499.99)
☐ 4.14 Threatening/Intimidation
☐ 4.15 *Trespassing
☐ 4.16 *Vandalism
☐ 5.1 *Alcohol Sale, Purchase, Possession or Use
☐ 5.2 ***Assault of a Staff or Faculty Member
☐ 5.3 Battery of a Staff or Faculty Member
☐ 5.4 Continuous Sexual Harassment
☐ 5.5 *Drugs (Use, possession, and/or distribution)
☐ 5.6 Engaging in Serious Retaliation Against School Employee
☐ 5.7 Explosives/Incendiary Device
☐ 5.8 ***Group Fight
☐ 5.9 ***Participation in Gang-Related Activity
☐ 5.10 ***Possessing a Weapon Prohibited by Federal/State Law
☐ 5.11 Public Indecency, Lewdness, or Exposure
☐ 5.12 Repeated Harassment/Intimidation or Inappropriate Communication to an Adult (Other than sexual)
☐ 5.13 ***Serious Bodily Injury (Mayhem)
☐ 5.14 Sexual Acts
☐ 5.15 *Stealing (Value ≥\$500)
☐ 5.16 *Vandalism
☐ 5.17 (A-H)**Other Class 5 Infractions (see JPSD Code of Conduct)

Note: *State Law ***Persistently Dangerous/State Law/Code

School Administrator Use Only

Administrative Decision/Disposition

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Verbal Warning/Discussion with Student | <input type="checkbox"/> Parent Contact | <input type="checkbox"/> Detention-Before/After School | <input type="checkbox"/> In-School Detention |
| <input type="checkbox"/> Written Warning | <input type="checkbox"/> Referral to School Counselor | <input type="checkbox"/> Temporary Removal from Bus | <input type="checkbox"/> Refer to Support Agency |
| <input type="checkbox"/> Student Conference | <input type="checkbox"/> IEP Committee Mtg. | <input type="checkbox"/> Other _____ | <input type="checkbox"/> Referral to Wraparound |
| <input type="checkbox"/> Review of Behavioral Supports | <input type="checkbox"/> Referral to TST/PBIS | | |
| <input type="checkbox"/> Written Assignment/Reflection | <input type="checkbox"/> Behavior Contract | | |
| <input type="checkbox"/> Restorative Discipline/Practice | <input type="checkbox"/> Activity Detention | | |

Comments: _____

Signatures: Student: _____ Parent: _____ Administrator: _____ Data Entry (Initial): _____

Distribution:

White-Parent

Canary-Principal

Pink-Transportation

Goldenrod-Driver

JPSD Office Discipline Referral

Referral #

School Name

Student Information:

Last Name:	First Name:	MSIS ID #	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Birthdate:	Grade:
Parent / Guardian Name(s):		Phone Numbers:		<input type="checkbox"/> Ex. Ed. <input type="checkbox"/> 504 <input type="checkbox"/> Tier <input type="checkbox"/> Behavior Plan	

Incident Information:

Date: <input type="text"/>	Time: <input type="text"/>	<input type="checkbox"/> AM <input type="checkbox"/> PM	Referring Staff: <input type="text"/>
Briefly Describe Problem (attach additional page if necessary): <input type="text"/>			

Location: <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Restroom <input type="checkbox"/> Gym <input type="checkbox"/> Library <input type="checkbox"/> Bus Loading Zone <input type="checkbox"/> Bus (# <input type="text"/>) <input type="checkbox"/> Special Event <input type="checkbox"/> Office <input type="checkbox"/> Common Area <input type="checkbox"/> Other Location (List): <input type="text"/> Others Involved: <i>Attach reports with names):</i> <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other Reason for Behavior: <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activity <input type="checkbox"/> Avoid Task/Activity <input type="checkbox"/> Avoid Work <input type="checkbox"/> Avoid Peers <input type="checkbox"/> Avoid Adults <input type="checkbox"/> Unknown Motivation <input type="checkbox"/> Other Motivation-list <input type="checkbox"/> Provide documentation of interventions	Problem Behavior: (Check one) Minor Infractions <input type="checkbox"/> 2.1 Bus Disturbance <input type="checkbox"/> 2.2 Campus Disturbance <input type="checkbox"/> 2.3 Continued Inappropriate Physical Contact <input type="checkbox"/> 2.4 Continued Mutual Display of Affection <input type="checkbox"/> 2.5 Continued Truancy <input type="checkbox"/> 2.6 Cutting Class <input type="checkbox"/> 2.7 *Defacing Property/Vandalism <input type="checkbox"/> 2.8 Defiance/Continued Noncompliance <input type="checkbox"/> 2.9 Excessive Tardiness <input type="checkbox"/> 2.10 Forged Note <input type="checkbox"/> 2.11 Harassing or Intimidating Communications <input type="checkbox"/> 2.12 Indecent Behavior <input type="checkbox"/> 2.13 Initiating or Instigating a Fight <input type="checkbox"/> 2.14 Leaving Class Without Permission <input type="checkbox"/> 2.15 Missing Assigned Discipline <input type="checkbox"/> 2.16 Possessions of Tobacco/Lighter <input type="checkbox"/> 2.17 Profane/Obscene Communications (Directed At) <input type="checkbox"/> 2.18 Repeated Disrespect for Authority (Verbal) <input type="checkbox"/> 2.19 Repeated Profane/Obscene Communications (Not Directed at) <input type="checkbox"/> 2.20 Skipping School/Truancy <input type="checkbox"/> 2.21 *Stealing Value (\$25 or less) <input type="checkbox"/> 2.22 Threatening Peer <input type="checkbox"/> 2.23 Electronic Device – Prohibited Use Major Infractions (Class 3-5) <input type="checkbox"/> 3.1 Computer Abuse (Illegal Accessing Activity) <input type="checkbox"/> 3.2 Continued Bus Disturbance <input type="checkbox"/> 3.3 Continued Campus Disturbance <input type="checkbox"/> 3.4 Excessive Inappropriate Physical Contact <input type="checkbox"/> 3.5 Defiance/Continued Noncompliance <input type="checkbox"/> 3.6 Disrespect for Authority (Verbal) <input type="checkbox"/> 3.7 Gambling <input type="checkbox"/> 3.8 Harassment / Inappropriate Communication to Peers (Other than sexual) <input type="checkbox"/> 3.9 Initiating or Instigating a Fight <input type="checkbox"/> 3.10 Leaving Campus Without Permission <input type="checkbox"/> 3.11 Possessing or Using Nonprescription or Non-Controlled Substance <input type="checkbox"/> 3.12 Profanity in Communication with Staff <input type="checkbox"/> 3.13 *Stealing (Value \$25.01-\$100) <input type="checkbox"/> 3.14 Uses, Distributes, or Sells Tobacco Products/Lighter Major Infractions (Class 3-5) Continued <input type="checkbox"/> 3.15 *Vandalism <input type="checkbox"/> 3.16 Verbal Altercation <input type="checkbox"/> 4.1 *Alcohol Possession <input type="checkbox"/> 4.2 ***Bullying <input type="checkbox"/> 4.3 Bus Disturbance (Deliberate/unsafe behavior) <input type="checkbox"/> 4.4 ***Coercion/Extortion <input type="checkbox"/> 4.5 ***Cyber Bullying <input type="checkbox"/> 4.6 *Disorderly Conduct <input type="checkbox"/> 4.7 False Accusations <input type="checkbox"/> 4.8 ***Fighting/Inflicting Bodily Injury <input type="checkbox"/> 4.9 Harassment/Intimidation or Inappropriate Communication to an Adult (Other than sexual) <input type="checkbox"/> 4.10 Profanity Directed toward Staff <input type="checkbox"/> 4.11 Severe Campus Disturbance <input type="checkbox"/> 4.12 Sexual Harassment <input type="checkbox"/> 4.13 *Stealing (Value \$100.01-\$499.99) <input type="checkbox"/> 4.14 Threatening/Intimidation <input type="checkbox"/> 4.15 *Trespassing <input type="checkbox"/> 4.16 *Vandalism <input type="checkbox"/> 5.1 *Alcohol Sale, Purchase, Possession or Use <input type="checkbox"/> 5.2 ***Assault of a Staff or Faculty Member <input type="checkbox"/> 5.3 Battery of a Staff or Faculty Member <input type="checkbox"/> 5.4 Continuous Sexual Harassment <input type="checkbox"/> 5.5 *Drugs (Use, possession, and/or distribution) <input type="checkbox"/> 5.6 Engaging in Serious Retaliation Against School Employee <input type="checkbox"/> 5.7 Explosives/Incendiary Device <input type="checkbox"/> 5.8 ***Group Fight <input type="checkbox"/> 5.9 ***Participation in Gang-Related Activity <input type="checkbox"/> 5.10 ***Possessing a Weapon Prohibited by Federal/State Law <input type="checkbox"/> 5.11 Public Indecency, Lewdness, or Exposure <input type="checkbox"/> 5.12 Repeated Harassment/Intimidation or Inappropriate Communication to an Adult (Other than sexual) <input type="checkbox"/> 5.13 ***Serious Bodily Injury (Mayhem) <input type="checkbox"/> 5.14 Sexual Acts <input type="checkbox"/> 5.15 *Stealing (Value ≥\$500) <input type="checkbox"/> 5.16 *Vandalism <input type="checkbox"/> 5.17 (A-H)**Other Class 5 Infractions (see JPSD Code of Conduct/) Note: *State Law***Persistently Dangerous/State Law/Code
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School Administrator Use Only

<input type="checkbox"/> Administrative Investigation <input type="checkbox"/> Student Conference <input type="checkbox"/> Temporary Removal (<20 min.) <input type="checkbox"/> Review of Behavioral Supports <input type="checkbox"/> Written Assignment/Reflection <input type="checkbox"/> Restorative Discipline/Practice	<input type="checkbox"/> Parent Contact <input type="checkbox"/> Referral to School Counselor <input type="checkbox"/> Committee Mtg. <input type="checkbox"/> Referral to TST/PBIS <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Activity Detention	<input type="checkbox"/> Detention - Before/After School <input type="checkbox"/> Bus Policy Disposition <input type="checkbox"/> Other <input type="text"/> Comments: <input type="text"/>	<input type="checkbox"/> In-School Detention <input type="checkbox"/> Refer to Support Agency <input type="checkbox"/> Referral to Wraparound
---	---	---	---

Signatures: Student: Parent: Administrator: Data Entry (Initial):

Distribution:

White-Office

Yellow-Referring Staff

Pink-Parent

Active Supervision Guidelines

Active Supervision is a monitoring procedure that uses three components: moving, scanning and interacting frequently.

Moving Effectively

- Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to students requiring extra support
- Randomized
- Targets Problem Areas

Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

Interacting Frequently

- Positive contacts
- Friendly, helpful, open demeanor
- Proactive, noncontingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistently

ACTIVE SUPERVISION

How is this practice defined?

Active supervision is the general set of strategies used to promote prosocial behavior in nonclassroom settings, that is, where instruction is not available to engage students and facilitate classroom management.

What are the defining elements or components of this

Active supervision is characterized by four main strategies:

1. Directly teach expected behaviors and routines for specific nonclassroom setting.
2. Precorrect, remind, and prompt expected behavior and routine before and as entering nonclassroom setting.
3. Actively supervise by continuously moving, scanning area, and interacting with as many different students as possible.
4. Provide specific acknowledgements and contextually appropriate positive reinforcement for displays of expected behavior and routines.

When and where should this practice be used?

Active supervision strategies should be used in all non-classroom settings where instruction is not available to engage students and facilitate classroom management, for example, hallways, cafeteria, playgrounds, assemblies, dances, sporting events, field trips, bathrooms, buses, and parking lots.

How do I put this practice in place?

For students

1. Leadership team identifies nonclassroom settings of school.
2. Leadership team and staff determine expected behaviors and routines for each nonclassroom setting.

3. Leadership team develops teaching matrix for teaching expected behaviors and routines for each nonclassroom setting.
4. Leadership team develops and implement schedule for teaching the matrix.
5. All staff implement active supervision practices (prompt, remind, reinforce, interact, scan, move)

For staff

1. Leadership team develop plan for presenting *active supervision* practice to staff.
2. Leadership team presents *active supervision* practice to staff (define, describe, model, practice).
3. Leadership team develops and presents schedule for implementing active supervision.
4. Leadership team prompts, promotes, and reinforces implementation of active supervision.
5. Leadership team monitors implementation integrity and student responsiveness
6. Leadership team provides regular report on implementation integrity and student responsiveness.
7. Leadership team modifies active supervision and implementation to accommodate data.

How do I know if this practice is working?

Practice Implementation Integrity

1. Develop and implement a schedule for regular assessment of implementation integrity.
2. Use *Active Supervision Self-Assessment* to monitor implementation integrity.
3. Provide regular performance feedback to promote implementation integrity.
4. Use data to modify active supervision implementation to improve outcomes.

Practice outcomes

1. Develop/identify measure of problem behavior in nonclassroom settings.
2. Regularly review these data to determine if student responsiveness to active supervision is acceptable.
3. If indicated, make adjustments in implementation.

Active Supervision Self-Assessment¹

Name _____

Date _____

Setting <input type="checkbox"/> Hallway <input type="checkbox"/> Entrance <input type="checkbox"/> Cafeteria Time Start _____ <input type="checkbox"/> Playground <input type="checkbox"/> Other _____ Time End _____		
Tally each Positive Student Contacts	Total #	Ratio ² of Positives to Negatives: _____ : 1
Tally each Negative Student Contacts	Total #	

1. Did I have at least 4 positive for 1 negative student contacts?	Yes	No
2. Did I move throughout the area I was supervising?	Yes	No
3. Did I frequently scan the area I was supervising?	Yes	No
4. Did I positively interact with most of the students in the area?	Yes	No
5. Did I handle most minor violations of behavior expectations quickly and quietly?	Yes	No
6. Did I follow school procedures for handling major violations of behavior expectations?	Yes	No
7. Do I know our school-wide behavior expectations (positively stated rules)?	Yes	No
8. Did I positively acknowledge at least 5 different students for displaying our school-wide behavior expectations	Yes	No
Overall active supervision score: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> 7-8 "yes" = "Super Supervision" 5-6 "yes" = "So-So Supervision" <5 "yes" = "Improvement Needed" </div> <div style="text-align: right;"> # _____ Yes _____ </div> </div>		

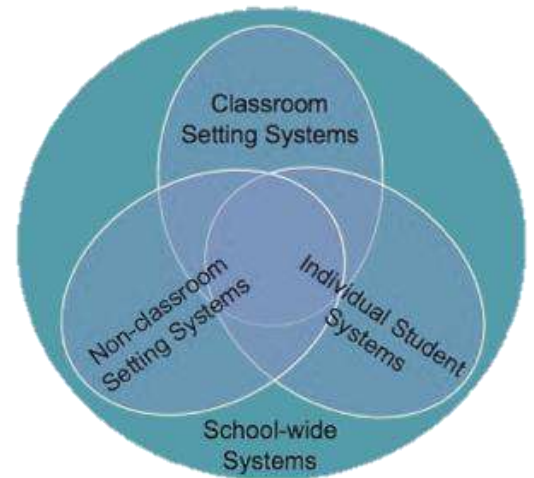
¹ Draft 3-10-04 Sugai

² To calculate, divide # positives by # of negatives.

Sample Classroom/Teacher Interventions

CONSEQUENCE	DESCRIPTION
Conference With Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Conference With Parent(s)	Teacher communicates with student's parent(s) by phone, email, written notes, or person to person about the problem.
In-Class time out	Predetermined consequence for breaking a classroom rule. Short duration (five minutes or less, usually separated from group, but remains in class) and brief withdrawal of attention and other reinforcers (a time for student to reflect on his or her action). Use a timer or some other way of showing end of time-out period. Student simply rejoins group after time out is over. Student must comply with rules of time out. Time out procedure must be taught to students before implementing.
Think Sheet	A PBIS form used to help a student identify negative behavior including space to write a solution for the behavior.
Privilege Loss	Incentives given for positive behavior are lost. <i>Example:</i> Five minutes off recess.
Out-of-Class Time Out	Student is assigned to another supervised environment for a period of time out (e.g., another classroom). Slightly longer duration than in-class time out (30 minutes or less). Student must comply with rules of exclusion time out. Reduction in reinforcement (it should be boring). May include completion of a think sheet. Time-out procedure must be taught to students before implementing.
Apology Restitution	Student makes amends for negative actions. Takes responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
Corrective Assignment Restitution	Completion of a task that compensates for the negative action. Also triggers a desire not to revisit the negative behavior. <i>Examples:</i> clean-up, do something for another person.
Home/ School Plan	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with PBIS practices—emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.
Written Contract	Student, teacher, and parent(s) may formulate a document expressing the student's intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone. It should include incentives but may also include consequences for misbehavior.

Tracking Discipline Referral Patterns to Diagnose School-wide, Classroom and Individual Student Systems



What to Look at: The Key Indicators

- ☐ Total number of discipline referrals
- ☐ Referrals per enrolled student
- ☐ Average referrals per school day per month
- ☐ Location of referrals
- ☐ % of students with 0-1 referrals
- ☐ % of students with 2-6 referrals
- ☐ % of students with six or more referrals
- ☐ % of referrals from the top 5% of students with most referrals

Whole School Improvement is Needed When:

- Total referrals per year per student is high
- Average number of referrals per day is high

Common Area Improvement is Needed When:

- There is a specific area of the school with more referrals

Classroom Management Improvement is Needed When:

- There are more referrals coming from all classrooms
- There are specific classrooms with more referrals

Improvement in Services to Individual Students is Needed When:

- Proportion of Students with 0-1 referrals is low, but the proportion of students with 2-6 referrals is high
- There are students who have received more than 6 referrals
- A few (6%) of students with the most office referrals account for a high percentage of all referrals
- Many suspensions and expulsions

Analyzing Office Discipline Referrals: Which System Needs Improvement?

School	Grades	# of Referrals	Referrals per student	Referrals per day per month	% From Classroom	% with two to six referrals	% From Common Area	% Students with six or more referrals	% from top 5% of students
A	K-5	250	.90	1.5	25	20	32	40	20
B	K-6	331	.50	1.9	28	50	12	1.5	26
C	6-8	3520	3.0	20.6	30	25	65	1	82
D	9-12	1300	.90	7.6	50	15	20	8	38

Whole School System Improvement is Indicated When:

- Referrals per year per student is high
- Average number of referrals per day is high (>2 elementary, >6 middle, >8 high school)
- **Which schools(s) have this need and why?**

Common Area Improvement is Indicated When:

- There is a specific area of the school with a high proportion of all referrals
- 30% or more of all referrals come from a specific setting
- **Which schools(s) have this need and why?**

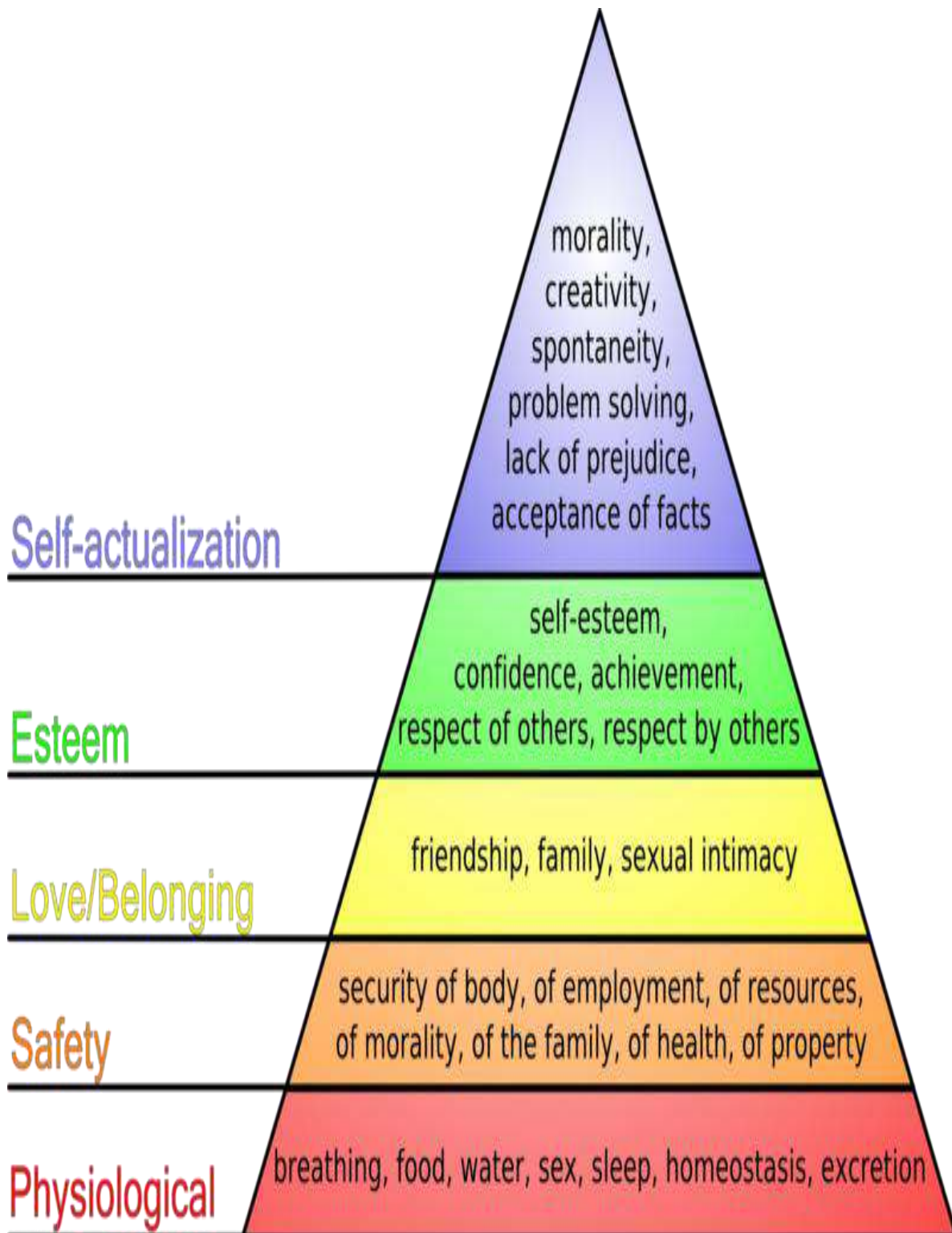
Classroom Management Improvement is Indicated When:

- 40% or more of all referrals come from all classrooms
- There are specific classrooms with more referrals
- **Which schools (s) have this need and why?**

Improvement in Services to Individual Students is Indicated When:

- Proportion of students with 0-1 referrals is low, but the proportion of students with 2 to 6 referrals is high
- There are students who have received >6 referrals
- 5% of students with the most office referrals account for a high percentage of all referrals
- High frequency of suspensions and expulsions
- **Which schools (s) have this need and why?**

Appendix



Jackson Public Schools
Positive Behavior Intervention and Supports
Team Activity Calendar

School Name _____

Principal _____

2015-2016

Month	Activities	Person(s) Responsible	Completion Date
August	Finalize PBIS Tools, present introductory PowerPoint to staff, present PBIS matrix and flowchart to staff, schedule team meetings Present lesson plans and reinforcement system to staff Orient staff to all other PBIS tools Begin implementation; begin student teaching & reinforcement		
September			
October			
November			
December	Schedule January Re-Teaching of Lesson Plans		
January	Review/Evaluate Action Plan		
February			
March			
April	Schoolwide Evaluation Tool (SET)		
May	Effective Behavior Survey online Review/Evaluate Action Plan, Plan orientation for next year		

**Activities such as team meetings, schoolwide celebrations, incentives, special projects, etc. should be placed on the calendar. Completed document should be distributed to chairpersons of other building teams to prevent schedule conflicts.*

Proof of Pride



Date: _____ Location: _____

Student name: _____

Staff name: _____

Circle one: Respectful Responsible Safe

Proof of Pride



Date: _____ Location: _____

Student name: _____

Staff name: _____

Circle one: Respectful Responsible Safe

Proof of Pride



Date: _____ Location: _____

Student name: _____

Staff name: _____

Circle one: Respectful Responsible Safe

Proof of Pride



Date: _____ Location: _____

Student name: _____

Staff name: _____

Circle one: Respectful Responsible Safe

Proof of Pride



Date: _____ Location: _____

Student name: _____

Staff name: _____

Circle one: Respectful Responsible Safe

Proof of Pride



Date: _____ Location: _____

Student name: _____

Staff name: _____

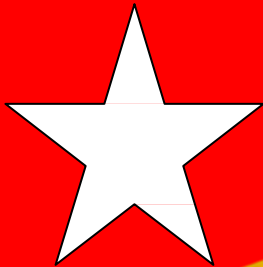
Circle one: Respectful Responsible Safe



AWESOME!

Award

Presented to:

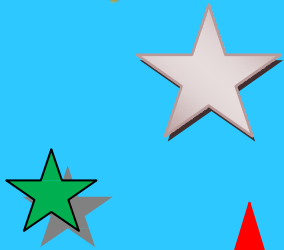


In Recognition for
following

Jackson Public School District
BEHAVIORAL EXPECTATIONS

Signature

Date



PRIDE

Award

Presented to:

In Recognition for
EXCELLENCE in Being Safe,
Respectful, and Responsible

Signature

Date



JACKSON PUBLIC SCHOOL DISTRICT

This certificate is presented to



IN RECOGNITION OF
EXCELLENCE in being
Safe, Respectful, and Responsible



PRIDE Coupon

This CERTIFICATE

Entitles _____

To _____

Authorized by _____

Congratulations!



PRIDE Coupon

This CERTIFICATE

Entitles _____

To _____

Authorized by _____

Congratulations!



School: _____
 Year: _____ Principal: _____

PBIS Schoolwide Reinforcement System

	Reinforcer Name	Brief Description/Criteria for Receiving	Frequency	Evaluation Measure
STUDENTS	<i>Ex: Spartan Bucks</i>	<i>Token economy utilized by all staff</i>	<i>daily</i>	<i>School store attendance</i>
STAFF	<i>Ex: Positive Notes</i>	<i>Anonymous positive notes by peers</i>	<i>weekly</i>	<i>staff feedback</i>

School-wide Incentives Examples

Attendance	Behavior	Course Performance
0 Absences = 3 points (Perfect Attendance)	0 Referrals = 3 points	All A's = 3 points
1 Absence = 2 points (Excused or Unexcused)	1 Referral = 1 point	A's and B's = 2 points
ONLY Excused Absences =1 point	2 Referrals or ISS = Not Okay	Any Combination of A's, B's, and C's = 1 point

"PRIDE" card - Students receive points for **A**ttendance, **B**ehavior, and **C**ourse Performance. Students must have at least one point in each area and at least 6 points to receive a coupon.

Students can earn a "PRIDE" coupon at the end of every grading period.

Rewards include the following:

- Homework pass
- Choose table for lunch
- Restroom Pass
- JPS or school athletic event admission
- PRIDE card event
- Sit with any grade in morning

* "PRIDE Gold" card – students who receive 9 points total – they get rewards listed above and extra rewards during nine weeks

The following table will address what PBIS is not and what it is.

<u>PBIS is not:</u>	<u>PBIS is:</u>
...a canned program in a box for purchase.	...a 3-5 year training commitment to address proactive systems changes in the "way schools do business."
...throwing out the baby with the bathwater.	...a way of taking all the great initiatives already implemented in the school and tying them together into a framework that works toward a common language, common practice, and consistent application of positive and negative reinforcement.
...being sickeningly sweet to children and giving them stickers.	...teaching, modeling, practicing, and rewarding appropriate behavior and having clear consequences for targeted behaviors.
...ignoring inappropriate behavior.	...achieving full staff "buy-in" on consistent implementation of office discipline referrals. If it is not okay to cuss in classroom "A", then it will not be okay to cuss in classroom "B".
...something a bunch of people made up for the new pendulum to swing in the educational field.	...rooted in evidence based practices which adults use to respond to the interventions needed to address behavioral and academic competence for each and every student.
...a one shot training or "Spray and Pray" seminar.	...this training is based on the needs of each educational unit; which is why the teams are requested to commit to a 3-5 year training schedule based on the unique needs of their school community. Teams also consist of a representative sample of the school.



Planning for 2015-2016 Year

Planning is one of the most important tasks for the PBIS team. As the school year begins, remember that PBIS will be one of the first things you review with students. Below is a list of items to begin thinking about for this year.



Plan Ahead

Be Ready for PBIS Kick-Off (First 2 weeks)

Update, Obtain, and Organize materials

Create Rules Posters, Acknowledgment tickets, handbook

Have “PBIS Kick Off” schedule ready to go

The team might need to schedule a summer meeting to finalize plans for the Kick-off

Kick-off Assembly

Make it FUN & memorable for students & staff

Introducing School rules & Programs

Should be more than 1 day/ 1 assembly, make part of every day for the first 2-3 weeks

Use charismatic people in school

Develop a Schedule for Teaching Expectations

Teach expectations & routines across settings

Particularly recess & cafeteria

Training Staff for Implementation

Plan Ahead

Schedule time during Pre-service week to train staff on PBIS implementation

Teach a Behavioral Lesson to staff, so they can understand what it will look like

Make the lesson fun and engage staff (still working on buy-in & creating a buzz)

Model lesson as if you’re teaching it to students OR teach Safe/Responsible &

Respectful with counter/sink in staff lunchroom

Also use the lesson to help them understand what student lessons will look like

Brainstorm for Parent Involvement in PBIS

Brainstorm for Parent Involvement & Introduction to PBIS

Include Parents on the PBIS team

Send home information

Include or update PBIS in the Parent/student handbook

Integrate PBIS into “Back to School” night

Teach parents a PBIS lesson & hand out tickets for good behavior, hold a drawing

Use parent volunteers during PBIS Kick-off in first week of school

Make sure volunteering parents can use school acknowledgement system & know the rules

Publicize in Website, newsletter, etc.

Role of PBIS Team

Decision Making – discuss problem areas, look at referral data & develop interventions to address problem areas

Plan ongoing monthly meetings

Individual Student Systems

Classroom Support Systems

Non-classroom Support systems

Extending School-wide Programs

Collaborate with After-School programs

Improve routines in the lunch room & recess

Increase involvement of lunch/recess supervisors & para-educators on PBIS team

Sub packets - provide overview of PBIS & school programs. Make acknowledgment tickets from subs “GOLDEN” different color with additional value



School-wide Benchmarks of Quality (BoQ): SCORING FORM (Revised)

School _____
 PBIS Team _____

Principal _____
 Date _____

Directions: The school leadership team completes the Benchmarks of Quality (BoQ) together by using the *BoQ Scoring Guide* to discuss each item and then come to a consensus on the final score for each item. Scores are recorded on this *Scoring Form* below, and then submitted to the RtI/PBIS Office Quarterly. After calculating the scores, teams will review the BoQ Total Score and Subscale Reports and develop an action plan to address areas of need.

Critical Elements	Item	Score			
PBS Team	1. Team has administrative support	3	2	1	0
	2. Team has regular meetings (at least monthly)		2	1	0
	3. Team has established a clear mission/purpose			1	0
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing		2	1	0
	5. Faculty are involved in establishing and reviewing goals		2	1	0
	6. Faculty feedback is obtained throughout the year		2	1	0
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format		2	1	0
	8. Discipline process includes documentation procedures			1	0
	9. Discipline referral form includes information useful in decision making		2	1	0
	10. Problem behaviors are defined	3	2	1	0
	11. Major/minor behaviors are clearly differentiated		2	1	0
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0
Data Entry & Analysis Plan Established	13. Data system is used to collect and analyze ODR data	3	2	1	0
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			1	0
	15. Data analyzed by team at least monthly		2	1	0
	16. Data shared with team and faculty monthly (minimum)		2	1	0
Expectations & Rules Developed	17. 3-5 positively stated school-wide expectations are posted around school	3	2	1	0
	18. Expectations apply to both students and staff	3	2	1	0
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)		2	1	0
	20. Rules are linked to expectations			1	0
	21. Staff are involved in development of expectations and rules		2	1	0
Reward/Recognition Program Established	22. A system of rewards has elements that are implemented consistently across campus	3	2	1	0
	23. A variety of methods are used to reward students		2	1	0
	24. Rewards are linked to expectations and rules	3	2	1	0
	25. Rewards are varied to maintain student interest		2	1	0
	26. Ratios of acknowledgement to corrections are high	3	2	1	0
	27. Students are involved in identifying/developing incentives			1	0
	28. The system includes incentives for staff/faculty		2	1	0

School-wide Benchmarks of Quality (BoQ): SCORING FORM (Revised)

Critical Elements	Item	Score			
Lesson Plans for Teaching Expectations/ Rules	29. A behavioral curriculum includes teaching expectations and rules		2	1	0
	30. Lessons include examples and non-examples			1	0
	31. Lessons use a variety of teaching strategies		2	1	0
	32. Lessons are embedded into subject area curriculum		2	1	0
	33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			1	0
	34. Strategies to share key features of SWPBS program with families/community are developed and implemented			1	0
Implementation Plan	35. A curriculum to teach the components of the discipline system to all staff is developed and used		2	1	0
	36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered		2	1	0
	37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered	3	2	1	0
	38. Booster sessions for students and staff are planned, scheduled, and delivered		2	1	0
	39. Schedule for rewards/incentives for the year is planned			1	0
	40. Plans for orienting incoming staff and students are developed and implemented		2	1	0
	41. Plans for involving families/community are developed & implemented			1	0
Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.		2	1	0
	43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)		2	1	0
	44. Expected behavior routines in classroom are taught		2	1	0
	45. Classroom teachers use immediate and specific praise		2	1	0
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		2	1	0
	47. Procedures exist for tracking classroom behavior problems		2	1	0
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered		2	1	0
	49. Students and staff are surveyed about PBS		2	1	0
Evaluation	50. Students and staff can identify expectations and rules		2	1	0
	51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately	3	2	1	0
	52. Staff use reward system appropriately	3	2	1	0
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan	3	2	1	0

Scoring the Benchmarks of Quality:

$\frac{\quad}{107} = \quad$ Benchmarks Score
 Total pts. / 107

School-wide Benchmarks of Quality (BoQ): Action Plan Form

School _____
PBIS Team _____

Principal _____
Date _____

Directions: After completing the BoQ, teams review the BoQ Total Score and Subscale Reports and develop an action plan to address areas of need.

Critical Elements	Item	Scoring				
PBS Team	1. Team has administrative support	3	2	1	0	
	2. Team has regular meetings (at least monthly)		2	1	0	
	3. Team has established a clear mission/purpose			1	0	
	Our Needs					
	Action Plan		Who	When	Completed	
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing		2	1	0	
	5. Faculty are involved in establishing and reviewing goals		2	1	0	
	6. Faculty feedback is obtained throughout the year		2	1	0	
	Our Needs					
	Action Plan		Who	When	Completed	
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format		2	1	0	
	8. Discipline process includes documentation procedures			1	0	
	9. Discipline referral form includes information useful in decision making		2	1	0	
	10. Problem behaviors are defined	3	2	1	0	
	11. Major/minor behaviors are clearly differentiated		2	1	0	
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0	
	Our Needs					
	Action Plan		Who	When	Completed	

Critical Elements	Item	Scoring			
Data Entry & Analysis Plan Established	13. Data system is used to collect and analyze ODR data	3	2	1	0
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			1	0
	15. Data analyzed by team at least monthly		2	1	0
	16. Data shared with team and faculty monthly (minimum)		2	1	0
	Our Needs				
	Action Plan	Who	When	Completed	

Expectations & Rules Developed	17. 3-5 positively stated school-wide expectations are posted around school	3	2	1	0
	18. Expectations apply to both students and staff	3	2	1	0
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)		2	1	0
	20. Rules are linked to expectations			1	0
	21. Staff are involved in development of expectations and rules		2	1	0
	Our Needs				
	Action Plan	Who	When	Completed	

Reward/ Recognition Program Established	22. A system of rewards has elements that are implemented consistently across campus	3	2	1	0
	23. A variety of methods are used to reward students		2	1	0
	24. Rewards are linked to expectations and rules	3	2	1	0
	25. Rewards are varied to maintain student interest		2	1	0
	26. Ratios of reinforcement to corrections are high	3	2	1	0
	27. Students are involved in identifying/developing incentives			1	0
	28. The system includes incentives for staff/faculty		2	1	0
	Our Needs				
	Action Plan				
		Who	When	Completed	

[illegible][illegible]

Critical Elements	Item	Scoring			
Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.		2	1	0
	43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)		2	1	0
	44. Expected behavior routines in classroom are taught		2	1	0
	45. Classroom teachers use immediate and specific praise		2	1	0
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		2	1	0
	47. Procedures exist for tracking classroom behavior problems		2	1	0
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered		2	1	0
	Our Needs				
	Action Plan		Who	When	Completed

Evaluation	49. Students and staff are surveyed about PBS		2	1	0
	50. Students and staff can identify expectations and rules		2	1	0
	51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately	3	2	1	0
	52. Staff use reward system appropriately	3	2	1	0
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan	3	2	1	0
	Our Needs				
	Action Plan		Who	When	Completed

HIPPOCRATIC OATH OF TEACHERS

I solemnly pledge to fulfill, to the best of my ability and judgment, this covenant:

- I solemnly pledge to dedicate my life to the arts and sciences of Education.
- I will practice my profession with conscience and dignity; the well-being of my students will be my primary concern.
- I will maintain by all the means in my power the honor of my profession. I will honor the position of parents and the community and uphold the sacred public trust that has been given to me.
- I will respect the privacy of students; I will teach toward meeting individual needs and abilities. I will accept all engaged in education and regard all as my colleagues; I will not permit considerations of religion, nationality, race, party politics, social standing, sexual orientation, or the monetary rewards received from my labors to intervene between my duty to my students and the profession.
- In all of my actions I will maintain utmost respect for human dignity, freedom, and equality. I will always respect the teacher-student relationship and hold human caring and consideration as fundamental values.
- I believe that every teacher should realize the dignity of the calling; and will work to develop my faculties and advance my own intellectual and moral growth. I believe that the teacher is engaged, not simply in the training of individuals, but in the formation of more just and humane world.
- I make this promise solemnly, freely, and upon my honor for as long as I am engaged in Education. --[Sethhalvorson](#) 13:04, 19 May 2007 (EDT)

