

PBIS: POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT
GRANT ELEMENTARY SCHOOL

Grant Staff PBIS HANDBOOK





EUREKA CITY SCHOOLS

Grant Elementary Staff PBIS Handbook

Grant Elementary PBIS Team created this handbook in consultation with Dr. Dale R. Myers and Dale R Myers & Associates, LLC, during the 2011-2012 school year, and updated it in July of 2015. The purpose of this handbook is to guide and support Grant staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

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Table of Contents

1. POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT

a. PBIS: Background Information	1
b. PBIS-SW has 5 Critical Components	2
c. Five Big Ideas	2

2. CLEAR EXPECTATIONS

a. PBIS: School Rules	3
b. Good Rules Are Important	3
c. What Makes Good Rules	4
d. Matrix of School Rules & Expectations	5-7
e. Voice Levels	8

3. EXPLICITLY TAUGHT EXPECTATIONS

a. PBIS: Teaching Behaviors	9
b. How Do We Teach Social Behavior	9
c. When Do We Teach Behavior	9
d. Where & Why Do We Teach Behavior	10
e. PBIS: Lesson Plans	
1. All the Time/Everywhere	11-13
2. Arrival	14-16
3. Bathroom	17-19
4. Bus Loading	20-22
5. Cafeteria	23-25
6. Chrome Books	26-28
7. Classrooms: All the Time, Everywhere	29-31
8. Classrooms: Full Group Instruction	32-34
9. Classrooms: Individual Independent Work	35-37
10. Classrooms: Small Group Instruction	38-40
11. Front of School & Dismissal	41-43
12. Hallways/Upper Level	44-46
13. Kinder Playground	47-49
14. Kitchen	50-52
15. Library	53-55

16. Office	56-58
17. Playground	59-61
18. Playground: Basketball	62-64
19. Playground: Entry/Exit	65-67
20. Playground: Play Structure	68-70
21. Playground: Tetherball & Four Square	71-73
22. Playground: Wall Ball	74-76
23. Snack at Recess	77-79
g. Formal Review of Expectations Master Copy	80

4. SYSTEM FOR ENCOURAGING DESIRED BEHAVIOR

a. Reinforcement Menu	81
b. Our Reinforcement Ticket	82
c. Positive Paw Ticket	82
d. Scripts for Delivering Positive Reinforcement	83

5. SYSTEM FOR DISCOURAGING UNDESIRE D BEHAVIOR

a. Our Goal in PBIS	84
b. Correction Menu	84-85
c. Procedures for Correcting Rule Violations	85
d. Scripts for Correction	85
e. Pre-Minor (Pre BTF)	85
f. Minor	86
g. Major	87

6. DATA-BASED DECISION-MAKING

a. What is <i>SWIS</i>	88
b. "Every Month We Look at the Big 7	88

7. ADDENDUM

a. Buddy Classroom Description	89
b. 2015-2016 Buddy Classrooms	90
c. BTF Form Procedures	91
d. BTF Copies Procedures	92
e. ECS 2015-16 Elementary BTF	93

PBIS: Background Information

The goal of PBIS is to prevent the development and establishment of problem behaviors and to maximize academic success for all.

What is PBIS?

PBIS is an acronym for Positive Behavior Intervention & Support. It is a school-wide integration of:

A YEAR OF POSSIBILITIES

180 days of possibilities

1,110 hours of possibilities

66,600 minutes of possibilities

3,996,000 seconds of possibilities

- A systems approach for building capacity
- A process for capacity building
- A continuum of behavior supports
- Prevention focused efforts
- Instructionally focused
- Empirically sound practices
- Assessment information analyzed and used on a frequent basis

Grant Elementary will pursue a singular vision of student success by becoming a learning organization with a strong commitment to personal and professional growth.

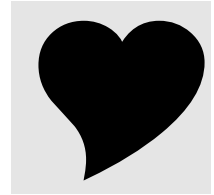
“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives.”

Willa A. Foster

PBIS-School-Wide has 5 Critical Components

1. Clear Expectations
 - ★ As defined in the rules matrix
2. Explicitly Taught
 - ★ Each area in the matrix is accompanied by a lesson plan.
 - ★ A schedule for teaching and re-teaching behaviors is used.
3. A system for encouraging appropriate behavior
 - ★ Reward or recognition system, including a Reinforcement Menu for encouraging positive and appropriate behaviors.
4. A system for discouraging inappropriate behavior
 - ★ A Correction Menu for how to respond to and correct Level One, Level Two, and Level Three behaviors.
5. A data collection system
 - ★ Answering two important questions. Are we...
 - 1) Doing what we said we would do?
 - 2) Achieving the student outcomes we said we would achieve?
 - ★ The data collection system analyzes data gathered from the school's Behavior Tracking Forms to monitor and adjust adult responses and school focus in responding to student behavior.

Five Big Ideas



1. **All children can learn and are always learning!**
 - ★ Children are learning all the time. If you work around children, you are a teacher.
2. **School is responsible for preparing students for life.**
 - ★ Schools should teach important life lessons.
3. **School expectations must be explicit, and taught to *all* children.**
4. **The only way to change student behavior is to change *adult* behavior.**
 - ★ We create the environments in which behaviors arise.
5. **Things aren't always as they appear!**
 - ★ Human perception is often flawed. It is important to use data.

Section

2

CLEAR EXPECTATIONS

*If you want it, teach it.
Teach it where you want it.
If you want to see it, look for it.
If you see it, recognize and reward it.* - Dale R. Myers

Our school rules are:

**Be Safe
Be Respectful
Be Responsible**

Good Rules are Important

- They reveal the values of the school or district.
(Our school values Safety, Respect and Responsibility)
- They provide guidelines for success. We teach students the desired behavior, rather than telling students what not to do.
- They are critical lower order social skills. They are the basic building blocks of successful relationships and communities.
- They can increase staff consistency.
- They can reduce problem behavior.
- They can increase school safety.

What Makes Good Rules

Good rules are:

- ★ Simple and easy to remember.
- ★ Positively stated: What we want.
- ★ Applicable to everyone, staff and students.
- ★ Monitored and enforced by all.
- ★ Consistently applied.

Grant Elementary has a singular vision of student success by becoming a learning organization with a strong commitment to personal and professional growth.

VISION

S uccess for **all**
U nited in common purpose
C ommunity involvement
C ommitment to academic achievement
E xcellence in education
S taff personal and professional growth
S hared work through collaboration

MATRIX of School Rules & Expectations

Our matrix serves two purposes:

1. Helps the school community “get on the same page”
2. Serves as the basis for writing school rule lesson plans

School Rules and Expectations: Guidelines for Success (Updated 7/1/15)

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
All the Time	<ul style="list-style-type: none"> Keep hands, feet, & objects to self Run only on the playground Notify adults of any hazard 	<ul style="list-style-type: none"> Acknowledge and follow adult directions Remove hats & hoods inside Use manners, "please", "thank you", "excuse me", etc. 	<ul style="list-style-type: none"> Report instead of tattle Take proper care of all personal belongings and school equipment Follow school rules
Arrival	<ul style="list-style-type: none"> Walk bike on school grounds Stay in assigned area (ie. Cafeteria, Playground, Classroom with teacher, Hallways are not assigned area) Arrive between 7:40 & 8:00 	<ul style="list-style-type: none"> Use Level 2 Voice Follow directions Observe personal space 	<ul style="list-style-type: none"> Go to designated area. Report to cafeteria before 8:00 if you need breakfast
Bathroom	<ul style="list-style-type: none"> One student per stall Report problems to an adult Wash your hands keeping water & soap in the sink 	<ul style="list-style-type: none"> Respect privacy Leave promptly Use Level 2 Voice 	<ul style="list-style-type: none"> Only toilet paper in toilet Flush toilet Put trash in trash can Keep water in sink
Bus Loading Zone	<ul style="list-style-type: none"> K-3 drop off backpacks & walk in line using level 1 voice to play structure When siren sounds, line up Walk in line using level 1 voice to bus zone 4 – 6 walk to bus line Feet & hands to self in bus line Keep backpack on back 	<ul style="list-style-type: none"> Follow directions from adults Use polite language Keep hands & feet to self No horseplay 	<ul style="list-style-type: none"> Older students help with younger students K-3 line backpacks up neatly by bus loading zone Follow adult directions
Cafeteria	<ul style="list-style-type: none"> Sit on bottom in same seat Feet under table Walk facing forward & stay in your place in line Eat your own food Carry your tray with two hands 	<ul style="list-style-type: none"> Allow anyone to sit next to you Follow directions Use Level 2 Voice 	<ul style="list-style-type: none"> Clean up after yourself Sit at assigned class table Raise hand for adult help Pick up utensils, etc., when exiting the food line Wait to be excused by an adult
Chrome Books	<ul style="list-style-type: none"> Walk directly to and from computer station without bothering others. No eating or drinking around the laptops. 	<ul style="list-style-type: none"> Be gentle on the keys. Save work while working on it. Leave other students alone when they are working. "Hug" the Chrome book when walking with it. Respect personal space. 	<ul style="list-style-type: none"> Only go to teacher approved websites. Plug computer in with the power cord for its slot in the COW. Leave settings alone. Save your work when finished using your teacher's instructions.
Classrooms: All the Time, Everywhere	<ul style="list-style-type: none"> Walk when indoors Use Equipment & materials appropriately Keep germs to self 	<ul style="list-style-type: none"> Follow adult directions Hands-feet-objects to self Let others work Use kind words/manners 	<ul style="list-style-type: none"> Follow rules & encourage others to do the same Use supplies <i>correctly</i> Clean up your space Use appropriate voice level
Classrooms: Full Group Instruction	<ul style="list-style-type: none"> Stop and freeze at signal Seated and ready to learn 	<ul style="list-style-type: none"> Raise hand Follow directions Be aware of "personal bubbles" Listen as others speak Stay seated 	<ul style="list-style-type: none"> Remember STARS Have correct materials out and ready to go Work on assigned task Do your best
Classrooms: Individual/Independent Work	<ul style="list-style-type: none"> Sit at appropriate spot 	<ul style="list-style-type: none"> Allow others a quiet space to work 	<ul style="list-style-type: none"> Stay on task Do what is expected when finished
Classrooms: Small Group Instruction	<ul style="list-style-type: none"> Stay in designated area 	<ul style="list-style-type: none"> Stay focused on task Look and listen to speaker 	<ul style="list-style-type: none"> Share information
Front of School & Dismissal	<ul style="list-style-type: none"> Walk/stay with class Walk w/ adult supervision Backs to wall Walk bike & wear helmet 	<ul style="list-style-type: none"> Say "Goodbye" to adult in charge Use Level 2 Voice Follow directions 	<ul style="list-style-type: none"> Backpacks on back Watch for person picking up Make sure you have your belongings, AR Books & homework
Hallway/Upper Level	<ul style="list-style-type: none"> Walk safely – facing forward, hands and feet to self Keep your place in line Stay off poles & pipes 	<ul style="list-style-type: none"> Walk Follow directions Use Level 1 Voice 	<ul style="list-style-type: none"> Take care of personal belongings

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Kinder Playground	<ul style="list-style-type: none"> Walk on Black Mat area Play where you can see a teacher/monitor No play fighting Hands & feet to yourself Stay off poles & pipes 	<ul style="list-style-type: none"> Back porch is off limits Level 4 Playground voice 	<ul style="list-style-type: none"> Clean up trash When bell rings, stop playing & line up
Kitchen	<ul style="list-style-type: none"> Don't eat in line Carry tray with 2 hands Choose food with eyes, pick with fingers. Use Hand Sanitizer Food Safety 	<ul style="list-style-type: none"> Use "please" & "thank you" Use Level 2 voice Take what you want, eat what you take. 	<ul style="list-style-type: none"> Five at a time Keep your place in line. Take napkins, utensils, & water when exiting Five at a time Use hand sanitizer Leave personal belongings in cafeteria.
Library	<ul style="list-style-type: none"> Enter through "In" door, exit through "Out" door Use sticks as shelf marker Push chairs in before leaving 	<ul style="list-style-type: none"> Place books on table, then sit on story rug quietly Listen for instructions Read after book checkout Use Level 1 voice and "yes" 	<ul style="list-style-type: none"> Treat books and materials with care Choose books at your AR level Return books when due to correct location Keep books in backpack or safely with you
Office	<ul style="list-style-type: none"> Walk 	<ul style="list-style-type: none"> Wait to be helped Use Level 2 Voice Use "please", "thank you" & "excuse me" 	<ul style="list-style-type: none"> Come with a Pass Walk directly to & from office Pearrange home schedule prior to arriving at school Urgent phone calls only (Urgent is determined by office staff.)
Playground	<ul style="list-style-type: none"> Students report safety issues. (Behavior/equipment) No horseplay, rough-housing, play fighting Kick playground ball on grass area only 	<ul style="list-style-type: none"> Ask/welcome others to join in game "Please", "Thank you", "excuse me", apologize, and check to see "OK" 	<ul style="list-style-type: none"> Students know and practice playground and game rules When bell rings, stop playing, put down equipment, and walk to line up. Pick up your belongings
Playground: Basketball	<ul style="list-style-type: none"> Up to 5 players on each team Two-handed shots and passes only 	<ul style="list-style-type: none"> Rotate extra players into the game after a team scores 5 points Pass the basketball Positive comments only (i.e. nice try, good shot, great pass) 	<ul style="list-style-type: none"> Play basketball games on assigned courts and "HOTSHOTS" on assigned courts Use appropriate equipment (orange basketballs) Follow Grant school basketball rules
Playground: Entry/Exit	<ul style="list-style-type: none"> Walk safely to and from the playground Walk to your line when recess is over Get permission from a monitor and a pass when leaving the playground 	<ul style="list-style-type: none"> Walk around classes that are lined up Listen to monitors and follow directions the first time 	<ul style="list-style-type: none"> (Lower Grades) Freeze when monitor blows whistle. Set down equipment where you are. Get your personal belongings. Line up in your class area when monitor tells you to. (Upper Grades) Freeze when monitor blows whistle. Follow directions of monitor to put equipment away. Gather your personal belongings. Line up in your class area when monitor tells you to.
Playground: Play Structure	<ul style="list-style-type: none"> Walk at all times on the Play Structure and black mat area Go down the slide on your bottom, feet first, one student at a time Students must go in one direction on ladder, in tunnel and on rings One person at a time on the bars No balls, ropes, hula hoops or tag games on the Play Structure and black mat area No jumping from the Play Structure at any time. 	<ul style="list-style-type: none"> Wait your turn in line Listen to monitors and follow directions the first time Include other students in a game 	<ul style="list-style-type: none"> Leave Play Structure and freeze on the edge of the black mat when monitor signals recess is over Gather personal belongings when leaving Play Structure Report unsafe conditions to monitor or responsible adult

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Playground: Tetherball/Four Square	<ul style="list-style-type: none"> • Server needs to ask opponents if they are ready for the serve • Students waiting to play need to be in designated areas • Only adults remove and maintain tetherballs 	<ul style="list-style-type: none"> • Wait your turn in line • Listen to monitors and follow directions the first time • Include other students in a game • Positive comments only (i.e. good job, nice try) 	<ul style="list-style-type: none"> • Leave game quickly when out • Settle disagreements with 1 round of rock paper, scissors • Gather personal belongings when monitor signals end of recess
Playground: Wall Ball	<ul style="list-style-type: none"> • Maximum of 5 players (east) • Maximum of 2 players (west) • Put stray balls at end of court 	<ul style="list-style-type: none"> • Wait your turn in line • Listen to monitors and follow directions the first time • Include other students in a game • Positive comments only (i.e. good job, nice try) 	<ul style="list-style-type: none"> • Leave game quickly when out • Settle disagreements with 1 round of rock paper, scissors • Gather personal belongings when monitor signals end of recess • Follow Grant Wall Ball rules • Last person to hit the ball quickly goes and gets the ball
Snack	<ul style="list-style-type: none"> • Eat your own food • Walk to snack area 	<ul style="list-style-type: none"> • Don't ask others for food 	<ul style="list-style-type: none"> • Bring a nutritious snack • Sit at picnic table to eat • Clean up your trash
<u>Categories below are the responsibility of the Classroom Teacher</u>			
Classrooms: <i>Each classroom will be expected to define their expectations for being safe, being respectful, and being responsible.</i> <u>Include Rainy Day Recess Policy</u>		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Fieldtrips: Teach with Classroom Expectations	<ul style="list-style-type: none"> • Stay with your group • Stay in your seat on a bus • Contact an adult leader with problems 	<ul style="list-style-type: none"> • Stay to right while walking on sidewalks • Follow directions of adults • Be polite, use "please", "thank you", "excuse me", etc. 	<ul style="list-style-type: none"> • Keep your belongings with you

Voice Levels



0 = No Voice (Silence)

1 = Whisper



2 = Conversation Voice

3 = Public Speaking



4 = Playground

Explicitly Taught Expectations

PBIS: Teaching Behaviors

Two main rules around behavior:

1. If you want it, teach it.
2. You get more of what you pay attention to.

How do we teach social behavior?

You teach behavior the same way you teach academics.

1. Create clear behavioral expectations.
2. Communicate clearly to students what we want.
3. Explicitly model desired behavior and provide practice opportunities.
4. Monitor student behavior.
5. Provide performance feedback.

When do we teach behavior?

- ★ At the beginning of school year or activity
- ★ New Students introduced to expectations on Thursdays
- ★ Often enough to achieve and maintain fluency
- ★ Before times when problem behaviors tend to increase
- ★ Ongoing throughout the year
- ★ At teachable moments

Where do we teach behavior?

- ★ Where you want the behavior performed
- ★ Everywhere in the school
- ★ Integrated into other academic activities

Why do we teach behavior skills?

- ★ Behavior skills are necessary for success in life.
- ★ Many students arrive at school without these important skills.
- ★ They are the basis for a positive and safe climate.
- ★ Doing so increases opportunities to teach other skills.

PBIS: Lesson Plans


The following pages contain lesson plans for:

- | | |
|--|---|
| 1. All the Time/Everywhere | 2. Arrival |
| 3. Bathroom | 4. Bus Loading |
| 5. Cafeteria | 6. Chrome books |
| 7. Classrooms: All the Time, Everywhere | 8. Classrooms: Full Group Instruction |
| 9. Classrooms: Individual Independent Work | 10. Classrooms: Small Group Instruction |
| 11. Front of School/Dismissal | 12. Hallways/Upper Level |
| 13. Kinder Playground | 14. Kitchen |
| 15. Library | 16. Office |
| 17. Playground | 18. Playground: Basketball |
| 19. Playground: Entry/Exit | 20. Playground: Play Structure |
| 21. Playground: Tetherball & Four Square | 22. Playground: Wall Ball |
| 23. Snack at Recess | |


All the Time, Everywhere

For best results, teach the behavior where your students are expected to perform it.


Step 1: Introduce rule

Tell 	It is important to be Safe, Respectful and Responsible everywhere you go. This is important because we need a safe, respectful & responsible campus.
---	---

Step 2: Introduce examples

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> Keep hands, feet, objects to self Run only on the playground 	<ul style="list-style-type: none"> Remove hats/ hoods before entering rooms Use your manners, say "please", "thank you", etc. Use level 0 -3 voice inside, level 4 outside 	<ul style="list-style-type: none"> Report instead of tattling Use supplies for intended purpose as instructed Ask for help when needed

Step 3: Introduce non-examples (teacher model only- not students)

Teach 	_____ is Not an example of being SAFE	_____ is Not an example of being RESPECTFUL	_____ is Not an example of being RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	<ul style="list-style-type: none"> Swinging hands, kicking Running in the halls or upper level 	<ul style="list-style-type: none"> Wearing hat or hood inside Using a level 4 voice inside 	<ul style="list-style-type: none"> Wasting supplies Tattling to get at people

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is running on the playground an example of being safe? (safe, respectful, responsible)? (EXAMPLE)
- Am I being respectful when I leave my hood on inside? (NON-EXAMPLE)
- Students finish this sentence: To be safe (safe, respectful, responsible) everywhere at school, I will _____.
- Who can tell me one way to be (safe, respectful, responsible) everywhere?

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected behavior for students.



Lead the students as they practice the expected behaviors.

Test the students by asking them to demonstrate the behavior or understanding of the concept.

1. Model voice levels
2. Model how to enter a room
3. Model reporting vs. tattling
4. Create video demonstrating examples

5.

6.

7.

8.

9.

10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of All the Time Procedures

Keep your, hands,
feet, & objects to
yourself.





Run only on the
playground.


Use supplies
appropriately.

Arrival

For best results, teach the behavior where your students are expected to perform it.

Step 1: Introduce rule	
Tell 	It is important to be Safe, Respectful and Responsible when arriving at school. This is important because we want you here safely.

Step 2: Introduce examples			
Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> Walk bike on school grounds Stay in assigned area (ie. Cafeteria, Playground, Classroom with teacher, Hallways are not assigned area) Arrive between 7:40 & 8:00 	<ul style="list-style-type: none"> Use Level 2 voice Follow adult directions 	<ul style="list-style-type: none"> Go to designated area & remain there Report to cafeteria between 7:40 & 8:00am if you need breakfast If you've eaten breakfast and it's before 7:50, go to designated area Lock bike on bike rack

Step 3: Introduce <u>non-examples</u> (teacher model only- not students)			
Teach 	_____ is Not an example of being SAFE	_____ is Not an example of being RESPECTFUL	_____ is Not an example of being RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	<ul style="list-style-type: none"> Arriving before 7:40 Riding bike in parking lot Going to playground without monitor Barging through door 	<ul style="list-style-type: none"> Using Level 3 voice Ignoring adults Pounding on door 	<ul style="list-style-type: none"> Not eating breakfast Roaming around school

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is walking your bike on school grounds an example of being safe? (safe, respectful, responsible)? (EXAMPLE)
- Am I being respectful when I talk while an adult is talking? (NON-EXAMPLE)
- Students finish this sentence: To be responsible at arrival time, I will eat my breakfast in the cafeteria. (safe, respectful, responsible) Who can tell me one way to be (safe, respectful, responsible) in the cafeteria?

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected behavior for students.

Lead the students as they practice the expected behaviors.

Test the students by asking them to demonstrate the behavior or understanding of the concept.

1. Role play

2. model

3. draw

4.

5.

6.

7.

8.

9.

10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of Arriving at School Procedures

Arrive after 7:40

Go to designated
area, stay there.




Use Level 2 voice

Follow Adult
Directions



Bathroom

For best results, teach the behavior where your students are expected to perform it.

Step 1: Introduce rule			
Tell 	It is important to be Safe, Respectful and Responsible when in the bathroom. This is important because we want a clean & comfortable environment.		
Step 2: Introduce examples			
Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> Keep hands & feet to self Report problems to an adult Wash hands before leaving Keep floor dry 	<ul style="list-style-type: none"> One person in stall Leave Promptly Use Level 2 voice Girls use girl's room and boys use boy's room 	<ul style="list-style-type: none"> Put trash in trash can Only Toilet paper in toilet Flush toilet Wait for your turn
Step 3: Introduce <u>non-examples</u> (teacher model only- not students)			
Teach 	_____ is Not an example of being SAFE	_____ is Not an example of being RESPECTFUL	_____ is Not an example of being RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	<ul style="list-style-type: none"> Playing with water & soap is an example of not being safe 	<ul style="list-style-type: none"> Watching others go to the bathroom Going into opposite gender bathroom 	<ul style="list-style-type: none"> Locking a stall and crawling out.

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is washing hands an example of being **safe**. (safe, respectful, responsible)?
(EXAMPLE)
 - Am I being respectful when I scream? (NON-EXAMPLE)
 - Students finish this sentence: To be **responsible** (safe, respectful, responsible) in the bathroom, I will _____.
- Who can tell me one way to be (safe, respectful, responsible) in bathroom.

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected
behavior
students.



for

Lead the students as they
practice the expected
behaviors.

Test the students by
asking them to
demonstrate the behavior
or understanding of the
concept.

1. Washing hands with soap and water and drying with towel.
2. Respect privacy, knock we don't look under, over, or through.
3. Leave promptly, don't wait for friends.
4. Brainstorm for 3 categories and use sentence frames
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Bathroom** Procedures


Go
Flush
Wash
Dry
Return to Class
Quickly




Bus Loading Zone

For best results, teach the behavior where your students are expected to perform it.

Step 1: Introduce rule


Tell 	It is important to be Safe, Respectful and Responsible when in the Bus Loading Zone. This is important because we want students to safely have fun while waiting for the bus.
---	---

Step 2: Introduce examples

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> ▪ K-3 follow playground rules ▪ Walk in single file to lower playground. ▪ Follow play structure rules. 	<ul style="list-style-type: none"> ▪ All students follow directions from adults ▪ Use polite language ▪ Respect others' space 	<ul style="list-style-type: none"> ▪ Older students help with younger students ▪ Line backpacks neatly by fence. (K-3) ▪ Follow adult directions ▪ Walk in single line to lower play area.

Step 3: Introduce non-examples

(teacher model only- not students)

Teach 	_____ is Not an example of being SAFE	_____ is Not an example of being RESPECTFUL	_____ is Not an example of being RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	<ul style="list-style-type: none"> ▪ Running to and from playground. 	<ul style="list-style-type: none"> ▪ Ignoring an adult when given directions 	<ul style="list-style-type: none"> ▪ Walking away or cutting in the bus line

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is sitting quietly an example of being safe? (safe, respectful, responsible)? (EXAMPLE)
- Am I being respectful when I yell at an adult? (NON-EXAMPLE)
- Students finish this sentence: To be (safe, respectful, responsible) in the bus zone, I will _____.
- Who can tell me one way to be (safe, respectful, responsible) in the bus zone.

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected behavior for students.



Lead the students as they practice the expected behaviors.

Test the students by asking them to demonstrate the behavior or understanding of the concept.

1. Model - show where the backpacks are lined up
2. Role play - lining up & walking to lower playground
3. Review rules/procedures: Q & A
4. Demonstrate coming up from lower playground
5. Meet at map with backpack on your back w/ everything
6. Line up with student line leaders
7. Drop backpack off at ramp
8. Continue in line going to play structure
- 9.
- 10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Bus Loading Zone** Procedures

Follow playground rules

Follow adult directions

Wait quietly in line.


Walk to & from lower
playground.


Line up backpacks in
designated area.




Cafeteria

For best results, teach the behavior where your students are expected to perform it.

Step 1: Introduce rule	
Tell 	It is important to be Safe, Respectful and Responsible when in the cafeteria. This is important because we want a happy eating environment.

Step 2: Introduce examples			
Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> Face forward in line Keep hands and feet to yourself Sit on your bottom, feet under the table Eat only your food. 	<ul style="list-style-type: none"> Use Level 2 voice Be courteous: Use "please", "thank you", etc. Treat others like you want to be treated 	<ul style="list-style-type: none"> Clean up after yourself: under table, on table. Sit at assigned table Eat only your own food. Raise your hand to be excused.

Step 3: Introduce <u>non-examples</u> (teacher model only- not students)			
Teach 	_____ is Not an example of being SAFE	_____ is Not an example of being RESPECTFUL	_____ is Not an example of being RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	Taking someone else's food Wandering around the cafeteria Turned around backwards in line	<ul style="list-style-type: none"> Using a level 3 voice Not waiting to be excused Putting your trash on others' tray Not following adult directions 	<ul style="list-style-type: none"> Leaving your trash on the floor and table Sitting with another class Taking more than one utensil and napkin

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is facing forward in line an example of being safe? (safe, respectful, responsible)? (EXAMPLE)
- Am I being respectful when I put trash on someone else's tray? (NON-EXAMPLE)
- Students finish this sentence: To be safe (safe, respectful, responsible) in the cafeteria, I will _____.
- Who can tell me one way to be (safe, respectful, responsible) in the cafeteria

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected
behavior
students.



for

Lead the students as
they practice the
expected behaviors.

Test the students by
asking them to
demonstrate the
behavior or
understanding of the
concept.

1. Model how to enter cafeteria, & where to sit.
2. Model a level 2 voice, by demonstrating all levels
3. Model when and where trash is properly disposed of.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Cafeteria** Procedures

Eat only your food

Sit facing forward

Positive, polite
conversations




Clean up after
yourself

Raise hand to be
excused


Area/Activity: Chrome Books

For best results, teach the behavior where students are expected to perform it.

Step 1: Introduce Three Rules in This Area


Tell 	What are our Three School Rules? It also is important to be Safe, Respectful & Responsible when in the Chrome books . This is important because we want everyone to be able to use the technology.
--	--

Step 2: Introduce Examples of these Rules in this Area

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> ▪ Walk directly to and from computer station without bothering others. ▪ No eating or drinking around the laptops. 	<ul style="list-style-type: none"> ▪ Be gentle on the keys. ▪ Save work while working on it. ▪ Leave other students alone when they are working. ▪ "Hug" the Chrome book when walking with it. ▪ Respect personal space. 	<ul style="list-style-type: none"> ▪ Only go to teacher approved websites. ▪ Plug computer in with the power cord for its slot in the COW. ▪ Leave settings alone. ▪ Save your work when finished using your teacher's instructions

Step 3: Introduce Non-Examples (Finish with an EXAMPLE)

(Note: Teacher model only- Not students)

Teach 	Non-Examples of SAFE	Non-Examples of RESPECTFUL	Non-Examples of RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	<ul style="list-style-type: none"> ▪ Holding the Chrome book away from your body ▪ Eating/drinking around the laptops 	<ul style="list-style-type: none"> ▪ Pounding on the keys ▪ Slamming the screen shut ▪ Holding Chrome book with one hand ▪ Talking to or near someone working on a Chrome book ▪ Looking over someone's shoulder while they are working. 	<ul style="list-style-type: none"> ▪ Not staying on teacher approved websites ▪ Not returning to its slot and plugging in when finished ▪ Changing settings on the Chrome books ▪ Not backing up work ▪ Touching the screen

Step 4: **Check** Student Knowledge - Review examples and non-examples**Ask**

Is eating around then laptops an example of being safe? (EXAMPLE)
 Am I being respectful when pound on the keys of the laptop? (NON-EXAMPLE)
 Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.
 Who can tell me one way to be (safe, respectful, responsible) in _____?
 Who can show me how to be S-R-R in _____? (EXAMPLE)

Step 5: Teaching **Activities** (model, role play, skit, monitored practice opportunities, etc.)**Model**

expected
behavior
for students.



Lead the students
as they practice
expected
behaviors.

Test the students
by asking them to
demonstrate the
behavior or
understanding of
the concept.

- 1.
- 2.
- 3.
- 4.
- 5.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Chrome books** Expectations & Procedures

No eating or
drinking around the
laptops




"Hug" the laptop
when walking with it.

Only go to teacher
approved websites.


Area/Activity: Classroom – All the Time, Everywhere

For best results, teach the behavior where students are expected to perform it.

Step 1: Introduce Three Rules in This Area


Tell 	What are our Three School Rules? It also is important to be Safe, Respectful & Responsible when in the <u>Classroom</u> . This is important because we want our classroom to be a positive place for everyone to be.
---	---

Step 2: Introduce **Examples** of these Rules in this Area

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> ▪ Walk when indoors ▪ Use Equipment/materials appropriately ▪ Keep germs to self 	<ul style="list-style-type: none"> ▪ Follow adult directions ▪ Hands-feet-objects to self ▪ Let others work ▪ Use kind words/manners 	<ul style="list-style-type: none"> ▪ Follow rules & encourage others to do the same ▪ Use supplies <i>correctly</i> ▪ Clean up your space ▪ Use appropriate voice level

Step 3: Introduce **Non-Examples** (Finish with an EXAMPLE)

(Note: Teacher model only- Not students)

Teach 	Non-Examples of SAFE	Non-Examples of RESPECTFUL	Non-Examples of RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	<ul style="list-style-type: none"> ▪ Running ▪ Poking someone with a pencil ▪ Leaving a jacket on the floor 	<ul style="list-style-type: none"> ▪ Saying "Why?" when given a direction ▪ Talking to someone when they're trying to work 	<ul style="list-style-type: none"> ▪ Leaving needed items in backpack ▪ Leaving a mess ▪ Talking to a buddy across the room

Step 4: **Check Student Knowledge** - Review examples and non-examples

Ask



Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)

Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)

Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.

Who can tell me one way to be (safe, respectful, responsible) in _____?

Who can show me how to be S-R-R in _____? (EXAMPLE)

Step 5: Teaching **Activities** (model, role play, skit, monitored practice opportunities, etc.)**Model**

expected
behavior
for students.



Lead the students
as they practice
expected
behaviors.

Test the students
by asking them to
demonstrate the
behavior or
understanding of
the concept.

- 1.
- 2.
- 3.
- 4.
- 5.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Classroom: All the Time**
Expectations & Procedures

Walk indoors



Follow Adult
Directions


Clean up your space

Use appropriate
voice levels


Area/Activity: Classroom – Full Group Instruction

For best results, teach the behavior where students are expected to perform it.

Step 1: **Introduce** Three Rules in This Area


Tell 	What are our Three School Rules? It also is important to be Safe, Respectful & Responsible when in <u>Full Group Instruction</u> so our time is well spent and everyone is learning.
---	---

Step 2: Introduce **Examples** of these Rules in this Area

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> ▪ Stop and freeze at signal ▪ Seated and ready to learn 	<ul style="list-style-type: none"> ▪ Raise hand ▪ Follow directions ▪ Be aware of "personal bubbles" ▪ Listen as others speak ▪ Stay seated 	<ul style="list-style-type: none"> ▪ Remember STARS ▪ Have correct materials out and ready to go ▪ Work on assigned task ▪ Do your best

Step 3: Introduce **Non-Examples** (Finish with an EXAMPLE)

(Note: Teacher model only- Not students)

Teach 	Non-Examples of SAFE	Non-Examples of RESPECTFUL	Non-Examples of RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	<ul style="list-style-type: none"> ▪ Throwing things 	<ul style="list-style-type: none"> ▪ Blurting ▪ Getting up to sharpen your pencil 	<ul style="list-style-type: none"> ▪ Forgetting your AR book ▪ Playing in your desk ▪ Turning your back to the teacher.

Step 4: **Check** Student Knowledge - Review examples and non-examples

Ask



Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)
 Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)
 Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.
 Who can tell me one way to be (safe, respectful, responsible) in _____?
 Who can show me how to be S-R-R in _____? (EXAMPLE)

Step 5: Teaching **Activities** (model, role play, skit, monitored practice opportunities, etc.)**Model**

expected
behavior
for students.



Lead the students
as they practice
expected behaviors.

Test the students
by asking them to
demonstrate the
behavior or
understanding of
the concept.

- 1.
- 2.
- 3.
- 4.
- 5.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Classroom - Full Group Instruction**
Expectations & Procedures

Seated and ready
to learn



Raise your hand

Remember STARS


Follow Directions

Do Your Best


Area/Activity: Classroom – Individual/Independent Work

For best results, teach the behavior where students are expected to perform it.

Step 1: Introduce Three Rules in This Area


Tell 	What are our Three School Rules? It also is important to be Safe, Respectful & Responsible during <u>Independent Work Time</u> so all students can practice skills.
--	---

Step 2: Introduce **Examples** of these Rules in this Area

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> Sit at appropriate spot 	<ul style="list-style-type: none"> Allow others a quiet space to work 	<ul style="list-style-type: none"> Stay on task Do what is expected when finished

Step 3: Introduce **Non-Examples** (Finish with an EXAMPLE)

(Note: Teacher model only- Not students)

Teach 	Non-Examples of SAFE	Non-Examples of RESPECTFUL	Non-Examples of RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	<ul style="list-style-type: none"> Rocking in your chair 	<ul style="list-style-type: none"> Tapping your pencil Talking to other students Taking up too much teacher time 	<ul style="list-style-type: none"> Hurrying carelessly through your work Drawing pictures on your assignments Leaving your name off your paper

Step 4: **Check** Student Knowledge - Review examples and non-examples

Ask



Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)
 Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)
 Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.
 Who can tell me one way to be (safe, respectful, responsible) in _____?
 Who can show me how to be S-R-R in _____? (EXAMPLE)

Step 5: Teaching **Activities** (model, role play, skit, monitored practice opportunities, etc.)**Model**

expected
behavior
for students.



- 1.
- 2.
- 3.
- 4.
- 5.

Lead the students
as they practice
expected
behaviors.

Test the students
by asking them to
demonstrate the
behavior or
understanding of
the concept.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Classroom - Individual/Independent**
Expectations & Procedures

Sit in appropriate
spot



Allow others a quiet
space to work

Stay on task

Area/Activity: Classroom – Small Group Instruction

For best results, teach the behavior where students are expected to perform it.

Step 1: **Introduce** Three Rules in This Area

Tell



What are our Three School Rules? It also is important to be Safe, Respectful & Responsible when in the Small Group Instruction because learning from each other is our priority.

Step 2: Introduce **Examples** of these Rules in this Area

Teach



SAFE

RESPECTFUL

RESPONSIBLE

Examples of being **SAFE** are ____.

Examples of being **RESPECTFUL** are ____.

Examples of being **RESPONSIBLE** are ____.

- Stay in designated area

- Stay focused on task
- Look and listen to speaker

- Share information

Step 3: Introduce **Non-Examples** (Finish with an EXAMPLE)

(Note: Teacher model only- Not students)

Teach



Non-Examples
SAFE

of

Non-Examples
RESPECTFUL

of

Non-Examples
RESPONSIBLE

of

_____ is Not an example of being _____

I'm not being _____ when I _____

- Traveling from group to group
- Going outside without permission

- Tuning out while others are talking
- Talking the whole time

- Not giving input
- Sitting back, staying out of the conversation.

Step 4: **Check Student Knowledge** - Review examples and non-examples

Ask



Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)
 Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)
 Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.
 Who can tell me one way to be (safe, respectful, responsible) in _____?
 Who can show me how to be S-R-R in _____? (EXAMPLE)

Step 5: Teaching **Activities** (model, role play, skit, monitored practice opportunities, etc.)

Model

expected behavior for students.



Lead the students as they practice expected behaviors.

Test the students by asking them to demonstrate the behavior or understanding of the concept.

- 1.
- 2.
- 3.
- 4.
- 5.

Review of Classroom– Small Group Instruction

Expectations & Procedures

Stay in designated
area



Stay focused on
task

Look and listen to
speaker

Share information

Front of School Dismissal

For best results, teach the behavior where your students are expected to perform it.

Step 1: Introduce rule

Tell



It is important to be Safe, Respectful and Responsible during Dismissal. This is important so we can have a good end to our school day.

Step 2: Introduce examples

Teach



SAFE

RESPECTFUL

RESPONSIBLE

Examples of being **SAFE** are ____.

Examples of being **RESPECTFUL** are ____.

Examples of being **RESPONSIBLE** are ____.

- Walk/stay with class
- Backs to wall
- Walk bikes until off school grounds

- Say "goodbye" to adult in charge
- Use level 2 voice
- Follow directions

- Make sure you have your belongings
- Backpacks on back
- Watch for your ride
- Refer to office procedures if ride is late (10 minutes after dismissal = office)

Step 3: Introduce non-examples (teacher model only- not students)

Teach



_____ is Not an example of being **SAFE**

_____ is Not an example of being **RESPECTFUL**

_____ is Not an example of being **RESPONSIBLE**

_____ is Not an example of being _____

I'm not being _____ when I _____

- Unsafe crossing in parking lot
- Swinging backpacks
- Horseplay

- Using level 3/4 voice

- Leaving w/out telling adult
- Leaving belongings
- Not looking for ride.

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is standing with back to wall an example of being responsible? (safe, respectful, responsible)? (EXAMPLE)
- Am I being respectful when I leave w/out telling an adult? (NON-EXAMPLE)
- Students finish this sentence: To be respectful (safe, respectful, responsible) at the end of school, I will _____.
- Who can tell me one way to be responsible at dismissal? (safe, respectful,

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected behavior for students.



Lead the students as they practice the expected behaviors.

Test the students by asking them to demonstrate the behavior or understanding of the concept.

1. Model walking students to dismissal site
2. Model backs to wall w/ backpacks on
3. Role play how to look for ride & what to say to adult in charge
- 4.
- 5.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Dismissal** Procedures

Walk/Stay with
class



Backpacks on back

Say "goodbye" to
adult in charge

Hallways/Upper Level

For best results, teach the behavior where your students are expected to perform it.

Step 1: Introduce rule

Tell



It is important to be Safe, Respectful and Responsible when in the Hallways. This is important because need others to learn.

Step 2: Introduce examples

Teach



SAFE

RESPECTFUL

RESPONSIBLE

Examples of being **SAFE** are ____.

Examples of being **RESPECTFUL** are ____.

Examples of being **RESPONSIBLE** are ____.

- Walk, facing forward, hands & feet to self
- Keep your place in single file line

- Hands 7 feet to self
- Follow directions
- Level 0 - 1 voice level

- Take care of personal belongings

Step 3: Introduce non-examples (teacher model only- not students)

Teach



_____ is Not an example of being **SAFE**

_____ is Not an example of being **RESPECTFUL**

_____ is Not an example of being **RESPONSIBLE**

_____ is Not an example of being _____

I'm not being _____ when I _____

- Running, walking backwards
- Walking side by side

- Level 2 or higher voice; shouting
- Cutting in line
- Poking someone in the back

- Getting into someone else's backpack.
- Swinging/throwing backpack

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is walking an example of being responsible? (safe, respectful, responsible)? (EXAMPLE)
- Am I being respectful when I push? (NON-EXAMPLE)
- Students finish this sentence: To be responsible (safe, respectful, responsible) in hallways, I will wear my backpack on my back_____.
- Who can tell me one way to be (safe, respectful, responsible) in the hallways?

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected behavior for students.



Lead the students as they practice the expected behaviors.

Test the students by asking them to demonstrate the behavior or understanding of the concept.

1. Model
2. Role play good examples
3. Practice examples
4. Drawing
5. Relay
- 6.
- 7.
- 8.
- 9.
- 10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of Hallway/Upper Level Procedures

Walk facing
forward



Hands & feet to
self

Single file line

Level 0 or 1 voice

Kinder Playground

For best results, teach the behavior where your students are expected to perform it.

Step 1: Introduce rule

Tell



It is important to be Safe, Respectful and Responsible when on the Kinder Playground. This is important because we want to have a fun time at recess.

Step 2: Introduce examples

Teach



SAFE

RESPECTFUL

RESPONSIBLE

Examples of being **SAFE** are ____.

Examples of being **RESPECTFUL** are ____.

Examples of being **RESPONSIBLE** are ____.

- Walk on black mat area
- Play where you can see a monitor/teacher
- No Play fighting

- Using a level 3 or 4 voice

- Cleaning up your trash
- Keeping hands and feet off the pipes
- Stay off the back porch
- Slide down the slides on bottom, feet forward
- Don't move cones
- Use equipment as instructed

Step 3: Introduce non-examples (teacher model only- not students)

Teach



_____ is Not an example of being **SAFE**

_____ is Not an example of being **RESPECTFUL**

_____ is Not an example of being **RESPONSIBLE**

_____ is Not an example of being _____

I'm not being _____ when I _____

- Running through the play structure
- Hiding from the adult in charge
- Play fighting

- Yelling in someone's ear

- Throwing trash
- Climbing up the slide
- Playing on the back porch
- Squeezing yourself between the pipes.

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is playing where the monitor can see you an example of being safe? (safe, respectful, responsible)? (EXAMPLE)
- Am I being responsible when I when I walk away from my snack bag? (NON-EXAMPLE)
- Students finish this sentence: To be safe (safe, respectful, responsible) on the kinder playground, I will_____.
- Who can tell me one way to be (safe, respectful, responsible) on the playground.

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected
behavior
students.



for

Lead the students as
they practice the
expected behaviors.

Test the students by
asking them to
demonstrate the
behavior or
understanding of the
concept.

1. Role Play

2. Model

3.

4.

5.

6.

7.

8.

9.

10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Kinder Playground** Procedures

Walk on black mat



Clean up trash

Hands & feet off
pipes and rails

Stay off back porch

Kitchen

For best results, teach the behavior where your students are expected to perform it.

Step 1: Introduce rule

Tell
I



It is important to be Safe, Respectful and Responsible when in the kitchen.
This is important for the health and safety of students and kitchen staff.

Step 2: Introduce examples

Teach



SAFE

RESPECTFUL

RESPONSIBLE

Examples of being **SAFE** are ____.

Examples of being **RESPECTFUL** are ____.

Examples of being **RESPONSIBLE** are ____.

- Choose food with eyes, pick with your fingers
- Food Safety - use hand sanitizer
- Don't eat in line.
- Carry tray with two hands.

- Use Level 2 voice
- Be courteous: Use "please", "thank you", etc.
- Take what you want, eat what you take.

- Use Hand Sanitizer
- Five at a time.
- Keep your place in line.
- Take napkins, utensils, & water when exiting the kitchen.
- Leave personal belongings in cafeteria

Step 3: Introduce non-examples (teacher model only- not students)

Teach



_____ is Not an example of being **SAFE**

_____ is Not an example of being **RESPECTFUL**

_____ is Not an example of being **RESPONSIBLE**

_____ is Not an example of being _____

I'm not being _____ when I _____

Carrying the tray with one hand

- Using a level 3 voice
- Taking food you will not eat.

- Taking personal belongings into the kitchen

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is facing moving in and out of line an example of being safe? (safe, respectful, responsible)? (EXAMPLE)
- Am I being respectful when I shout in the kitchen? (NON-EXAMPLE)
- Students finish this sentence: To be safe (safe, respectful, responsible) in the cafeteria, I will _____.
- Who can tell me one way to be (safe, respectful, responsible) in the cafeteria

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected
behavior
for students.



Lead the students as
they practice the
expected behaviors.

Test the students by
asking them to
demonstrate the
behavior or
understanding of the
concept.

1. Model expected behaviors..

2. Role play

3. Skit

4.

5.

6.

7.

8.

9.

10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Kitchen** Procedures



Stay in line

Hold tray with 2
hands

5 at a time in the
kitchen

Leave personal
belongings in
cafeteria

Library

For best results, teach the behavior where your students are expected to perform it.

Step 1: Introduce rule

Tell



It is important to be Safe, Respectful and Responsible when in the Library.
This is important because we want a great reading environment.

Step 2: Introduce examples

Teach



SAFE

RESPECTFUL

RESPONSIBLE

Examples of being **SAFE** are ____.

Examples of being **RESPECTFUL** are ____.

Examples of being **RESPONSIBLE** are ____.

- Use correct doors for entering and exiting
- Use sticks as shelf markers
- Push chair in when leaving table

- Listen for instructions
- Use a Level 1 voice and say "yes"
- Read my book following checkout

- Choose books at AR level
- Return books when due
- Treat books with care

Step 3: Introduce non-examples (teacher model only- not students)

Teach



_____ is Not an example of being **SAFE**

_____ is Not an example of being **RESPECTFUL**

_____ is Not an example of being **RESPONSIBLE**

_____ is Not an example of being _____

I'm not being _____ when I _____

A Chair being left out is not an example of being safe

- Using a level 2 voice
- Talking while instructions are being given

- Not returning library books
- Dropping my book in a puddle.

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is drinking a soda while reading a library book an example of being responsible? (safe, respectful, responsible)? (EXAMPLE)
 - Am I being respectful when I use a level 2 voice? (NON-EXAMPLE)
 - Students finish this sentence: To be safe (safe, respectful, responsible) in the library, I will _____.
- Who can tell me one way to be (safe, respectful, responsible) in the library.

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected behavior for students.



Lead the students as they practice the expected behaviors.

Test the students by asking them to demonstrate the behavior or understanding of the concept.

1. Model how to enter library, leave book(s) on table, & sit on story rug
2. Model a level 1 voice, by demonstrating all levels
3. Model how to use a shelf marker. (Red stick)
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Library** Procedures

Level 1 Voice

Walk



Push in Chairs


Return books on
time

Treat books with
care


Office

For best results, teach the behavior where your students are expected to perform it.


Step 1: Introduce rule

Tell 	It is important to be Safe, Respectful and Responsible when in the office. This is important because we want an efficient and professional office.
---	--

Step 2: Introduce examples

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> Walk 	<ul style="list-style-type: none"> Wait to be helped Use a level 2 voice 	<ul style="list-style-type: none"> Walk directly to and from the office Come with a pass Prearrange schedule prior to arriving at school Urgent phone calls only (Urgent is determined by office staff.)

Step 3: Introduce non-examples (teacher model only- not students)

Teach 	_____ is Not an example of being SAFE	_____ is Not an example of being RESPECTFUL	_____ is Not an example of being RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	Running, hopping, skipping to the office	<ul style="list-style-type: none"> Using a level 3 voice Interrupting an adult Shouting "Hi" to someone 	<ul style="list-style-type: none"> Asking to use phone for social plans Coming without a pass Goofing off on your way to or from

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is walking to the office an example of being safe. (safe, respectful, responsible)? (EXAMPLE)
- Am I being respectful when I interrupt an adult? (NON-EXAMPLE)
- Students finish this sentence: To be responsible (safe, respectful, responsible) in the office I will _____.
- Who can tell me one way to be (safe, respectful, responsible) in office.

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected behavior for students.



Lead the students as they practice the expected behaviors.

Test the students by asking them to demonstrate the behavior or understanding of the concept.

1. Watch the video
2. Provide sentence frames. Ask students to demonstrate understanding.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Office** Procedures

Walk

Level 2 voice


Come with pass

Wait to be helped


Playground

For best results, teach the behavior where your students are expected to perform it.


Step 1: Introduce rule

Tell 	It is important to be Safe, Respectful and Responsible when on the Playground. This is important because all students deserve a safe and fun environment to play.
---	--

Step 2: Introduce examples

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> Students "report" safety issues (behavior or equipment to monitors/teachers) No horseplay, rough housing, play fighting Stay in assigned areas 	<ul style="list-style-type: none"> Ask/welcome others to join in game. Follow game rules Use "please", "thank you", "excuse me", and apologize, check to see if "OK", use encouraging words Respect adults in charge 	<ul style="list-style-type: none"> Student know and practice playground & game rules Freeze when bull horn sounds Put down playground equipment Gather belongings & walk quietly to your line.

Step 3: Introduce non-examples (teacher model only- not students)

Teach 	_____ is Not an example of being SAFE	_____ is Not an example of being RESPECTFUL	_____ is Not an example of being RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	<ul style="list-style-type: none"> Using "karate", wrestling or choking Throwing ball too hard & too far. Climbing up the slide Throwing dirt/rocks 	<ul style="list-style-type: none"> Excluding others from games Ignoring or back talking to adults Foul language Teasing name calling, mimicking 	<ul style="list-style-type: none"> Not lining-up Abusing equipment Tattling vs. reporting Making up your own game rules

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is welcoming others an example of being respectful? (safe, respectful, responsible)? (EXAMPLE)
- Am I being safe when I when I climb up the slide? (NON-EXAMPLE)
- Students finish this sentence: To be (safe, respectful, responsible) on the playground, I will _____.
- Who can tell me one way to be (safe, respectful, responsible) on the playground.

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected behavior for students.



Lead the students as they practice the expected behaviors.

Test the students by asking them to demonstrate the behavior or understanding of the concept.

1. Model & practice examples of bullhorn sounding and lining up.
2. Role play respectful exchanges with others.
3. Review rules/procedures: Q & A
4. Stop, drop equipment, walk to line.
5. Line up keeping hands and feet to self.
- 6.
- 7.
- 8.
- 9.
- 10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Playground** Procedures

Stay in assigned
areas

Follow adult
directions




At signal, put down
equipment, pick up
your stuff, & line up.

No horseplay

Area/Activity: **PBIS Basketball**

For best results, teach the behavior where students are expected to perform it.

Step 1: **Introduce** Three Rules in This Area

Tell		<p>What are our Three School Rules? It also is important to be Safe, Respectful & Responsible when on the Basketball Court.</p> <p>This is important because we want a safe and fun environment.</p>
-------------	---	---


Step 2: Introduce **Examples** of these Rules in this Area

Teach	SAFE	RESPECTFUL	RESPONSIBLE
<p>Examples of being SAFE are ____.</p> <p>Examples of being RESPECTFUL are ____.</p> <p>Examples of being RESPONSIBLE are ____.</p>	<ul style="list-style-type: none"> ▪ Up to 5 players on each team ▪ Two-handed shots and passes only 	<ul style="list-style-type: none"> ▪ Rotate extra players into the game after a team scores 5 points ▪ Pass the basketball ▪ Positive comments only (ie. Good shot, great pass, nice try) 	<ul style="list-style-type: none"> ▪ Playbasketball games on assigned courts and HotShots on assigned courts ▪ Use appropriate equipment only (orange basketballs) ▪ Follow Grant school basketball rules

Step 3: Introduce **Non-Examples** (Finish with an EXAMPLE)(*Note: Teacher model only- Not students*)

Teach	Non-Examples of SAFE	Non-Examples of RESPECTFUL	Non-Examples of RESPONSIBLE
<p>_____ is Not an example of being _____</p> <p>I'm not being _____ when I _____</p>	<ul style="list-style-type: none"> ▪ Playing 7 on 7 ▪ Throwing the ball at the basket with one hand 	<ul style="list-style-type: none"> ▪ Keeping others from playing in a game ▪ Refusing to pass & shooting the ball every time ▪ Telling others they are not good 	<ul style="list-style-type: none"> ▪ Playing a basketball game on a HotShot court ▪ Playing basketball with a soccer ball ▪ Making your own rules for basketball

Step 4: **Check** Student Knowledge - Review examples and non-examples

Ask		<p>Is playing 5 On 5 in a basketball game an example of being safe?</p> <p>Am I being respectful when I refuse to pass & shoot the ball everytime? Students finish this sentence: To be responsible while playing basketball, I will _____.</p> <p>Who can tell me one way to be (safe, respectful, responsible) in basketball?</p> <p>Who can show me how to be S-R-R in basketball? (EXAMPLE)</p>
------------	---	---

Step 5: Teaching **Activities** (model, role play, skit, monitored practice opportunities, etc.)

Model

expected behavior for students.



Lead the students as they practice expected behaviors.

Test the students by asking them to demonstrate the behavior or understanding of the concept.

- 1.
- 2.
- 3.
- 4.
- 5.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of Basketball Expectations & Procedures



2 handed shots &
passes

Rotate extra players
into the game


Use appropriate
equipment

(orange basketballs)


Area/Activity: Playground Entry/Exit

For best results, teach the behavior where students are expected to perform it.


Step 1: Introduce Three Rules in This Area

Tell 	<p>What are our Three School Rules? It also is important to be Safe, Respectful & Responsible when entering/exiting the playground.</p> <p>This is important because we want all students to have fun during recess and to get back to learning quickly after recess is over.</p>
---	---

Step 2: Introduce Examples of these Rules in this Area

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
<p>Examples of being SAFE are ____.</p> <p>Examples of being RESPECTFUL are ____.</p> <p>Examples of being RESPONSIBLE are ____.</p>	<ul style="list-style-type: none"> Walk safely to and from the playground Walk to your line when recess is over Get permission and a pass from a monitor when leaving the playground 	<ul style="list-style-type: none"> Walk around classes who are lined up Listen to monitors and follow directions the first time 	<ul style="list-style-type: none"> (Lower Grades) Freeze when monitor blows whistle. Set down equipment where you are. Get your personal belongings. Line up in your class area when monitor tells you to. (Upper Grades) Freeze when monitor blows whistle. Follow directions of monitor to put equipment away. Gather your personal belongings. Line up in your class area when monitor tells you to.

Step 3: Introduce Non-Examples (Finish with an EXAMPLE)(Note: Teacher model only- Not students)

Teach 	Non-Examples of SAFE	Non-Examples of RESPECTFUL	Non-Examples of RESPONSIBLE
<p>_____ is Not an example of being _____</p> <p>I'm not being _____ when I _____</p>	<ul style="list-style-type: none"> Walking backwards down the hill to the playground Running to your classroom after recess Running to your line Walking up to the bathroom or office without pass & permission 	<ul style="list-style-type: none"> Cutting through classes who are lined up Continuing to play when a monitor is speaking to you Ignoring a monitor's direction Arguing with a monitor when your recess is over 	<ul style="list-style-type: none"> Continuing to play after the whistle is blown Throwing the ball when it is time to set equipment down Giving the ball to a friend in another grade when you line up. Leaving your jacket on the playground Refusing to line up

Step 4: **Check Student Knowledge** - Review examples and non-examples**Ask**

Is walking to and from the playground an example of being safe?

Am I being respectful when I argue with a monitor? (NON-EXAMPLE)

Students finish this sentence: To be responsible while entering or exiting the playground, I will _____.

Who can tell me one way to be (safe, respectful, responsible) when entering or exiting the playground?

Who can show me how to be S-R-R in _____? (EXAMPLE)

Step 5: Teaching **Activities** (model, role play, skit, monitored practice opportunities, etc.)**Model**

expected behavior for students.



Lead the students as they practice expected behaviors.

Test the students by asking them to demonstrate the behavior or understanding of the concept.

1.

2.

3.

4.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of Playground Entry/Exit Expectations & Procedures




Walk to and from
the playground

Listen to monitors
and follow directions


Freeze when the
whistle is blown

Area/Activity: Play Structure


Step 1: Introduce Three Rules in This Area

Tell 	What are our Three School Rules? It also is important to be Safe, Respectful & Responsible while playing on the Play Structure. This is important because all students deserve a safe and fun environment to play.
---	---


Step 2: Introduce Examples of these Rules in this Area

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are _____. Examples of being RESPECTFUL are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> ▪ Always walk on the play structure & black mat ▪ Go down the slide on your bottom, feet first, 1 student at a time ▪ Students must go in 1 direction on ladder, in tunnel and on rings ▪ 1 person at a time on bars ▪ No balls, ropes, etc. or tag on structure & black mat ▪ No jumping from the structure 	<ul style="list-style-type: none"> ▪ Wait your turn in line ▪ Listen to monitors and follow directions the first time ▪ Include other students in a game 	<ul style="list-style-type: none"> ▪ Leave play structure & freeze on the edge of black mat when monitor signals recess is over ▪ Gather personal belongings when leaving play structure ▪ Report unsafe conditions to monitor or responsible adult


Step 3: Introduce Non-Examples (Finish with an EXAMPLE) (Note: Teacher model only- Not students)

Teach 	Non-Examples of SAFE	Non-Examples of RESPECTFUL	Non-Examples of RESPONSIBLE
_____ is Not an example of being _____ I'm not being _____ when I _____	<ul style="list-style-type: none"> ▪ Playing tag or chase games on the play structure ▪ Jumping off the play structure ▪ Throwing a ball from the play structure ▪ Climbing up the slide ▪ 2 students hanging from the bars at the same time 	<ul style="list-style-type: none"> ▪ "Cutting" in line ▪ Ignoring the instructions from a monitor ▪ Keeping others from playing in a game 	<ul style="list-style-type: none"> ▪ Staying on the play structure when the monitor signals recess is over ▪ Leaving your jacket on the play structure ▪ Continuing to play on damaged equipment

Step 4: Check Student Knowledge - Review examples and non-examples

<p>Ask</p> 	<p>Is walking on the play structure an example of being safe)? (EXAMPLE)</p> <p>Am I being respectful when I "cut" in front of the line? (NON-EXAMPLE)</p> <p>Students finish this sentence: To be responsible on the play structure, I will _____.</p> <p>Who can tell me one way to be (safe, respectful, responsible) on the play structure?</p> <p>Who can show me how to be S-R-R in _____? (EXAMPLE)</p>
---	--

Step 5: Teaching **Activities** (model, role play, skit, monitored practice opportunities, etc.)

<p><u>Model</u> expected behavior for students.</p>  <p><u>Lead</u> the students as they practice expected behaviors.</p> <p><u>Test</u> the students by asking them to demonstrate the behavior or understanding of the concept.</p>	<ol style="list-style-type: none"> 1. 2. 3. <p><i>Teacher: Constantly give positive feedback to students when you notice students meeting expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.</i></p>
---	--

Review of Play Structure Expectations & Procedures

No jumping from the
play structure




Wait your turn in line


Leave play structure &
freeze on the edge of
the black mat when
monitor signals recess
is over

Area/Activity: Tetherball & Four Square

Step 1: Introduce Three Rules in This Area


Tell 	<p>What are our Three School Rules? It also is important to be Safe, Respectful & Responsible when playing Tetherball & Foursquare.</p> <p>This is important because we want students to enjoy playing the games without arguing or getting hurt.</p>
---	--

Step 2: Introduce **Examples** of these Rules in this Area

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
<p>Examples of being SAFE are ____.</p> <p>Examples of being RESPECTFUL are ____.</p> <p>Examples of being RESPONSIBLE are ____.</p>	<ul style="list-style-type: none"> Server needs to ask opponents if they are ready for the serve Students waiting to play need to be in designated areas Only adults remove & maintain tetherballs 	<ul style="list-style-type: none"> Wait your turn in line Listen to monitors & follow directions the first time Include other students in a game Positive comments only (i.e. good job, nice try) 	<ul style="list-style-type: none"> Leave game quickly when out Settle disagreements with 1 round of rock, paper, scissors Gather personal belongs when monitor signals end of recess

Step 3: Introduce **Non-Examples** (Finish with an EXAMPLE)

(Note: Teacher model only- Not students)

Teach 	Non-Examples of SAFE	Non-Examples of RESPECTFUL	Non-Examples of RESPONSIBLE
<p>_____ is Not an example of being _____</p> <p>I'm not being _____ when I _____</p>	<ul style="list-style-type: none"> Serving the ball without checking to see if opponent is ready Students in line standing on the tetherball court during the game Students unhooking the tetherballs 	<ul style="list-style-type: none"> "Cutting" in line Continuing to play when monitor is speaking to you Keeping others from playing in a game Telling another player they are not good at the game 	<ul style="list-style-type: none"> Arguing or refusing to leave the court when out Using a group vote to get a player out Leaving your jacket on the playground

Step 4: **Check Student Knowledge** - Review examples and non-examples**Ask**

Is the server asking an opponent if they are ready for a serve an example of being safe?
(EXAMPLE)

Am I being respectful when I only include my friends in a game & other students want to play?
(NON-EXAMPLE)

Students finish this sentence: To be responsible while playing tetherball & four square, I will _____.

Who can tell me one way to be (safe, respectful, responsible) while playing tetherball and four square?

Who can show me how to be S-R-R in _____? (EXAMPLE)

Step 5: Teaching **Activities** (model, role play, skit, monitored practice opportunities, etc.)

Model
behavior
students.



expected
for

Lead the students as they
practice expected behaviors.

Test the students by asking
them to demonstrate the
behavior or understanding of
the concept.

1.

2.

3.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of Tetherball & Four Square Expectations & Procedures

Server needs to ask
opponents if they
are ready for the
serve



Wait your turn in
line

Leave the game
quickly when out

Area/Activity: Wall ball


Step 1: Introduce Three Rules in This Area

Tell




What are our Three School Rules? It also is important to be Safe, Respectful & Responsible when playing wall ball.
This is important because we want students to enjoy the game without arguing or getting hurt.

Step 2: Introduce **Examples** of these Rules in this Area

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
<p>Examples of being SAFE are ____.</p> <p>Examples of being RESPECTFUL are ____.</p> <p>Examples of being RESPONSIBLE are ____.</p>	<ul style="list-style-type: none"> Maximum of 5 players (east) Maximum of 2 players (west) Put stray balls at end of court 	<ul style="list-style-type: none"> Wait your turn in line Listen to monitors & follow directions the first time Include other students in a game Positive comments only (i.e. good job, nice try) 	<ul style="list-style-type: none"> Leave game quickly when out Settle disagreements with 1 round of rock, paper, scissors Gather personal belongings when monitor signals end of recess Follow Grant Wall ball rules Last person to hit the ball quickly goes & gets the ball

Step 3: Introduce **Non-Examples** (Finish with an EXAMPLE) (Note: Teacher model only- Not students)

Teach 	Non-Examples of SAFE	Non-Examples of RESPECTFUL	Non-Examples of RESPONSIBLE
<p>_____ is Not an example of being _____</p> <p>I'm not being _____ when I _____</p>	<ul style="list-style-type: none"> Playing more than 5 players on east court & more than 2 on the west court When a ball comes over the wall, Throwing it back over the wall 	<ul style="list-style-type: none"> "Cutting" in line Continuing to play a game when a monitor is speaking to you Keeping others from playing in a game Telling another player they are not good at the game 	<ul style="list-style-type: none"> Arguing or reusing to leave the court when out Using a group vote to get a player out Leaving your coat on the ground Making your own rules Hitting the ball off of the court & refusing to get it

Step 4: **Check** Student Knowledge - Review examples and non-examples**Ask**

Is leaving the game quickly when you are out an example of being responsible?

Am I being safe when I throw the ball over the wall? (NON-EXAMPLE)

Students finish this sentence: To be respectful while playing wall ball, I will

_____.

Who can tell me one way to be (safe, respectful, responsible) in _____?

Who can show me how to be S-R-R in _____? (EXAMPLE)

Step 5: Teaching **Activities** (model, role play, skit, monitored practice opportunities, etc.)**Model**

expected
behavior
for students.



Lead the students
as they practice
expected behaviors.

Test the students
by asking them to
demonstrate the
behavior or
understanding of
the concept.

1.

2.

3.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of Wall Ball Expectations & Procedures

Maximum of 5 players
on east court,
2 on west court



Include other
students in a game

Leave game quickly
when out

Snack at Recess

For best results, teach the behavior where your students are expected to perform it.

Step 1: Introduce rule

Tell



It is important to be Safe, Respectful and Responsible when eating snacks. This is important because snack time gives us a chance to "refuel" for learning.

Step 2: Introduce examples

Teach



SAFE

RESPECTFUL

RESPONSIBLE

Examples of being **SAFE** are ____.

Examples of being **RESPECTFUL** are ____.

Examples of being **RESPONSIBLE** are ____.

- Walking to snack area
- Eating your own food

- Not asking others for food

- Bringing nutritious snack
- Sitting at the picnic table to eat
- Cleaning up your trash

Step 3: Introduce non-examples (teacher model only- not students)

Teach



_____ is Not an example of being **SAFE**

_____ is Not an example of being **RESPECTFUL**

_____ is Not an example of being **RESPONSIBLE**

_____ is Not an example of being _____

I'm not being _____ when I _____

- Running to the snack area
- Stealing or grabbing someone else's food

- "Please, please give me some flaming hot cheetos"

- Eating your snack while walking around
- Sneaking your snack while playing basketball

Step 4: Check Knowledge - Review examples and non-examples

Ask



- Is eating carrot sticks an example of being responsible? (safe, respectful, responsible)? (EXAMPLE)
- Am I being safe when I when I grab someone's snack? (NON-EXAMPLE)
- Students finish this sentence: To be respectful (safe, respectful, responsible) when eating my snack, I will _____.
- Who can tell me one way to be (safe, respectful, responsible) when eating snack.

Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.)

Model

expected
behavior
for students.



Lead the students
as they practice
the expected
behaviors.

Test the students
by asking them to
demonstrate the
behavior or
understanding of
the concept.

1. Role Play

2. Model

3.

4.

5.

6.

7.

8.

9.

10.

*Teacher: Constantly give positive feedback to students when you notice students **meeting** expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*

Review of **Snack at Recess** Procedures

Walk to snack area.

Eat only your own
food.



Don't ask others for
food.

Sit at picnic area.

Clean up after
yourself.

Formal Review of _____ Expectations

A. Our school rules are _____, _____, and _____. Some examples of these rules in _____

Being SAFE	Being RESPECTFUL	Being RESPONSIBLE
▪	▪	▪

B. I was Not being Safe, Respectful or Responsible when I:

C. To be Safe, Respectful and Responsible, I must:

D. Next time I will:

I will do my best to be Safe, Respectful & Responsible at School

Student signature: _____

Date: _____

Parent comments and feedback:

Parent comments and feedback:
Parent Signature: _____ Date: _____

4

System for Encouraging Desired Behavior

Reinforcement Menu

Research by Rath & Clifton (2004) indicates that individuals who receive regular recognition and praise

- Increase their individual productivity.
- Are more likely to stay with their organization.
- Receive higher loyalty and satisfaction.
- Have better safety records

Small	Medium	Large
<ul style="list-style-type: none"> • Say “Thank you” • Star sticker • Verbal • Pat on shoulder • Smile • Praise • High five • Listen to them • Notice them • Note to student • Points toward class reward 	<ul style="list-style-type: none"> • PAW card • Teacher note to the parents • Teacher phone call to parents • Give them time • Pay attention • Eye contact • Teacher’s helper • Line leader • Extra game • Extra recess or choice time • School supplies • Treat with Principal 	<ul style="list-style-type: none"> • Principal phone call • Positive referral to the office • Raffle prizes • School wide assembly recognition • Lunch leader • Coupons for free items • Special recess or computer time

Refer to this Reinforcement Menu for ideas of how to recognize and reward students for following the rules on the matrix with small, medium, and large rewards.

Our Reinforcement Ticket:



How to use “Positive Paw” tickets:

1. Name of coupon: Grant’s “Positive Paw”

2. Who can give the tickets out?

- ★ Any adult who has been trained in *PBIS* use of reinforcements.
- ★ Any adult can give it to any student outside of their classroom.
- ★ Teachers need their own classroom management system.

3. How many are given out at one time?

- ★ One ticket at a time (never more than 1 ticket per action).

4. Who are they given to?

- ★ Any student who is demonstrating any behaviors that is safe, respectful, or responsible.
- ★ Staff will not give tickets to students who ask for them.

5. How many tickets should a staff member give out each day?

- ★ Each staff member should make a goal of handing out 8 Positive Paws a day.

6. What may students do with the *Positive Paw* ticket?

Collect and turn in, or save, Upper grade class collects. Drawing on Thursdays, students announced at Monday Morning Meeting where they come to the front to be acknowledged and select their prize.

- ★ Students may enter their ticket in the weekly or monthly drawings for prizes.
- ★ Student writes his/her name and room number on the back of the “Positive Paw” ticket.
- ★ Each class will have a bucket for students to place their “Positive Paws”.
- ★ Drawings will be on Thursday.
- ★ Students may save tickets in bundles of 20 for a special school-wide drawing.

What are some possible secondary re-enforcers? Restaurant table – special area, goodie box, front of line pass, eat with principal/teacher, pick a playground game, coupons- adult attention & privileges, treasure box, paw certificate.

Scripts for Encouraging Desired Behavior

1. Thank you for _____ (specific behavior). It shows that you have been _____ (Safe, Respectful or Responsible).
2. Thank you for _____ (specific behavior). That's a great example of being _____ (SRR).
3. I really appreciate how you _____. That's a wonderful example of being _____ (SRR).
4. By being _____ (specific behavior) in the library you show a good example of being _____ (SRR).
5. Thank you, _____ (name) for _____ (specific behavior). That's showing _____ (SRR).
6. Thank you, _____ (name) for _____ (specific behavior). You're showing a good example of being _____ (SRR).
7. “ Name _____, Wow, great job of being safe/respectful/responsible by (action). ”

We reward behaviors, never students!

- ★ Bribery is an inducement to do something illegal, unethical, and immoral.
- ★ Manipulation: If adults are rewarding students for being still or quiet, that is not good for kids. “Positive Paw” cards reinforce the specific behaviors we want to see for safe, respectful, responsible behavior.
- ★ Reinforcement is appropriate at school when it helps kids become successful at life.
- ★ Passing out tons of tickets for a common sense action, ex. picking up trash, is not a rewardable action.

System for Discouraging Undesired Behavior

Our goal is to use positive feedback and acknowledgement when students follow the rules, and corrective feedback and consequences when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

Correction Menu

Refer to the Correction Menu for suggestions on how to respond to different levels of misbehavior. These levels are also articulated on the Grant Elementary Behavior Tracking Form.

CORRECTIVES MENU

SMALL	MEDIUM	HIGH
Gentle redirection Reminder of rules Visual icon for rules Questioning-are you being safe? Warning Teacher "look" Circling/close proximity Humor Peer support Acknowledge positive behavior As an example Silent signals Attention getter Switching seats Practice behavior	Re-teach expectation Behavior tracking form Alternate placement Loss of recess Phone call home Letter of apology Student conference Loss of privilege Referral to principal Note home Daily note Check in/check out (support) Conflict resolution Reflection form Buddy class time out	Suspension: in/out of school Expulsion Law enforcement contact SST Behavior contract Principal, parent, student conference Referrals to outside agency CAP Home visit Shortened day Alternate placement for activities Check in/check out Conflict resolution Loss of privilege

Pre-Minor	Minor	Major
<ul style="list-style-type: none"> • Restate direction • Redirect to task • Reteach • Ignoring negative behavior while paying attention to what you want • Nonverbal cue to task • Notice • Hand on shoulder • Proximity • Thank you to nearby student who is doing desired behavior • “The Look” • Clearly state choices/options • Call home recommended • Re-focus buddy 	<ul style="list-style-type: none"> • Time-Out from positive reinforcement • Conference with student • Call home • Reteach w/overcorrection • Problem-solving worksheet • Restate direction + mild consequences • Change seating • Modify assignment • Alternative buddy class • In-class special seating for a re-focus 	<ul style="list-style-type: none"> • Send to Office • Call home • SST • Reteach Groups • Conference with family • Detention • Suspension • Contact Law Enforcement

Procedures for Correcting Rule Violations

PRE-MINOR

Definition	Examples	Procedures
<p>Behaviors that:</p> <ol style="list-style-type: none"> 1. <u>Do not</u> require administrator involvement 2. Are not more than a minor disruption to the learning environment 3. Are not chronic (occur less than 3x per week) 4. Are low severity and low frequency 5. Intent is not to hurt self or others 6. Student responds to correction 	<ul style="list-style-type: none"> • Passive non-compliance/not following directions • Crying or whining • Using inappropriate level of voice • Coming unprepared to class • Talk outs/chatting • Not paying attention in class • Using inappropriate language (not directed towards a person) • Wearing hats • Gum • Note-writing • Tardy • Destroys others work 	<ol style="list-style-type: none"> 1. Inform student of rule violated 2. Describe expected behavior 3. Use Small Corrective Menu: <ul style="list-style-type: none"> <i>Redirect to task</i> <i>Reteach</i> <i>Differential Reinforcement (ignoring neg. behav., but reinforcing what you want)</i> <i>Nonverbal cue to task</i> <i>Notice</i> <i>Hand on shoulder</i> <i>Proximity</i> <i>Thank you for (desired behavior)</i> <i>The look</i> <i>Choices, etc.</i> 4. These behaviors may be documented in the classroom, but <u>not</u> on a Behavior Tracking Form. 5. Occurs 3 or more times in a week document on BTF. 6. Apology letter to teacher & class

MINOR - BTF

Definition	Examples	Procedures
Behaviors that: 1. Are a moderate disruption to the learning environment <i>or</i> 2. May require administrative involvement <i>or</i> 3. Are chronic Level One behaviors (3+x/wk) 4. Still low severity 5. Still responds to correction but with attitude. 6. Student doesn't hurt self or others 7. Student demonstrates need for constant attention	<ul style="list-style-type: none"> • Active defiance & actively refusing to follow directions • Arguing with teacher/talking back/insubordination • Frequent talking out of turn • Inappropriate language or gestures directed at a person(s) • Academic dishonesty • Minor physical contact • Dress code • Unexcused Absences • Property misuse • Electronics violation 	1. Always complete Behavior Tracking Form, before end of the day 2. Submit Tracking Form to office/Pat 3. Parent contact by teacher encouraged 4. Use Moderate (Level Two) Correction Menu: Time out (from positive reinforcement) Conference Reteach w/overcorrection Prob. Solving worksheet Restate direction + consequences Change seating Modify assignment Buddy Room

MAJOR - BTF

Definition	Examples	Procedures
<p>Behaviors that:</p> <ol style="list-style-type: none"> 1. Pose a Danger to themselves and/or others <i>or</i> 2. Are Illegal <i>or</i> 3. Are a Major Disruption to the Learning Environment <i>or</i> 4. Are Chronic Level Two Behaviors (2x/wk+) 5. Attitude of high defiance 6. Does not respond to correction 	<ul style="list-style-type: none"> • See list of <u>Definitions of Major Behaviors</u> • Possessing weapon or look-alike weapon • Drugs, alcohol, and/or tobacco • Student makes a specific and credible (target/method) threat to others • Making credible threats of suicide • Purposefully hitting physically hurting a teacher or student • Throwing potentially dangerous objects at others • Self-inflicting wounds • Spitting or biting • Racial, ethnic, religious, or sexual harassment • Bullying • Vandalism that results in serious or permanent damage • Any act of fire starting, arson or any knowledge of playing with fire, matches, etc. • Stealing • Gang drawing on self or property • Abusive language • Technology violations 	<ol style="list-style-type: none"> 1. Always complete Behavior Tracking Form 2. Contact Office Immediately by phone 3. Student Escorted by Adult to Principal (ie. Marilyn) 4. Referring person sends completed Behavior Tracking Form ASAP, no later than end of day 5. Parent Contact Mandatory 6. Administrative informs teacher of action taken

Our goal is to maximize instructional time. Students will go to the office if there is a serious safety threat or disruption. For other incidents, students may be sent later in the day but not during instructional time.

Databased Decision Making

What is SWIS™?

The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use Behavior Tracking Form data to design school-wide and individual student interventions. The three primary elements of SWIS™ are:

- an efficient system for *gathering information*
- a web-based computer application for data entry and *report generation*
- a practical process for using information for *decision making*

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS™ reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

EVERY MONTH WE LOOK AT THE BIG 7

1. Average Referrals per Day per Month
 2. Referrals by Day of Week
 3. Referrals by Problem Behavior Report
 4. Referrals by Location Report
 5. Referrals by Time Report
 6. Referrals by Student Report
 7. Referrals by Grade Level
-

ADDENDUM

Buddy Classroom

"Think Time - Reflection/Redirection"

Who sends: Any classroom teacher, visiting/guest teacher, paraprofessional

Who receives: A trained teacher, preferably at a different grade level and physically close to sending room.

For what: A. Level 1 behavior - 1. Restate the rule/warning.
2. Opportunity -choice to use the "Buddy" classroom,
or.....
B. Level 2 behavior "Minor BTF" - rarely, but adult's call
C. Level 3 behavior "Major BTF" - NEVER

Data: Time in _____ Name _____ Time Away _____

Materials: Chair, Reflection form and pencil, data sheet

Script: Warning - *"I've asked you to follow directions, if you choose not to you won't be allowed to be a part of this class."*

Sending Teacher: *"Joe, you are not following directions. You've broken a classroom rule. Please go to Mr./Ms. _____ room."* If the student complies, adult responds with *"thank you."*

Receiving Teacher: *"Please have a seat."* Points to chair, *"thank you."* No interruption in instruction, at a natural break; *"Thank you for not interrupting my class. Please complete the worksheet and raise your hand when you are done."*

Review the sheet. *"Are you ready to return to class being Safe, Respectful, and Responsible? Thank you."*

If student escalates/is non-compliant; *"I'm sorry you are not choosing to make this work. Please go to the office."*

Teacher calls office for escort to office.

Sending Teacher: When student returns to class, student should apologize to teacher or teacher and class.

2015-2016 Buddy Rooms

(Students do not go to a room of the same grade level.)

Group 1. Kraus, Merideth-Sutke, Tedder

Group 2. Brochard, McGinty, Pelren

Group 3. Bean, Osuna, Larson

Group 4. Hurley, Hine, McHugh

Buddy Classrooms

"Think Time - Reflection/Redirection"

Remember, this is a pre-BTF action. The student should not be gone for more than 10 - 15 minutes, even less. They are sent with a "Reflection/Redirection" form and pencil, or paper to write an apology letter.

Behavior Tracking Forms

Form Procedures

1. Fill in name, date, time – (first time it occurred), teacher, grade, & referring staff.
2. Check one location & either Safe, Respectful, or Responsible.
3. Indicate Minor or Major Problem, & one item in column, & the motivation if known.
4. Describe incident, do not include other student's names. **Just the facts!** Keep it concise.
5. Sign at the bottom, and date.

Copies

White Copy: Give to the student.

Say, ***"Have this signed at home and return it to your classroom teacher tomorrow morning."*** Classroom teacher holds student accountable for having it signed.

Yellow Copy: Place the yellow copy in Pat Person's mailbox.

Pink Copy: Classroom teacher is given the copy & keeps the copy as a reminder the white copy is to be signed and returned the next day. Classroom teacher gives consequence for not returning signed copy. Teacher keeps signed copy.



Eureka City Schools
Elementary Behavior Tracking Form

☐ **Minor**

☐ **Major**

Student Info

Name _____ Grade _____
Staff _____ Incident Date _____ Time: ____:____

Location

☐ Classroom ☐ Bus ☐ Bathroom ☐ Loading Zone ☐ Assembly ☐ Playground
☐ Gym ☐ Off Campus ☐ Cafeteria ☐ Office ☐ Field Trip/Special Event
☐ Library ☐ Computer Lab ☐ Common Areas ☐ After-School Program

Behavior

<input type="checkbox"/> Disrespect	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Misuse of Property
<input type="checkbox"/> Defiance	<input type="checkbox"/> Abusive Language	<input type="checkbox"/> Property Damage
<input type="checkbox"/> Disruption	<input type="checkbox"/> Forgery/Theft/Plagiarism	<input type="checkbox"/> Harassment (mark specific type)
<input type="checkbox"/> Insubordination	<input type="checkbox"/> Dress Code	<input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Ethnicity
<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Skipping/Cutting	<input type="checkbox"/> Gender <input type="checkbox"/> Sexual <input type="checkbox"/> Religion
<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Physical <input type="checkbox"/> Other
<input type="checkbox"/> Misuse of Technology	<input type="checkbox"/> Fighting	<input type="checkbox"/> Bullying
<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Inappropriate Location	<input type="checkbox"/> Other _____
<input type="checkbox"/> Inappropriate Display of Affection		

Possible Motivation

☐ Obtain Peer attention ☐ Avoid Peer Attention ☐ Avoid Adult Attention
☐ Avoid Tasks/ Activities ☐ Obtain Adult Attention ☐ Obtain Items/ Activities

Others involved:

☐ No One ☐ Peers ☐ Teacher ☐ Staff ☐ Substitute ☐ Unknown ☐ Other: _____

Teacher Action for Major

☐ Parent Contact Date: _____

☐ Log Completed in Power School
☐ No Answer/Left Message

Action(s) Taken by Administration:

<input type="checkbox"/> Suspension _____ Days	<input type="checkbox"/> Time Out/Detention	<input type="checkbox"/> Reteach Program	<input type="checkbox"/> Counseling Referral
<input type="checkbox"/> In School <input type="checkbox"/> Out of School	<input type="checkbox"/> Peer Intervention	<input type="checkbox"/> Conference w/ Student	<input type="checkbox"/> Parent Contact
<input type="checkbox"/> Bus Suspension	<input type="checkbox"/> Alternative Placement	<input type="checkbox"/> Time in Office	<input type="checkbox"/> Restitution
<input type="checkbox"/> Loss of Privileges	<input type="checkbox"/> Individual Instruction	<input type="checkbox"/> Community Service	<input type="checkbox"/> Additional Attendance
<input type="checkbox"/> Action Pending	<input type="checkbox"/> Other: _____		

Previous Actions and Notes on Current Incident:

Student Signature _____

Parent Signature _____