



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.”***



# Contents

---

INTRODUCTION .....	4
WHAT IS SCHOOL-WIDE PBIS? .....	5
DEFINITION .....	5
MULTI-TIER SUPPORT .....	6
SPECIFIC PRACTICES AND SUPPORTS .....	7
THE 2016-17 RTI <sup>2</sup> / PBISTEAM .....	8
PURPOSE STATEMENT .....	8
TEAM MEMBERS & ROLE DESCRIPTION .....	8
FACILITATION .....	8
2016-2017 MEETING DATES .....	8
RESPECTING STUDENTS .....	9
HOW TO MANAGE YOUR CLASSROOM EFFECTIVELY .....	11
CLASSROOM RULES MATRIX .....	12
CHAMPS. ....	13
CHAMPS ACTIVITY WORKSHEET .....	16
CHAMPS ACTIVITY WORKSHEET EXAMPLES .....	17
BEHAVIORAL EXPECTATIONS .....	22
JPS SCHOOL-WIDE BEHAVIOR MATRIX (BLANK) .....	23
JPS SCHOOL-WIDE BEHAVIOR MATRIX (EXAMPLE) .....	24
SCHEDULE FOR TEACHING BEHAVIOR (LESSON PLANS) .....	27
FOCUS TEACHING SCHOOL-WIDE BEHAVIORAL EXPECTATIONS .....	31
LESSON PLANS .....	32
SYSTEM FOR ACKNOWLEDGING BEHAVIOR .....	78
ACKNOWLEDGEMENT GUIDELINES .....	79
MONTHLY PBIS ASSEMBLIES .....	80
ASSEMBLY SCHEDULE .....	80
SAMPLE MENU OF REWARDS .....	89
SYSTEM FOR CORRECTING BEHAVIOR .....	91
CORRECTION GUIDELINES .....	91
PBIS - CORRECTING BEHAVIOR FLOW CHART .....	93
RESTORATIVE QUESTIONS THINK SHEET .....	95
REFLECTION INTERVIEW .....	96
OFFICE DISCIPLINE REFERRAL .....	97
ACTIVE SUPERVISION GUIDELINES .....	98
TRACKING DISCIPLINE REFERRAL PATTERNS .....	103
APPENDIX .....	105
PBIS TEAM ACTIVITY CALENDAR .....	107
PBIS – SCHOOLWIDE REINFORCER SYSTEM .....	113
WHAT PBIS IS AND IS NOT .....	115
PLANNING FOR 2018-2019 YEAR .....	116
MULTI-TIERED SUPPORT IMPLEMENTATION CHECKLIST .....	119
DISCIPLINE DATA ANALYSIS FORM .....	124
TIPS (PBIS) MEETING FORM .....	127
HIPPOCRATIC OATH FOR TEACHERS .....	130

# Introduction

---

July 2018

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 nine 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.



It begins  
with ME

# What is School-wide PBIS?

---

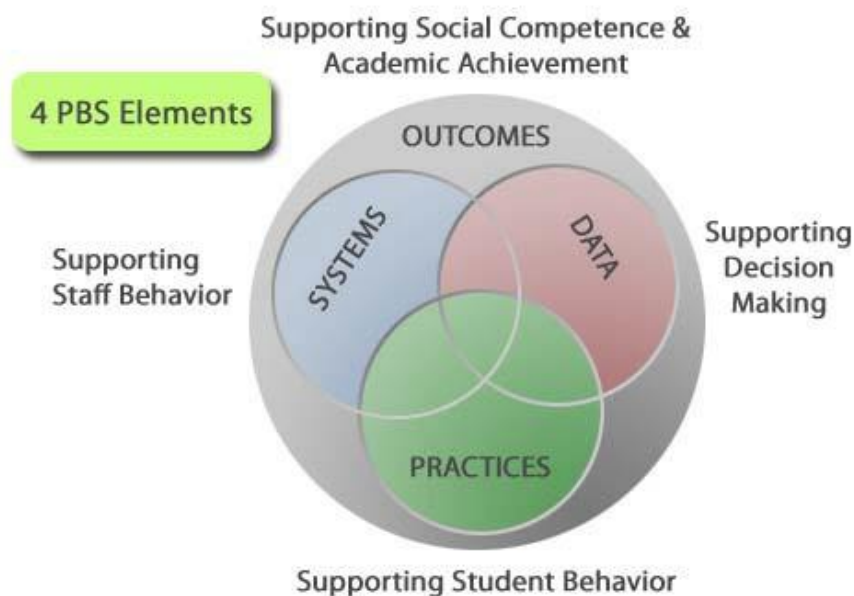
## Definition

---

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, is preventative, and it changes the paradigm of focus from negative behaviors to positive expectations and interactions.

There are four main elements in SW-PBIS:

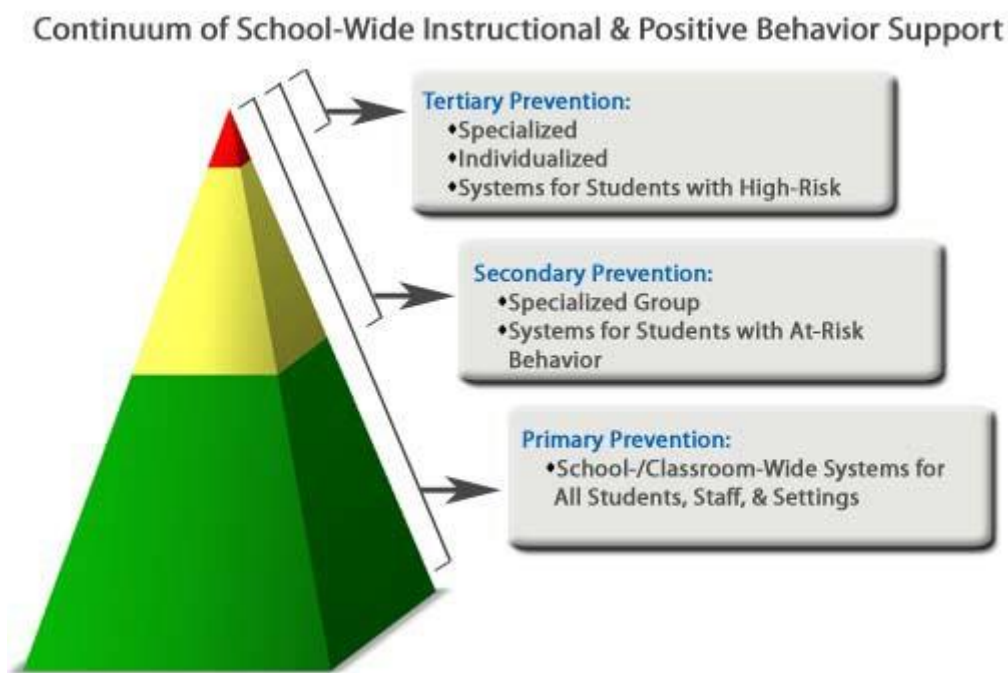
- Customized practices to support student behavior, such as defining and teaching appropriate behavior
- Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- Data-based decision making, which is the corner stone of the behavior problem-solving 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

- RtI<sup>2</sup>/ PBIS Team
- RtI<sup>2</sup>/PBIS Department

### **For more information:**

- A short video about SW-PBIS:  
[http://www.pbis.org/swpbs\\_videos/pbs\\_video-creating\\_the\\_culture.aspx](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 2018-2019 MTSS- RTI<sup>2</sup>/ 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

Amanda Thomas, MTSS Director, Student Academic & Behavioral Support

Cora Holland, TFL Interventionist Specialist

Twanda Leggin, TFL Interventionist Specialist

Ettatina Myles, TFL Interventionist Specialist

Loran Taylor, TFL Interventionist Specialist

## 2018-2019 Meeting Dates:

August		
September		
October		
November		
December		
January		
February		
March		
April		
May		





September 2011 | Volume 69 | Number 1

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.

## Managing 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 is comprised of multiple components like seating, transitions, engagement, and 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 combined with a defined structure helps to create an environment that is orderly. 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 4-5 basic behavioral guidelines for the year and to describe what each behavior, such as attentive listening, looks like. When students participate in determining these guidelines it increases their buy in.
- **Establish a routine for starting class.** Post a problem or a writing exercise on the board that students will begin as soon as they enter the classroom. Also, create ways to take attendance without calling roll such as using a seating chart.
- **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 collaboration. 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.** A high-quality curriculum is an effective method of discipline. Students who feel that they belong, have a voice, and understand classroom routines are more engaged. Engagement keeps them on task and lessens opportunity for misbehavior.

## 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.

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 (4 positive interactions to every 1 negative interaction).
- ☐ 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:** \_\_\_\_\_

<b><u>Conversation</u></b> <ul style="list-style-type: none"><li>• Can students talk with each other?</li><li>• If so, about what?</li><li>• To whom?</li><li>• How many can be involved?</li><li>• How long should conversation last?</li></ul>	
<b><u>Help</u></b> <ul style="list-style-type: none"><li>• How should students get questions answered during this activity?</li><li>• How should students get the teacher's attention?</li><li>• If the students have to wait for help, what should they do while waiting?</li></ul>	
<b><u>Activity</u></b> <ul style="list-style-type: none"><li>• What is the expected end product of the activity (It may vary from day to day)?</li><li>• What should students do after finishing the activity?</li></ul>	
<b><u>Movement</u></b> <ul style="list-style-type: none"><li>• Can students get out of their seats during this activity?</li><li>• If "yes," acceptable reasons include:<ul style="list-style-type: none"><li><input type="checkbox"/> Pencil</li><li><input type="checkbox"/> Restroom</li><li><input type="checkbox"/> Drink</li><li><input type="checkbox"/> Hand in/pick up materials</li><li><input type="checkbox"/> Other: _____</li></ul></li><li>• Do they need permission from you?</li></ul>	
<b><u>Participation</u></b> <ul style="list-style-type: none"><li>• What behaviors show that students are participating fully and responsibly?</li><li>• What behaviors show that a participant is not participating?</li></ul>	

Adapted from CHAMPs®, A Proactive and Positive Approach to Classroom Management, Discipline in the Secondary Classroom and materials developed by Teaching Strategies ©

## **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. Wandering 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; wandering around the room; looking somewhere other than at own work](#)

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

# Behavioral Expectations

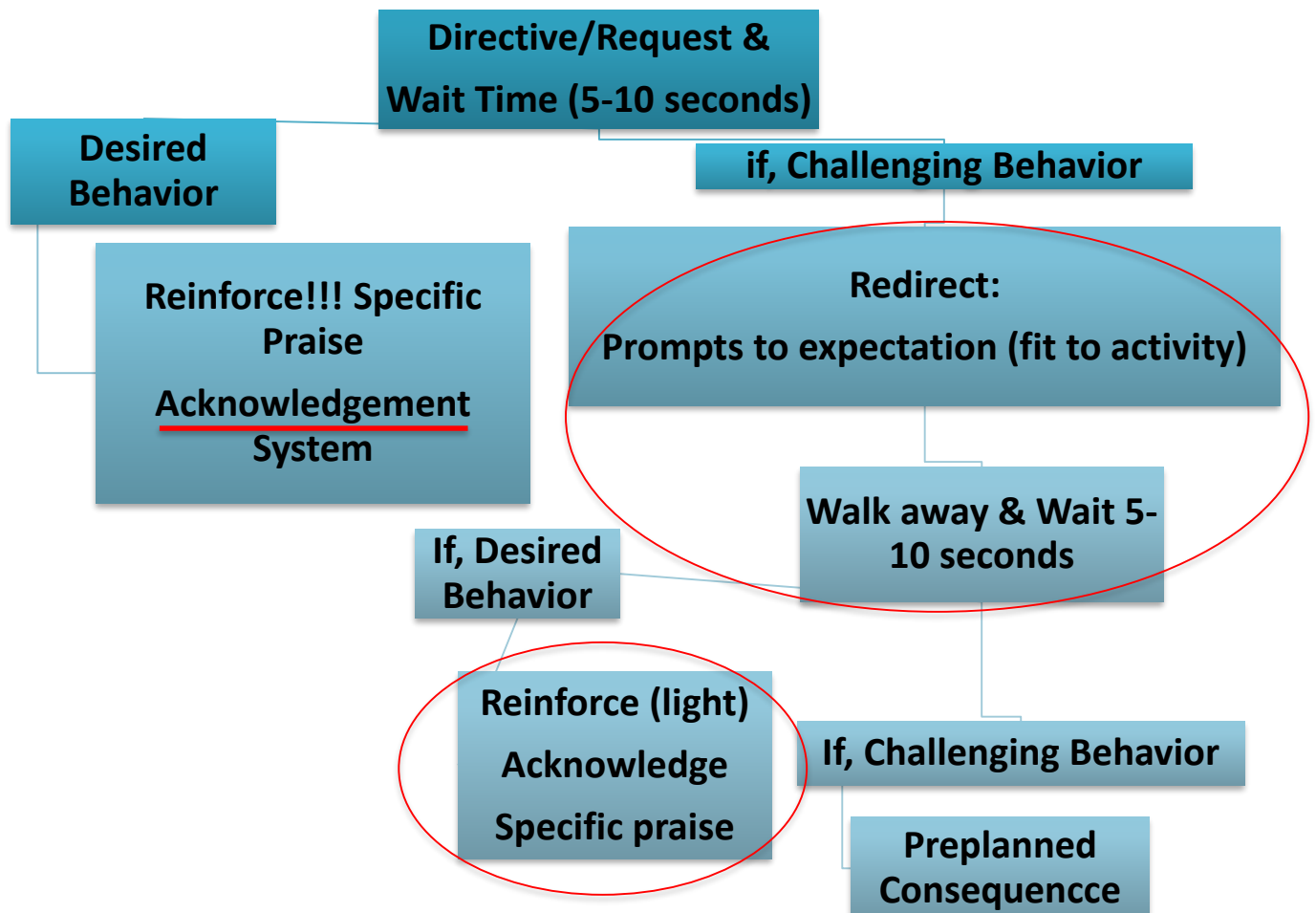
**Behavioral expectations:** The Jackson Public School District has three behavioral expectations for all schools: Be Safe, Be Respectful, and Be Responsible.

**Behavior matrix:** This is 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:** This is what the behavioral expectations look like in a particular school-wide setting, event, or classroom routine.

**Procedures:** These are 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 				
<b>Be Safe...</b> 				
				
<b>Be Respectful...</b> <b>Be Responsible...</b> 				



## JPS School-wide Behavior Matrix (Example)

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

## JPS School-wide Behavior Matrix (Example)

	<b>Cafeteria</b> 	<b>Hallway</b> 	<b>Learning Environment</b> 	<b>Restroom</b> 	<b>Assemblies</b> 	<b>Playground</b> 	<b>Bus</b> 
<b>Be Safe</b> 	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
<b>Be Responsible</b> 	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
<b>Be Respectful</b> 	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.

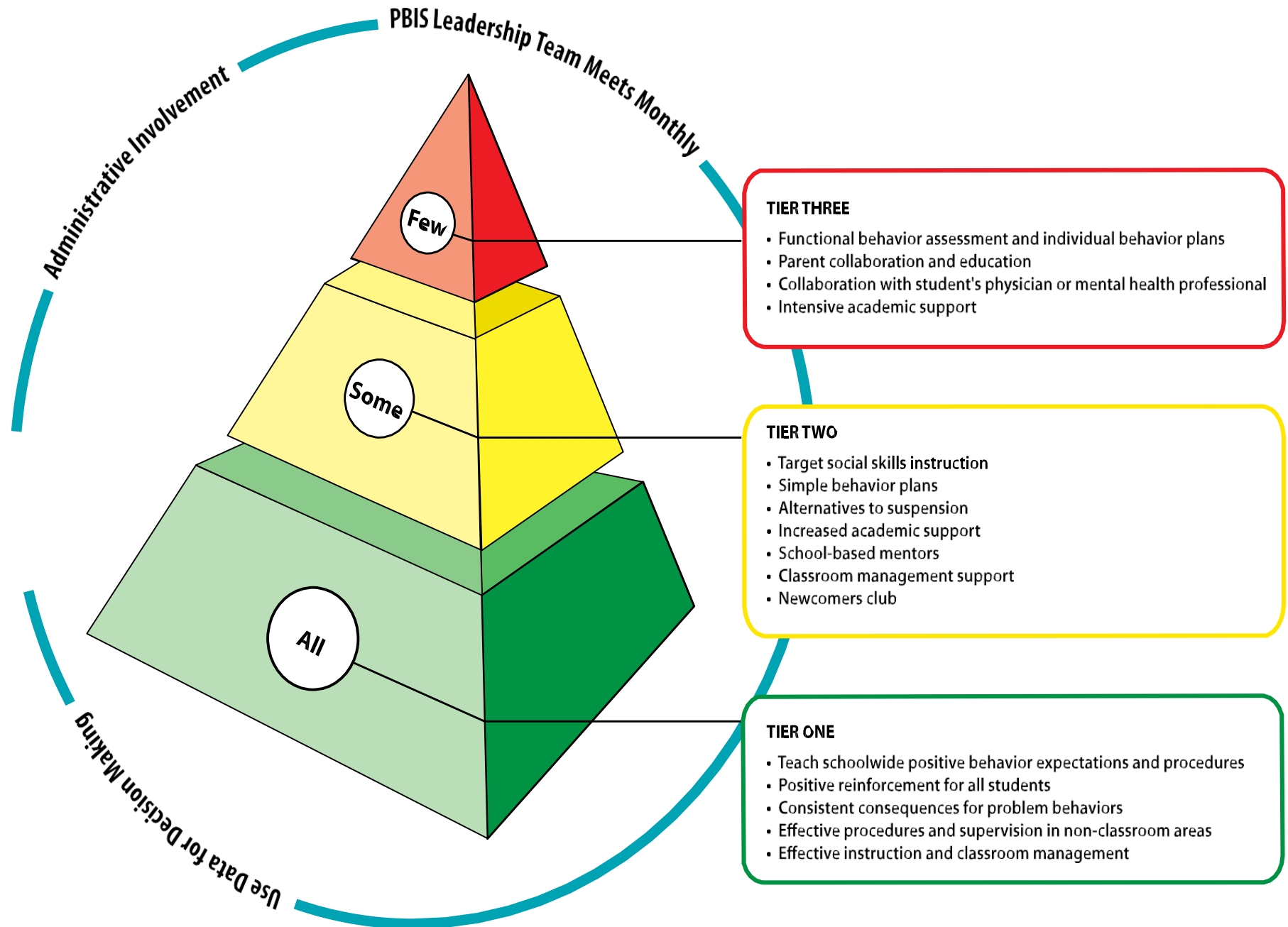
*Changing the World...One Student at a Time!*

# JACKSON PUBLIC SCHOOL DISTRICT TRANSPORTATION

## Behavior Expectations

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

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



# Schedule for Teaching Rules & Procedures

### First Quarter

- Teach school-wide 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. The 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.
- Teach as needed based on data.

### Review/Reteach School-wide and Classroom Behavioral Expectations:

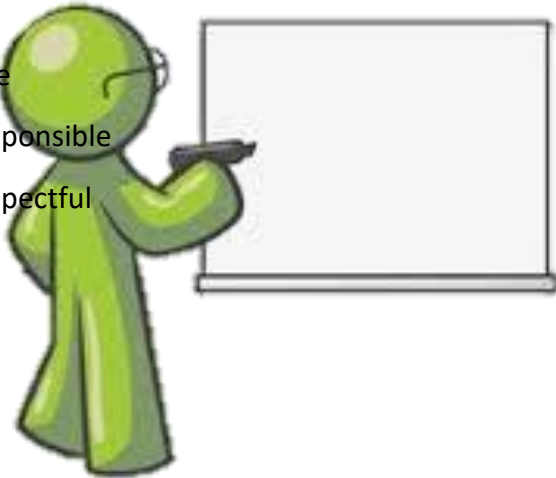
- November 26, 2018 (After Thanksgiving Break)
- January 8, 2019 (After Winter Break)
- March 18, 2019 (After Spring Break)
- April 23, 2019 (After Second Semester Break/Easter Break)

## Lesson Plans

---

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

Be Safe  
Be Responsible  
Be Respectful



### “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 analyze each school-wide expectation and split them into 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 expectation 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 that the 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
- ✓ Directives 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 that 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 being proactive with 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

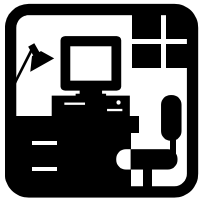
### References

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		
<b>Model expected behavior (I do):</b> Teacher(s) model or read following scenarios. The teacher discusses why scenario is an example of _____ behavior.)		
<b>Lead students through behavior (We do):</b> Teacher(s) present following scenario. Students will discuss why the scenarios are an example of _____ behavior.		
<b>Test to ensure students understand behavior (You do):</b> 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"><li>As we get off the bus, we move quietly to our assigned morning place at school.</li><li>When we walk into the classroom, we quietly put our belongings away and begin our morning work.</li></ul>	<ul style="list-style-type: none"><li>As we get off the bus, we stop and talk to our friends.</li><li>When we arrive at school, we wait in the hall for our friends so we can go to breakfast together.</li></ul>

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

## 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	Non-examples
<ul style="list-style-type: none"><li>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.</li></ul>	<ul style="list-style-type: none"><li>When Jessica was sharing her ideas with her friends, she was shouting and laughing loudly.</li></ul>

## 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 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.



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

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

#### **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 thereof). 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"><li>• Arrive with appropriate materials</li><li>• Read directions and test items</li><li>• Use test-taking strategies</li><li>• Stay awake and focused</li></ul>	<ul style="list-style-type: none"><li>• Come in without materials</li><li>• Mark any answer</li><li>• Fall asleep during testing</li></ul>

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

#### **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 thereof). 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"><li>As Rosalind got to the playground, she looked to see if anyone was on the swings before she moved toward them to swing.</li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>

## 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	Non-examples
<ul style="list-style-type: none"><li>As Jason goes through the lunch line, he politely tells the cafeteria worker his choices for lunch.</li><li>When Ms. Fisher’s class completes lunch, they clean around their trays and carefully stand up holding their trays with two hands.</li></ul>	<ul style="list-style-type: none"><li>As Sophia goes through the lunch line, she pushes her tray into the tray of the student in front of her.</li><li>Johnathan throws his fork in the window trying to make a goal on an empty tray.</li><li>Margaret asks for Susan’s milk because she knows Susan can’t drink milk.</li></ul>

## 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 you 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 you 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 being \_\_\_\_\_ 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 for 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. Use 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.

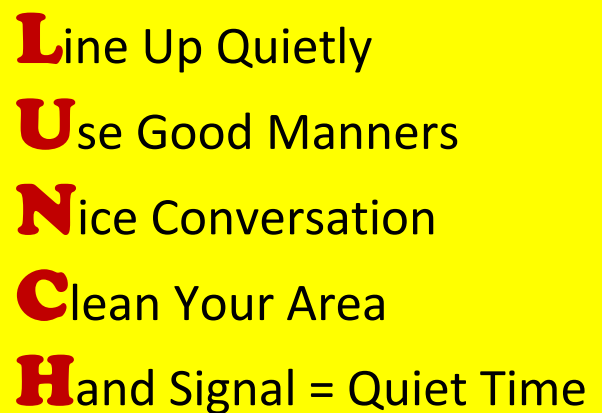

Students should form three groups. Each group will be responsible for developing a three-minute role play demonstrating Be Safe, Be Respectful and Be Responsible in the cafeteria. Each group should have students observe the role play and record specific examples of the assigned expectation. Each group 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.*



**L**ine Up Quietly  
**U**se Good Manners  
**N**ice Conversation  
**C**lean Your Area  
**H**and 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"><li>Carefully walking</li><li>Watching for movement of others</li><li>Noticing the floor – checking for liquids or objects on the floor</li></ul>	<ul style="list-style-type: none"><li>Running through the door</li><li>Pushing others in line</li><li>Skiping to put trash away</li><li>Rushing out the cafeteria door to class</li></ul>

## 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"> <li>• 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.</li> <li>• Students should take the envelope that is hanging with the sign and sit with their group. They should not open the envelope.</li> <li>• 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).</li> </ul>
Discussion	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Next, lead a discussion on the consequences of bus misbehavior especially how “playing” can lead to bigger problems or even an accident.</li> </ul>
Group Work	<ul style="list-style-type: none"> <li>• 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. The group will determine how they will do change the behavior and present it to the class:</li> <li>• Actor- perform a skit</li> <li>• Writer- write a poem or short story</li> <li>• Artist- create a poster or picture</li> <li>• Musician- write a song or rap</li> </ul>
Sharing	<ul style="list-style-type: none"> <li>• Give students the opportunity to share what they did in their groups.</li> </ul>
Discussion	<ul style="list-style-type: none"> <li>• Review “PBIS on the Bus”</li> <li>• Let students know that they can report bus problems to appropriate personnel: drivers, teachers, counselors, administrators.</li> <li>• 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.</li> </ul>



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

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

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

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

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

### **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 thereof. 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"><li>• Waiting patiently</li><li>• Picking up trash</li><li>• Using talk &amp; squawk</li><li>• Staying in your seat</li></ul>	<ul style="list-style-type: none"><li>• Getting up and walking around</li><li>• Being impatient and cutting in line</li><li>• Leaving trash behind, dropping trash</li><li>• Telling without trying to work things out</li></ul>

#### **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 it out? (talk it out: 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 thereof. 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"><li>• Hands to yourself, unless playing tag</li><li>• Follow equipment use instructions</li><li>• Follow the playground procedures</li></ul>	<ul style="list-style-type: none"><li>• Pushing</li><li>• Throwing snow</li><li>• Walking up the slide</li><li>• Jump off the slide</li><li>• Stand on the slide</li><li>• Jump off equipment</li><li>• Twisting on the swings</li></ul>

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

#### **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"><li>• Pick up trash</li><li>• Wait patiently for your turn on the equipment</li><li>• Use talk it out, compromise, share and take turns</li></ul>	<ul style="list-style-type: none"><li>• Leaving trash on the ground</li><li>• Pushing</li><li>• Angry yelling</li><li>• Tattling</li></ul>

#### **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 it out, compromise, and share/take turns?
- Is it okay to pick up trash?
- Is it okay to wait patiently for the equipment?
- Is it okay to push?
- Is it okay to ask for help?

(You can do unison response or individual turns or a combination thereof. 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

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

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

#### **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 thereof. 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"><li>• Class sits in designated spot</li><li>• Students sit with their class</li><li>• After the class’s turn, class returns to the designated spot</li></ul>	<ul style="list-style-type: none"><li>• Class sits anywhere</li><li>• Students sit anywhere</li><li>• After the class’s turn, the class roams</li></ul>

#### **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 thereof. 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"><li>• Using the hand washing procedure</li><li>• Flushing the toilet</li><li>• Walking</li><li>• Using the water to wash our hands</li></ul>	<ul style="list-style-type: none"><li>• Not washing hands</li><li>• Not flushing the toilet</li><li>• Running</li><li>• Tossing the water</li><li>• Splashing the water</li></ul>

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

#### **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 thereof. 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"><li>• Going back to class when you're finished</li><li>• Keeping your voice at level 0 or 1</li><li>• Picking up your own trash</li></ul>	<ul style="list-style-type: none"><li>• Hanging out in the restroom</li><li>• Yelling</li><li>• Throwing trash on the floor</li></ul>

#### **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 thereof. 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"><li>• Keeping hands, feet and objects to yourself</li><li>• Entering and exiting in a line</li><li>• Walking feet</li></ul>	<ul style="list-style-type: none"><li>• Running</li><li>• Touching others</li><li>• Using your shelf marker to touch others</li><li>• Not entering in a line (a mob)</li></ul>

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

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

#### **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 thereof. 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 1<sup>st</sup> 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

- Keep hands, feet, & objects to yourself
  - Keep noise level down
  - Show appropriate responses as needed.

### Responsible

- Be attentive.

### Safe

- 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

- Listen to and obey your teacher.
- Keep hands, feet, & objects to yourself.
- Raise your hand for permission to speak or leave your seat.

### Responsible

- Keep classroom neat and clean.

### Ready

- 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**

- Follow correct flow of traffic.
- Use good table manners.
- Keep noise level down.

### **Responsible**

- Pick up 3 items.
- Throw trash in the garbage.

### **Safe**

- Clean your area before leaving.
- Walk.

**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

- Play safely together.

### Responsible

- Stay in play area.
- Keep playground clean.

### Ready

- 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

Materials Needed: None

Time Allotted: 15-20 Minutes

Review Expectations:

### Respectful

- Follow correct flow of traffic.
- Use good restroom manners.
- Always flush.

### Responsible

- Wash your hands.
- Dispose of paper properly.

### Ready

- Stand quietly in a straight line.
- Wait 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

- Walk quietly on the right side.
- Stay in a straight line.

#### Responsible

- Keep hands, feet, and objects to yourself.

#### Ready

- 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

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. 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), not leaving property alone (i.e., looking over the seat and messing with someone else’s book bag), and 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 not 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., talking 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 applying 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"><li>Wait your turn to load and unload the bus in a prompt and orderly manner.</li></ul>	<ul style="list-style-type: none"><li>Listen to and obey your bus driver and bus rules.</li><li>Keep hands, feet, &amp; objects to yourself.</li><li>Use appropriate language.</li></ul>	<ul style="list-style-type: none"><li>Remain seated at all times.</li><li>Keep noise level down.</li></ul>

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

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 4<sup>th</sup> and 8<sup>th</sup> block 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*.
- 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*.
- 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 2018-2019 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.
- It provides encouragement.
- It provides visual and tangible indicators of progress, success, behavior, performance, etc.
- It increases motivation, buy-in, and sustained effort.
- It gives students goals and milestones to work toward and for.
- It 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 a reward/incentive survey 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. This can be done either quietly or if the student is motivated by peer approval or 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](#) <sup>1</sup>
- [Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done](#) <sup>2</sup>
- [Force Choice Reinforcement Menu.pdf](#) <sup>3</sup>
- [Jackpot! Ideas For Classroom Rewards](#) <sup>4</sup>
- [Non-food Rewards For Kids](#) <sup>5</sup>
- [Free Printable Certificates](#) <sup>6</sup>
- [The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes](#) <sup>7</sup>
- [Rewards Kids Will Crave.pdf](#) <sup>8</sup>
- [Free or Inexpensive Rewards](#) <sup>9</sup>

### Footnotes:

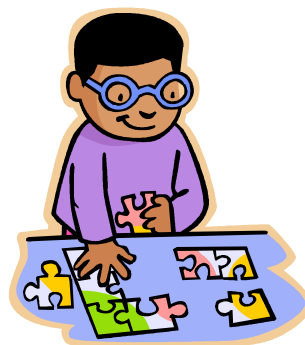
1. The Incredible Art Department (2010). *REMEMBER, A SMILE IS WORTH 1,000 WORDS*. [http://www.princetonol.com/groups/iad/files/praise.htm].
2. Flora, S. R. (2000). Behavior Analyst Online., Gale, Cengage Learning. *Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done*. [http://www.thefreelibrary.com/Praise's+magic+reinforcement+ratio%3A+five+to+one+gets+the+job+done.-a0170112823].
3. Force Choice Reinforcement Menu.pdf Modified by Gable, R. A. (1991) from:  
Cartwright, C. A., & Cartwright, G. P. (1970). *Determining the motivational systems of individual children*. *TEACHING Exceptional Children*, 2:3, 143-149.  
[http://www.spannj.org/BehavioralPresentation/BehavioralPresentation/Student%20Involvement%20%26%20behavior%20problems/Forced%20Choice%20Reinforcement%20menu/Forced%20Choice%20Reinforcement%20Menu.pdf].
4. interventioncentral.org. *Jackpot! Ideas For Classroom Rewards*. [http://www.interventioncentral.org/index.php/rewards/139-jackpot-ideas-for-classroom-rewards].
5. J. G. Hunter, HGIC Information Specialist, and K. L. Cason, Professor, State EFNEP Coordinator, Clemson University. (New 01/07). *Non-food Rewards For Kids*. [http://www.clemson.edu/extension/hgic/food/nutrition/nutrition/life\_stages/hgic4110.html].
6. 123certificates.com. *Free Printable Certificates*. [http://www.123certificates.com/].
7. Astroth, K. A. (1994). *The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. [http://www.joe.org/joe/1994august/tt3.php].
8. Gold Medal School Team, Salt Lake City, UT. (2005). *Rewards Kids Will Crave*. [http://health.utah.gov/obesity/gms/guide/RewardsKids.pdf].
9. Riffel, R. (2008). *100 Free or Inexpensive Rewards for Individual Students: Elementary Level*,  
*60 Free or Inexpensive Rewards for Individual Students: Secondary Level*,  
*35 Free or Inexpensive Rewards for Adults in the Building*. [http://www.google.com/url?sa=t&rct=j&q=site%3Awww.pbis.org%20free%20rewards&source=web&cd=1&ved=0CDUQFjAA&url=http%3A%2F%2Fwww.pbis.org%2Fcommon%2Fcms%2Fdocuments%2FCoach\_Trainer%2FIdeasToShare%2Ffreerewards4studentsnstaff.doc&ei=qZ3lTuS2FInt0gGWnpzABQ&usg=AFQjCNHRjgblR4A-\_\_QXPbLMPk5ifNaG3Q].

# 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 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

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.
  - 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	
<b>Coupons:</b>	<b>Coupons:</b>	<b>Coupons:</b>
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
<b>Special rewards:</b>	<b>Special rewards:</b>	<b>Special rewards:</b>
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.
- Decorate a 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 objective.
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 (MO SW-PBS)*

# Teacher Managed vs Office Managed Behavior Management

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

**NO**

Is Behavior  
Office-  
Managed?

**YES**

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

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

Investigate / analyze possible functions of behavior

Develop intervention – See Code of Conduct, PBIS, RtI<sup>2</sup> Procedures

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

**STEP 1: Must document at least 4 interventions** for behaviors prior to Office Referral for Teacher

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

## Teacher-Managed

Low in intensity, passive non-threatening.

Academic Cheating

Bus Disturbance

Cutting Class

Dress Code Violation

Electronic Device Violation

Excessive Tardiness

Inappropriate Behavior

Late to class/tardy

Leaving Class Without Permission

## Office-Managed

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

Behavior that Threatens the Health, Safety, or Welfare Students/Staff

Assault on Staff/Student

Bomb Threat

Abusive Language Student/Staff

Academic Cheating

Bullying/Cyber Bullying

Alcohol

Arson

Coercion

Cutting Class

Dangerous Instrument

Defiance of School Authority

Drugs/Controlled Substance

Electronic Device Violation

Excessive Tardiness

Extortion

Falsification/Verbal

Fighting/Inflicting Serious Bodily Injury

Forgery

Gambling

Harassment-Sexual

Inappropriate Behavior

Indecent Liberties with a Minor

Initiating or Instigating a Disturbance/Fight

Late To Class/Tardy

Leaving Campus Without Authorization

Leaving Campus Without Authorization

Leaving Class Without Permission

Loitering

Misuse of Technology

Non-Prescription/Prescription Drugs

Offensive/Unwanted Touching Student

Participation in Gang Related Activity

Poisoning

Possession of/Passed along Stolen Property

Possession of Explosives/Incendiary Device

Public Indecency, Lewdness, or Exposure

Rape/Attempted Rape

Robbery

Sexual Assault

Smoking/Possession of Tobacco or Tobacco Products

Stealing

Theft using extortion

Investigate / analyze possible functions of behavior

Conference with student  
Contact Parent

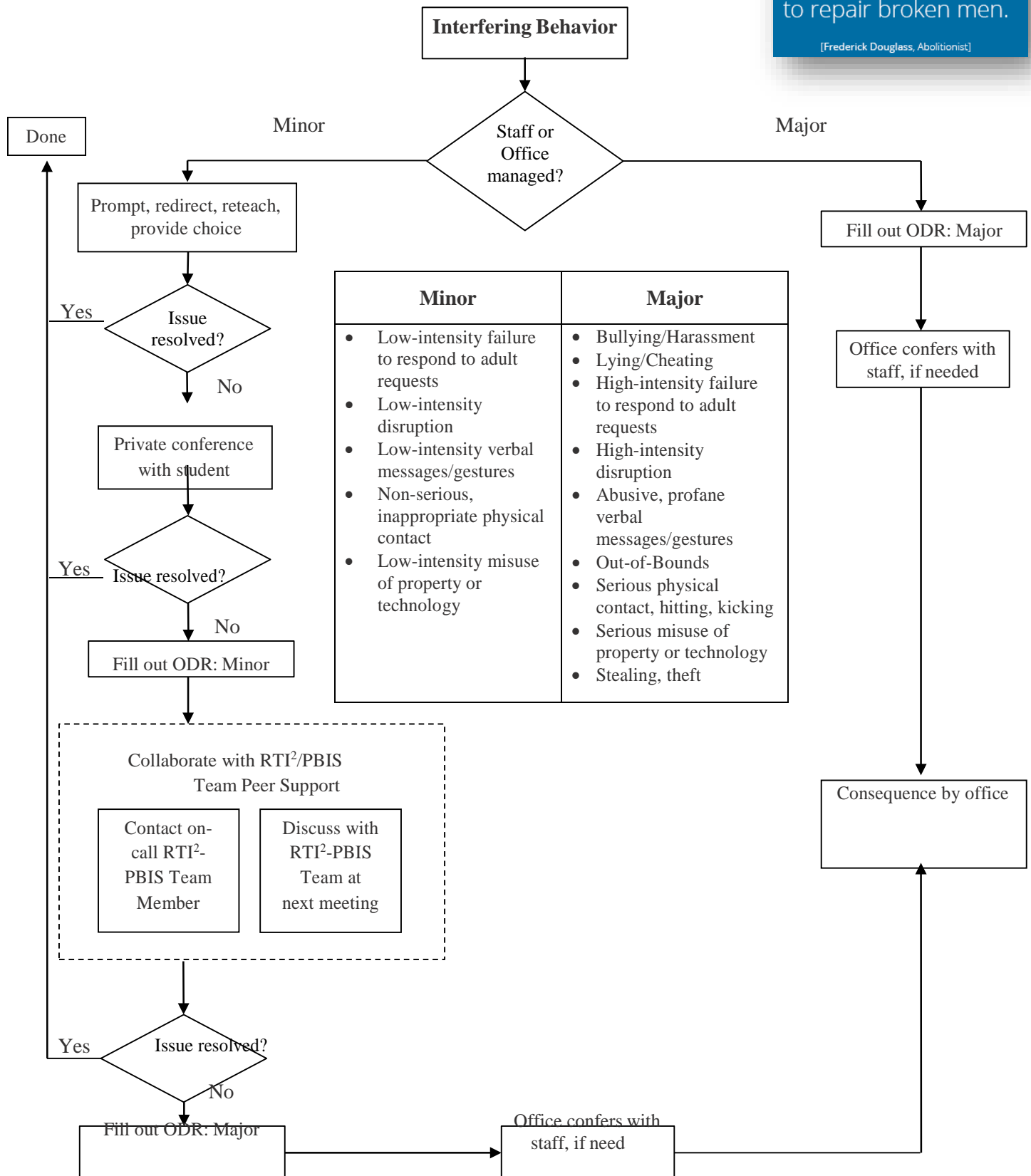
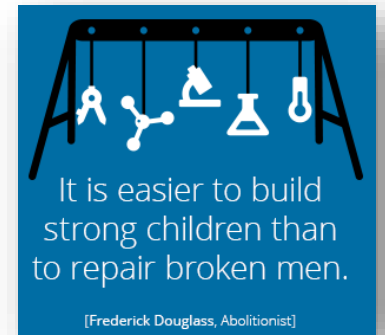
**STEPS 3/4: Mandatory**  
Student Conference  
Parent Contact  
Review or revision of Behavioral Supports  
See JPS Code of Conduct

**STEPS 5/6: 2<sup>nd</sup> ODR**  
Review RtI<sup>2</sup> Supports  
4<sup>th</sup> ODR Refer to School TST/PBIS – Tier II  
7<sup>th</sup> ODR TST/PBIS or IEP Meeting – Revise Support Plan

**STEPS 7/8 ODR: Mandatory**  
Conference student, parent, & administrators;  
Problem solve; & Revise/ Refer Behavior Support  
RtI<sup>2</sup> Intervention/ IEP



## 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)	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>
I spent my time well today. (On-Task & Attentive)	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>
I was a peaceful person today. (Self-Directed and Respectful)	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>	<div style="text-align: center;">Yes      No</div> <p>Student Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teacher Initials: _____</p>



# 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 Office Discipline-Behavior Referral

School Name \_\_\_\_\_

Referral # \_\_\_\_\_

## 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: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM	Referring Staff: _____
Briefly Describe Problem (Attach additional page if necessary):		

<b>Location:</b> <input type="checkbox"/> Classroom Hallway <input type="checkbox"/> Cafeteria Restroom <input type="checkbox"/> Gym <input type="checkbox"/> Library <input type="checkbox"/> Bus Loading Zone <input type="checkbox"/> Bus (# _____) <input type="checkbox"/> Special Event Office <input type="checkbox"/> Common Area Other <input type="checkbox"/> Location (List): _____  <b>Others Involved: Attach reports with names:</b> <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____  <b>Reason for Behavior:</b> <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 Avoid <input type="checkbox"/> Adults <input type="checkbox"/> Unknown Motivation <input type="checkbox"/> Other _____  <b>Provide documentation of interventions</b>	<b>Problem Behavior: (Check one)</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Abusive Language to Staff  <input type="checkbox"/> Abusive Language to Student  <input type="checkbox"/> Academic Cheating  <input type="checkbox"/> Alcohol Possession*  <input type="checkbox"/> Arson (1<sup>st</sup> &amp; 2<sup>nd</sup>)*  <input type="checkbox"/> Assault on Student  <input type="checkbox"/> Assault on Staff***  <input type="checkbox"/> Behavior that Threatens the Health, Safety, or Welfare of Students or Staff  <input type="checkbox"/> Bomb Threat*  <input type="checkbox"/> Bullying/Cyber-Bullying***  <input type="checkbox"/> Coercion (Secondary Level)  <input type="checkbox"/> Cutting Class  <input type="checkbox"/> Dangerous Instruments Possession/Concealment/Sale***  <input type="checkbox"/> Defiance of School Authority  <input type="checkbox"/> Dress Code Violation  <input type="checkbox"/> Drugs/Controlled Substances (Possession, Use, Purchase, and/or Distribute)*  <input type="checkbox"/> Electronic Device Violation  <input type="checkbox"/> Excessive Tardiness  <input type="checkbox"/> Extortion***  <input type="checkbox"/> Falsification - Verbal  <input type="checkbox"/> Fighting/Inflicting Serious Bodily Injury***  <input type="checkbox"/> Forgery  <input type="checkbox"/> Gambling  <input type="checkbox"/> Group Fight  <input type="checkbox"/> Harassment - Sexual  <input type="checkbox"/> Harassment / Intimidation (Students)  <input type="checkbox"/> Harassment / Intimidation (Staff)  <input type="checkbox"/> Homicide***  <input type="checkbox"/> Inappropriate Behavior  <input type="checkbox"/> Indecent Liberties with a Minor*  <input type="checkbox"/> Initiating or Instigating a Disturbance/Fight                         </div> <div style="width: 48%;"> <input type="checkbox"/> Kidnapping***  <input type="checkbox"/> Late to Class/Tardy  <input type="checkbox"/> Leaving School Without Authorization  <input type="checkbox"/> Leaving the Classroom Without Permission  <input type="checkbox"/> Loitering/Student Presence in any Prohibited School Area  <input type="checkbox"/> Misuse of Technology - Including Severe Clause  <input type="checkbox"/> Nonprescription or Non-Controlled Substance (Possession, Use, Purchase, and/or Distribute)  <input type="checkbox"/> Offensive/Unwanted Touching (Staff)  <input type="checkbox"/> Offensive/Unwanted Touching (Student)  <input type="checkbox"/> Participation in Gang-Related Activity***  <input type="checkbox"/> Poisoning***  <input type="checkbox"/> Possession of Explosives/Incendiary Device  <input type="checkbox"/> Possession of Passed Along Stolen Property  <input type="checkbox"/> Public Indecency, Lewdness, or Exposure  <input type="checkbox"/> Rape/Attempted Rape***  <input type="checkbox"/> Reckless Burning /Arson 3<sup>rd</sup> *  <input type="checkbox"/> Robbery***  <input type="checkbox"/> Sexual Assault***  <input type="checkbox"/> Smoking/Possession of Tobacco/Tobacco Products  <input type="checkbox"/> Stealing  <input type="checkbox"/> Tampering with any Fire Safety Device  <input type="checkbox"/> Theft Using Extortion*  <input type="checkbox"/> Threatening Behavior - Staff  <input type="checkbox"/> Threatening Behavior - Student  <input type="checkbox"/> Trespassing*  <input type="checkbox"/> Unlawful Sexual Contact/Battery***  <input type="checkbox"/> Use of Explosives/Incendiary Device  <input type="checkbox"/> Vandalism*  <input type="checkbox"/> Weapon(s) Possession/Concealment/Sell/Purchase***                         </div> </div>
--	---

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

## School Administrator Use Only

Administrative/Strategy/Intervention/Decision		Bus Policy Disposition  <b>Comments:</b>
<input type="checkbox"/> Student Conference <input type="checkbox"/> Administrative Inquiry <input type="checkbox"/> Review of Behavioral Supports <input type="checkbox"/> Restorative Discipline/Practice <input type="checkbox"/> Parent Contact <input type="checkbox"/> Referral to School-Based Counselor <input type="checkbox"/> IEP Committee Mtg. <input type="checkbox"/> Referral to MTSS/PBIS	<input type="checkbox"/> Behavior Contract <input type="checkbox"/> Loss of privileges/restricted from activities <input type="checkbox"/> Detention - Before/After School <input type="checkbox"/> In-School Detention <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Out-of School Suspension <input type="checkbox"/> Expulsion <input type="checkbox"/> Refer to Support Agency	

Revised 7/2017

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, non-contingent
- 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 pro-social behavior in non-classroom settings, that is, where instruction is not available to engage students and facilitate classroom management.

### What are the defining elements or components of this practice?

*Active supervision* is characterized by four main strategies:

1. Directly teach expected behaviors and routines for specific non-classroom setting.
2. Pre-correct, remind, and prompt expected behavior and routine before and as entering non-classroom 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 non-classroom settings of school.
2. Leadership team and staff determine expected behaviors and routines for each non-classroom setting.

3. Leadership team develops teaching matrix for teaching expected behaviors and routines for each non-classroom 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 non-classroom 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-Assessment<sup>1</sup>

Name \_\_\_\_\_

Date \_\_\_\_\_

Setting <input type="checkbox"/> Hallway <input type="checkbox"/> Entrance <input type="checkbox"/> Cafeteria <span style="float: right;">Time Start _____</span> <input type="checkbox"/> Playground <input type="checkbox"/> Other _____ <span style="float: right;">Time End _____</span>		
Tally each Positive Student Contact	Total #	Ratio <sup>2</sup> of Positives to Negatives: _____ : 1
Tally each Negative Student Contact	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
<b>Overall active supervision score:</b> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>           7-8 "yes" = "Super Supervision"            5-6 "yes" = "So-So Supervision"            &lt;5 "yes" = "Improvement Needed"         </div> <div style="text-align: right;">           # _____            Yes _____         </div> </div>		

<sup>1</sup> Draft 3-10-04 Sugai

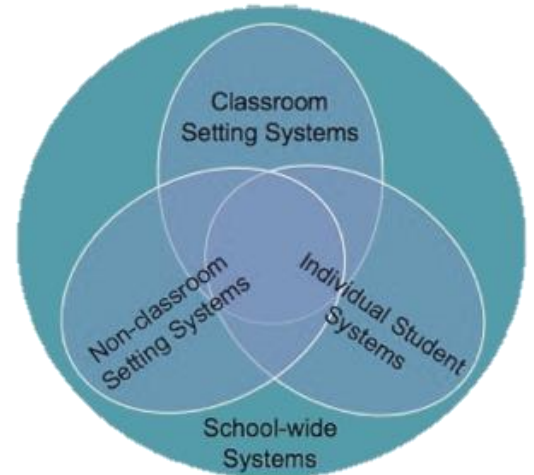
<sup>2</sup> To calculate, divide # positives by # of negatives.

## Sample Classroom/Teacher Interventions

CONSEQUENCE	DESCRIPTION
<b>Conference With Student</b>	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
<b>Conference With Parent(s)</b>	Teacher communicates with student's parent(s) by phone, email, written notes, or person to person about the problem.
<b>In-Class time out</b>	<p>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 re-inforcers (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.</p> <p>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.</p>
<b>Think Sheet</b>	A PBIS form used to help a student identify negative behavior including space to write a solution for the behavior.
<b>Privilege Loss</b>	<p>Incentives given for positive behavior are lost.</p> <p><i>Example:</i> Five minutes off recess.</p>
<b>Out-of-Class Time Out</b>	<p>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.</p>
<b>Apology Restitution</b>	Student makes amends for negative actions. Takes responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
<b>Corrective Assignment Restitution</b>	<p>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.</p>
<b>Home/School Plan</b>	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.
<b>Written Contract</b>	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:

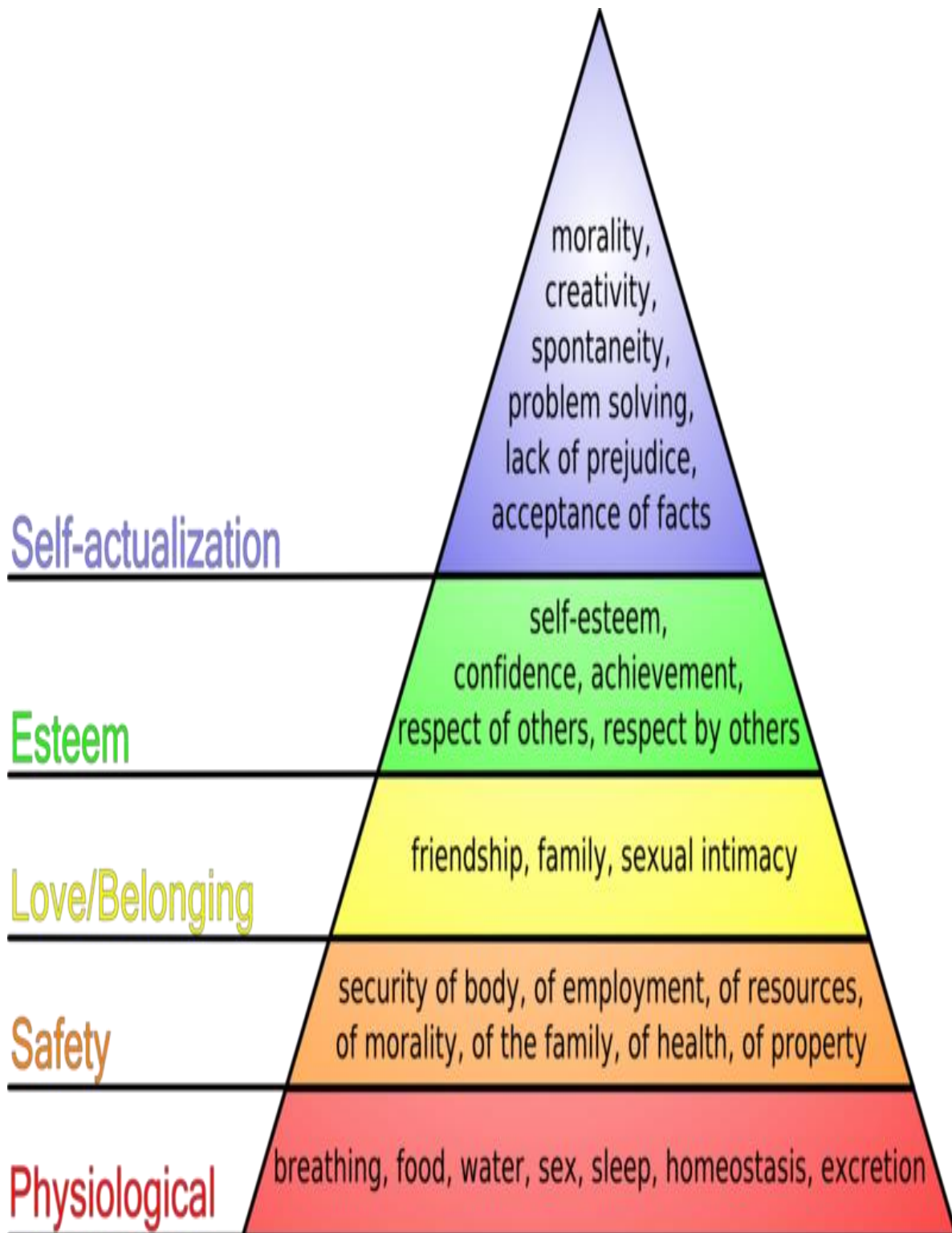
- 40% or more of all referrals come from all classrooms
- There are specific classrooms with more referrals
- **Which schools (s) have this need and why?**

### 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** \_\_\_\_\_

**2018-2019**

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	School-wide Evaluation Tool (SET)		
May	Effective Behavior Survey online Review/Evaluate Action Plan, Plan orientation for next year		

*\*Activities such as team meetings, school-wide 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: \_\_\_\_\_

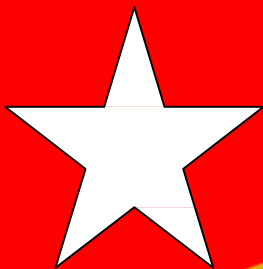
Circle one:    Respectful    Responsible    Safe



# AWESOME!

## Award

Presented to:



---

In Recognition for  
following

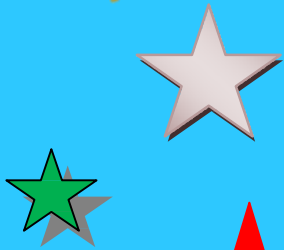
Jackson Public School District  
BEHAVIORAL EXPECTATIONS

---

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 School-wide Reinforcement System

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

## School-wide Incentives Examples

<b>Attendance</b>	<b>Behavior</b>	<b>Course Performance</b>
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.

<b><u>PBIS is not:</u></b>	<b><u>PBIS is:</u></b>
...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 2018-2019 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.
- Introduce School Rules & Programs.
- It 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.



# Jackson Public School District

## Multi-Tiered Supports Implementation Checklist

(MTSIC)

Adapted from the School Evaluation Tool (SET), PBIS Team Implementation Checklist (TIC),  
Effective Behavioral Support Survey (EBS) and the School-wide Benchmarks of Quality (BOQ)

Name of School: \_\_\_\_\_ Date of Completion: \_\_\_\_\_

The Multi-Tiered Supports Implementation Checklist (MTSIC) is designed to guide, self-assess, and report the implementation status of mandated behavior support systems within your school. The checklist is designed to answer the following basic questions:

- Are the universal elements in place for implementing effective behavior support practices?
- Are secondary, targeted behavior support systems in place?
- Is a function-based, intensive, individual behavior support system in place?

School teams should use the MTSIC for building an action plan to delineate next steps in the implementation process. The MTSIC will be used to assess progress throughout the year and over time on a year-to-year basis.

### Team Members

	<i>Name</i>	<i>Role</i>
PBIS Coordinator:	_____	_____
Team Member's Name & Role in School	1. _____	_____
	2. _____	_____
	3. _____	_____
	4. _____	_____
	5. _____	_____
	6. _____	_____
	7. _____	_____
	8. _____	_____
	9. _____	_____
	10. _____	_____

INSTRUCTIONS: Based on current implementation status, rate each item as “Fully in Place”, “Partially in Place” or “Not in Place.” Schools should maintain documentation of observable evidence that the item identified as “In Place” was and/or can be directly observed by others.

**PBIS Universal (Tier 1) Elements**

<b>Section 1: Foundations</b>	<b>2-Fully in Place</b> <b>1-Partially in Place</b> <b>0-Not in Place</b>
1. School has PBIS congruent Student Code of Conduct that includes leveled infractions, clear descriptions of each infraction at each level, teacher-based corrective strategies, administrator-based corrective strategies including alternative strategies to exclusionary (e.g., ISS, OSS) discipline, established triggers for tiered behavioral supports, and suggested behavioral support strategies across levels of infractions. <b>Evidence of Implementation:</b> (Copy of Student Code of Conduct)	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
2. There is a team within the school building identified to coordinate positive behavior planning and implementation (i.e., PBIS Team). The team that meets regularly in scheduled meetings (e.g., at least once monthly) to review data and make data-based recommendations regarding tiered behavioral supports. <b>Evidence of Implementation:</b> (Names and titles of team members) and minutes of PBIS meetings	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
3. The PBIS Team has a annual allocation of funds from which to operate and coordinate tiered behavioral supports. <b>Evidence of Implementation:</b> Copy of annual PBIS budget.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
4. PBIS Team membership includes individuals with the following responsibilities: a. Allocation of resources (e.g., administrator) b. Expertise in academic assessment and intervention c. Expertise in coordinating targeted and intensive interventions d. Expertise in conducting basic functional behavior assessment procedures and building a behavior intervention plan <b>Evidence of Implementation:</b> (Name and titles)	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
5. The PBIS Team has access to ongoing training and support provided by District personnel. <b>Evidence of Implementation:</b> Documentation of coaching/training supports.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
6. A school Administrator attends at least 80% of PBIS Team meetings, agrees that behavioral concerns are top priorities and is an active participant on the behavior support team. <b>Evidence of Implementation:</b> (Sign-in sheet from team meeting minutes)	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
7. School has PBIS School Wide Plan in place that covers (a) Expectations, (b) Teaching Lesson Plans, (c) Acknowledgment/Incentive Plan, (d) Procedures for Managing Problem behaviors and (e) Procedures for Obtaining and Reviewing Discipline Outcomes and other relevant data monthly (e.g, attendance rates, academic and achievement data). <b>Evidence of Implementation:</b> (Copy of PBIS Plan/procedures)	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
8. 80% of faculty agree that school climate/discipline is one of the top 3 school improvement goals and fully commit to PBIS for a minimum of 3 years. <b>Evidence of Implementation:</b> Copy of staff surveys, school improvement plans, signed commitments, etc.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
9. Annual orientation for new faculty and new PBIS Team members is conducted to review PBIS program and/or team functions. <b>Evidence of Implementation:</b> (Date of orientation, agenda, sign-in sheets, and materials)	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
10. Annual orientation for new faculty/staff in the school includes (a) when ODRs should be completed and how to complete them, (b) how to request assistance from the behavior support team, and (c) behavior support plan policies of the school including school-wide, targeted, and intensive supports. <b>Evidence of Implementation:</b> (Date of orientation, agenda, sign-in sheets, and materials)	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0

**PBIS Foundations:**                      ' 20 =                      % of Total Points Earned.



<b>Section 2: Behavioral Expectations and Teaching Procedures</b>	<b>2-Fully in Place</b> <b>1-Partially in Place</b> <b>0-Not in Place</b>
11. The school has a small number (e.g. 3-5) of positively stated and clearly defined student expectations that are prominently posted and publicized in all areas across the school campus. These expectations are included within a Behavioral Expectation Matrix. <b>Evidence of Implementation:</b> Observation of Behavioral Expectation Matrix, posters, etc.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
12. The school has developed lesson plans that correspond to the Behavioral Expectation Matrix. <b>Evidence of Implementation:</b> Copies of Lesson (Teaching) Plans	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
13. The school has an ongoing plan for actively and directly teaching school-wide behavioral expectations to all students. <b>Evidence of Implementation:</b> Written plan or procedures for teaching expectations, schedules, documentation of fidelity reviews, etc.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
14. The school has a strategy for conducting booster trainings for school-wide expectations based on an analysis of discipline data. <b>Evidence of Implementation:</b> Written plan or procedures for conducting booster trainings.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
15. The school has a written plan for teaching PBIS Expectations to students who transfer to the school during the school term. <b>Evidence of Implementation:</b> Written plan/procedures for teaching students who transition to the school during the school term, documentation of teaching, etc.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<b>Behavioral Expectations and Teaching Procedures:</b> _____ /10 = _____ % of Total Points Earned.	
<b>Section 3: Student and Staff Acknowledgement Systems</b>	<b>2-Fully in Place</b> <b>1-Partially in Place</b> <b>0-Not in Place</b>
16. The school has a plan for regularly acknowledging students who demonstrate expected behaviors. <b>Evidence of Implementation:</b> Written plan or procedures for acknowledging students and faculty (e.g., school wide and classroom based incentive programs).	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
17. The school has a plan for regularly acknowledging faculty who actively promote PBIS implementation. <b>Evidence of Implementation:</b> Written plan or procedures for acknowledging students and faculty (e.g., school wide and classroom based incentive programs).	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<b>Student and Staff Acknowledgement Systems:</b> _____ /4 = _____ % of Total Points Earned.	
<b>Section 4: Responding to and Managing Problem Behaviors</b>	<b>2-Fully in Place</b> <b>1-Partially in Place</b> <b>0-Not in Place</b>
18. There is a clear distinction between problem behaviors that are managed by administrators (i.e., office managed) versus faculty and staff members. <b>Evidence of Implementation:</b> Written policy or dichotomy detailing specific behaviors that are managed by staff and administration.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
19. Corrective consequences for misconduct are clearly defined. <b>Evidence of Implementation:</b> Written plan (e.g., Student Code of Conduct) describing consequences for misconduct.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
20. The school has documented alternatives to suspension procedures in place that are used to re-teach behavioral expectations. <b>Evidence of Implementation:</b> (Name of alternatives, written procedures of what behavioral infractions warrant use of alternative, what activities are involved when students participate, etc.)	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0

21. The school has a plan/procedures in place to address emergency or crisis situations (e.g., Crisis Management Plan). <b>Evidence of Implementation:</b> Written Crisis Management/Intervention Plan.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<b>Responding to and Managing Problem Behaviors:</b> _____ /8= _____ % of Total Points Earned.	
<b>Section 5. Classroom Systems/Settings</b>	<b>2-Fully in Place</b> <b>1-Partially in Place</b> <b>0-Not in Place</b>
22. Expected behaviors and routines are taught directly by faculty and staff. <b>Evidence of Implementation:</b> Written classroom management plans, teaching plans for teaching routines.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
23. Expected student behaviors are acknowledged regularly by faculty and staff at a rate of > 4 positive interactions to 1 corrective or negative interaction. <b>Evidence of Implementation:</b> Observations	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
24. Problem behaviors receive consistent consequences (i.e., teacher directed corrective strategies). <b>Evidence of Implementation:</b> Observations, documentation of required strategies before issuing an ODR.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
25. Staff options exist to allow classroom instruction to continue when problem behaviors occur. <b>Evidence of Implementation:</b> Written description of staff options that are used to continue the flow of instruction when problem behaviors occur that seriously disturb instruction (e.g. student removal to ISD, Time Out, etc.).	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
26. Instruction and curriculum materials are matched to student independent functioning levels in Reading, Math, English/Language Arts. <b>Evidence of Implementation:</b> Documentation of different levels of differentiation and other instructional modifications.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
27. Students experience high rates of academic engagement and success (< 75% accuracy). <b>Evidence of Implementation:</b> Documentation of course grades, pass rates, etc.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
28. Staff have frequent opportunities for access to assistance and recommendations for behavioral or instructional management (e.g., observation, instruction, coaching, etc.). <b>Evidence of Implementation:</b> Documentation of staff resources and procedures for requesting assistance.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
29. Transitions between instructional and non-instructional activities are efficient and orderly. <b>Evidence of Implementation:</b> Direct observations	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<b>Classroom Systems and Settings:</b> _____ /16 = _____ % of Total Points Earned.	
<b>Section 6. Non-Classroom Settings</b>	<b>2-Fully in Place</b> <b>1-Partially in Place</b> <b>0-Not in Place</b>
30. School-wide expectations apply to non-classroom settings (i.e. hallways, cafeteria, commons area, recess/playground, gymnasium, auditorium, etc.) <b>Evidence of Implementation:</b> Non-classroom settings included in Behavioral Expectation Matrix	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
31. Behavioral expectations are taught in and/or developed for non-classroom settings. <b>Evidence of Implementation:</b> Copy of written lesson/teaching plans.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
32. Acknowledgment is provided for students demonstrating expected behaviors in non-classroom settings. <b>Evidence of Implementation:</b> Written acknowledgement procedures outlined in PBIS Plan	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
33. Physical/building features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns and (c) inappropriate access to and exit from school grounds. <b>Evidence of Implementation:</b> Prevention and supervision procedures outlined in PBIS plan.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0

34. Scheduling of student movement limits overcrowding in non-classroom settings. <b>Evidence of Implementation:</b> Supervision activities outlined in PBIS plan	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
35. Staff is afforded regular opportunities to access training and coaching on active supervision procedures for non-classroom settings. <b>Evidence of Implementation:</b> Active supervision resources outlined in PBIS plan.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
36. All faculty and staff are either indirectly (e.g., pre-corrections) or directly (i.e., active supervision strategies) involved in the supervision of students in non-classroom settings. <b>Evidence of Implementation:</b> Supervision procedures outlined in PBIS plan.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<b>Non-Classroom Settings:</b> _____ /14 _____ % of Total Points Earned.	
<b>Section 7. Self-Assessment: Gathering, Summarizing and Utilizing School Wide Discipline Data</b>	<b>2-Fully in Place 1-Partially in Place 0-Not in Place</b>
37. The PBIS Team has conducted a SET, MTSIC, or BoQ within the last 12 months, reviewed the outcomes of the assessment, and used data to identify strengths and weaknesses of the school PBIS system. <b>Evidence of Implementation:</b> Summary of PBIS evaluation (e.g., SET, BoQ) results.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
38. All Office discipline referrals (ODRs) that are submitted to the school office are entered in discipline data-base within 24 hours of infraction regardless of administrative disposition. <b>Evidence of Implementation:</b> Summary print out of ODR/discipline clearly indicates dispositions other than ISS/OSS.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
39. The ODR forms are accurately completed and include the following information: (a) time, (b) location, (c) behavior (d) infraction code, and (e) administrative decision. Is there a place on the ODR for including (f) possible reason (i.e., motivation), and (g) others involved? <b>Evidence of Implementation:</b> (copy of ODR)	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
40. ODRs patterns are examined and summarized at least monthly to identify school wide behavior patterns/concerns including (a) Number of infractions per day/per month, (b)Top 5 infractions, (b) Infractions by Location, (c) Infractions by Time of Day, (d) Infractions by Staff and (e) number of referrals by student. <b>Evidence of Implementation:</b> Who is monitoring, what data are gathered/analyzed, meeting agenda and minutes, etc.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
41. ODRs patterns are examined and summarized at least monthly to identify school wide behavior patterns/concerns and/or individual students who may benefit from a targeted or intensive intervention. <b>Evidence of Implementation:</b> Who is monitoring, what data are gathered/analyzed, meeting agenda and minutes, etc.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
42. The PBIS team uses student outcome data (e.g., attendance, behavior outcomes, student academic and/or achievement outcomes) and/or universal behavioral screening data to identify students who may benefit from a targeted or intensive intervention. <b>Evidence of Implementation:</b> Analysis of student outcome data, analysis of universal behavior screening outcomes	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
43. School has a process for developing monthly action plans to address school wide discipline, attendance, and/or academic trends that are of concern to the team. These plans specify actions to be performed by responsible parties with established timelines and goals and/or benchmarks. <b>Evidence of Implementation:</b> Copies of written action plans.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0

44. School has a process for reviewing suspension and attendance data at least four times per year to identify students who might benefit from additional behavior support interventions. <b>Evidence of Implementation:</b> Quarterly suspension and attendance reports, names of students identified in need of extra behavioral support.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
45. School is required by the District to report the status of school climate and behavior and discipline trends/outcomes at least annually (e.g., composition rates, disproportionality rates). <b>Evidence of Implementation:</b> Annual Discipline Trend Reports, Faculty and Staff Climate Surveys.	<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0
<b>Self-Assessment: Gathering, Summarizing and Utilizing School Wide Discipline Data:</b> _____ /18      % of Total Points Earned.	

Jackson Public School District Multi-Tiered Supports Implementation Checklist	
Section	Points
Section 1: PBIS Foundations	
Section 2: Behavioral Expectations and Teaching Procedures	
Section 3: Student and Staff Acknowledgment Systems	
Section 4: Responding to and Managing Problem Behaviors	
Section 5: Classroom Systems and Settings	
Section 6: Non-Classroom Settings:	
Section 7: Self-Assessment: Gathering, Summarizing and Utilizing School Wide Discipline Data	
Total Points	

/90

Total MTSIC Score =

=

% of Total Points Earned

	Signatures	Date
PBIS Coordinator		
Counselor		
Interventionist		
Principal		

# School Discipline and Attendance Data Analysis

**Name of School** **PBIS Chair** **Date:**

Principal's \_\_\_\_\_ Day: \_\_\_\_\_ Total Number Enrolled: \_\_\_\_\_

Name/Signature \_\_\_\_\_

**Number of Students with NO Infractions** **Rate of NO Infractions/Enrollment:**

**Total Number of Infractions:** \_\_\_\_\_ **Rate of Infractions/Enrollment:** \_\_\_\_\_

**Number of students with 2-5 Infractions:** \_\_\_\_\_ **Rate 2-5/Enrollment:** \_\_\_\_\_

Number of students with 6≥ Infractions: \_\_\_\_\_ Rate 6 ≥/Enrollment: \_\_\_\_\_

[illegible]

Number of students with 6 or more infractions:	Rate of 6 or more/Enrollment
1	0.0000
2	0.0000
3	0.0000
4	0.0000
5	0.0000
6	0.0000
7	0.0000
8	0.0000
9	0.0000
10	0.0000
11	0.0000
12	0.0000
13	0.0000
14	0.0000
15	0.0000
16	0.0000
17	0.0000
18	0.0000
19	0.0000
20	0.0000
21	0.0000
22	0.0000
23	0.0000
24	0.0000
25	0.0000
26	0.0000
27	0.0000
28	0.0000
29	0.0000
30	0.0000
31	0.0000
32	0.0000
33	0.0000
34	0.0000
35	0.0000
36	0.0000
37	0.0000
38	0.0000
39	0.0000
40	0.0000
41	0.0000
42	0.0000
43	0.0000
44	0.0000
45	0.0000
46	0.0000
47	0.0000
48	0.0000
49	0.0000
50	0.0000
51	0.0000
52	0.0000
53	0.0000
54	0.0000
55	0.0000
56	0.0000
57	0.0000
58	0.0000
59	0.0000
60	0.0000
61	0.0000
62	0.0000
63	0.0000
64	0.0000
65	0.0000
66	0.0000
67	0.0000
68	0.0000
69	0.0000
70	0.0000
71	0.0000
72	0.0000
73	0.0000
74	0.0000
75	0.0000
76	0.0000
77	0.0000
78	0.0000
79	0.0000
80	0.0000
81	0.0000
82	0.0000
83	0.0000
84	0.0000
85	0.0000
86	0.0000
87	0.0000
88	0.0000
89	0.0000
90	0.0000
91	0.0000
92	0.0000
93	0.0000
94	0.0000
95	0.0000
96	0.0000
97	0.0000
98	0.0000
99	0.0000
100	0.0000

[illegible]


Most Common Infractions:			Number

Homerooms with Infractions:			Number

Location of Infractions: Bus, Classroom, Cafeteria, Hall, Restroom, etc.			Number

[illegible]

Team Initiated Problem Solving (TIPS) Meeting Minutes Form

School:

Meetings	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)											

Today's Agenda Items (Place "X" to left of item after completed):											
1.						6.					
2.						7.					
3.						8.					
4.						9.					
5.						10.					

Agenda Items for Next Meeting	
1.	
2.	
3.	
4.	

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					<input type="checkbox"/> Not started <input type="checkbox"/> Partial imp. <input type="checkbox"/> Imp. w/fidelity <input type="checkbox"/> Stopped	<input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Imp. & Goal met  Current rate/level per school day = <span style="background-color: yellow; border: 1px solid black; padding: 0 10px;"> </span>

Previously Defined Problems

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?



New Problems

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)
Current Levels:						

Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time?
2. In general, did we do a good job of *tracking* whether we’re completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually *completing* the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the *desired effects* on student behavior?

Our Rating		
Yes	So-So	No

If some of our ratings are “So-So” or “No,” what can we do to improve things?

### TIPS Fidelity Checklist (TIPS-FC)

**Directions:** Use the TFC items below as a progress-monitoring tool for planning, implementing, and sustaining best practice meeting foundations and data based problem solving. The first 9 items on the left measure the status of meeting foundations, while items 10 through 18 on the left measure the thoroughness of the team's problem-solving processes, as exemplified by the TIPS model. Each item is scored on a 0 to 2 scale with 0 = not started; 1 = partial; and 2 = full implementation. A criterion for partial implementation is provided on this shortened version. If a team exceeds the criteria, they should score a "2" for the item. If they do not meet the criteria described as a "1" a score of 0 should be entered. Please refer to your full TIPS Fidelity Checklist (TIPS-FC) for more detailed scoring. Once scored, sum the two areas as separate score areas (Meeting Foundations and Problem Solving) and then sum these for an overall TIPS-FC score. TIPS has been implemented with fidelity when the team scores 85% on Problem Solving AND 85% on Problem Solving.

Meeting Foundations			Problem Solving		
Item	Criteria for Median Score of 1	Score	Item	Criteria for Median Score of 1	Score
1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.	1= Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.		10. Team uses TIPS Meeting Minutes form or equivalent*.	1= Team uses part of TIPS Meeting Minutes form or equivalent*.	
2. Meeting participants have the authority to develop and implement problem-solving solutions.	1= Meeting participants have the authority to develop but not implement problem solving solutions.		11. Status of all previous solutions was reviewed.	1= Status of some previous solutions was reviewed.	
3. Meeting started on time.	1 = Meeting started less than 10 minutes late.		12. Quantitative data were available and reviewed.	1= Quantitative data were available but not reviewed.	
4. Meeting ended on time, or members agreed to extend meeting time.	1 = Meeting ended 10 minutes over scheduled time.		13. A least one problem was defined with precision (what, where, when, by who, why, how often).	1= At least one problem is defined but lack one or more precision elements.	
5. Team members attend meetings promptly and regularly.	1 = <u>Although</u> team members (with exception of administrator) attend meetings regularly, they are not always prompt and/or they leave early.		14. All documented active problems have documented solutions.	1 = Some documented active problems (s) have documented solutions.	
6. Public agenda format was used to define topics and guide meeting discussion <u>and</u> was available for all participants to refer to during the meeting.	1= Public agenda format was not used to define topics and guide meeting discussion but agenda was available for participants to refer to during the meeting.		15. A full action plan (who, what, when) is documented/used for at least one documented solution.	1= Partial action plan is documented for at least one documented solution.	
7. Previous meeting minutes were present and available during meeting.	1= Previous meeting minutes were present but not reviewed at start of the meeting.		16. Problems that have solutions defined have a goal defined.	1= Some problems that have solutions defined have a goal defined.	
8. Next meeting was scheduled by the conclusion of the meeting.	1= Next meeting was referred to but not scheduled.		17. A fidelity of implementation measure is documented/used for each solution, along with a schedule for gathering those data.	1= Fidelity measure and schedule are defined and documented for some solutions.	
9. Meeting Minutes are distributed to all team members within 24 hours of the conclusion of the meeting.	1= Meeting minutes are distributed to all team members but not within 24-36 hours of the meeting.		18. A student social/academic outcome measure is documented for each problem, along with a schedule for gathering those data.	1= Measure and regular schedule for student behavior /performance are documented for some solutions.	
<b>Meeting Foundations Total Score</b>			<b>Problem Solving Total Score</b>		
<b>Percentage (out of 18)</b>			<b>Percentage (out of 18)</b>		

# 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)

