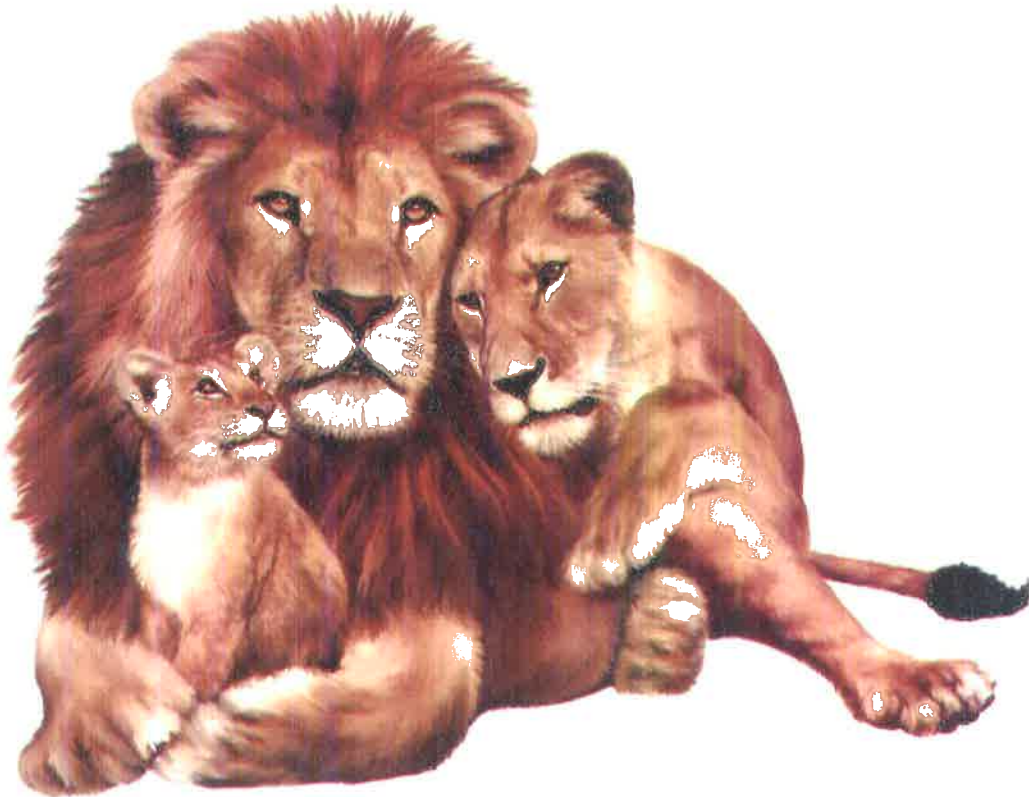


# PBIS

**Positive Behavior Interventions  
& Supports**



**Lafayette School**

# BIS

Positive Behavior Interventions  
& Supports



## Group 1

	Station 1: Dismissal	Station 2: Cafeteria	Station 3: Reading Circle	Station 4: Library	Station 5: Bathroom	Station 6: Drinking Fountain	Station 7: GUS	Station 8: Hallways	Station 9: Office
8:30-8:38	Bridgett	Adelene	Ursula	Joan	Ethan	Scott	Shelia	Brian	Steve
8:38-8:46	Steve	Bridgett	Adelene	Ursula	Joan	Ethan	Scott	Shelia	Brian
8:46-8:54	Brian	Steve	Bridgett	Adelene	Ursula	Joan	Ethan	Scott	Shelia
8:54-9:04	Shelia	Brian	Steve	Bridgett	Adelene	Ursula	Joan	Ethan	Scott
9:04-9:12	Scott	Shelia	Brian	Steve	Bridgett	Adelene	Ursula	Joan	Ethan
9:12-9:20	Ethan	Scott	Shelia	Brian	Steve	Bridgett	Adelene	Ursula	Joan
9:20-9:28	Joan	Ethan	Scott	Shelia	Brian	Steve	Bridgett	Adelene	Ursula
9:28-9:36	Ursula	Joan	Ethan	Scott	Shelia	Brian	Steve	Bridgett	Adelene
9:36-9:44	Adelene	Ursula	Joan	Ethan	Scott	Shelia	Brian	Steve	Bridgett

*always end on a positive example*

## Group 2

	Station 1: Dismissal	Station 2: Cafeteria	Station 3: Reading Circle	Station 4: Library	Station 5: Bathroom	Station 6: Drinking Fountain	Station 7: GUS	Station 8: Hallways	Station 9: Office
10:00-10:08	Betsy	Quincy	Susan	Aileen	Lani	Autumn	Jeanne	Lesley	Lisa
10:08-10:16	Lisa	Betsy	Quincy	Susan	Aileen	Lani	Autumn	Jeanne	Lesley
10:16-10:24	Lesley	Lisa	Betsy	Quincy	Susan	Aileen	Lani	Autumn	Jeanne
10:24-10:32	Jeanne	Lesley	Lisa	Betsy	Quincy	Susan	Aileen	Lani	Autumn
10:32-10:40	Autumn	Jeanne	Lesley	Lisa	Betsy	Quincy (k area)	Susan	Aileen	Lani
10:48-10:56	Lani	Autumn	Jeanne	Lesley	Lisa	Betsy (K area)	Quincy (Little gus)	Susan	Aileen
10:56-11:04	Aileen	Lani	Autumn	Jeanne	Lesley	Lisa (K area)	Betsy (Little gus)	Quincy	Susan
11:04-11:12	Susan	Aileen	Lani	Autumn	Jeanne	Lesley	Lisa (Little gus)	Betsy	Quincy
11:12-11:20	Quincy	Susan	Aileen	Lani	Autumn	Jeanne	Lesley	Lisa	Betsy

K through 2nd grade will have indoor recess from 9:40 - 10. Students will be lined up and ready to go at their designated station at 10:00 waiting for their teacher.

Adults covering classes:

Monitor - Lisa + Quincy

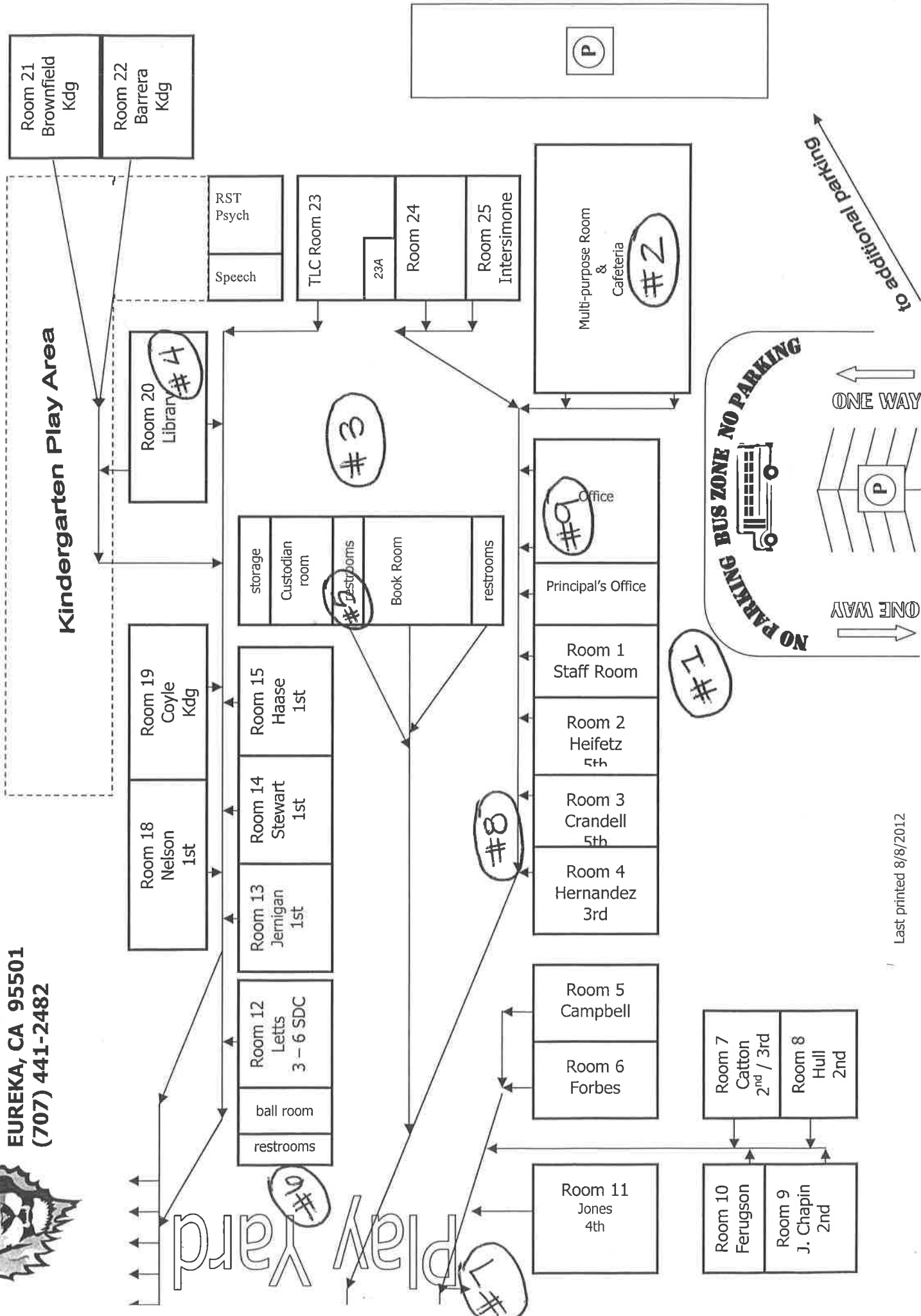
Monitor – Betsy + Lani

Monitor – Susan + Aileen

Jernigan - Autumn

Monitor – Jeanne + Lesley

EVACUATION PLAN  
**LAFAYETTE ELEMENTARY SCHOOL**  
 3100 PARK STREET  
 EUREKA, CA 95501  
 (707) 441-2482



## School Rules and Expectations: Guidelines For Success

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
<b>All The Time</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Use school supplies as instructed</li> <li>• All clothing worn properly</li> <li>• Walk to the nearest adult to report a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others how you want to be treated (be kind)</li> <li>• Follow adult directions the first time</li> <li>• Remove hats and hoods indoors</li> <li>• Be polite, using “please” and “thank you”</li> <li>• When reporting a problem, calmly state the problem</li> </ul>	<ul style="list-style-type: none"> <li>• Leave personal items at home</li> <li>• Leave gum, sunflower seeds and top ramen at home</li> <li>• Model school rules</li> <li>• Be honest and fair</li> <li>• Clean up after yourself</li> <li>• Report problems immediately</li> </ul>
Bathroom	<ul style="list-style-type: none"> <li>• Keep water and soap in the sink</li> <li>• Keep hands to self</li> <li>• Report problems and/or needed items to an adult immediately</li> </ul>	<ul style="list-style-type: none"> <li>• Use voice level 2</li> <li>• Treat others how you want to be treated</li> <li>• Practice privacy</li> <li>• Flush</li> <li>• Leave promptly</li> <li>• Lock door when entering, unlock when leaving</li> </ul>	<ul style="list-style-type: none"> <li>• 1 squirt of soap</li> <li>• 2 paper towels</li> <li>• Put trash in can</li> <li>• Keep water in the sink</li> <li>• Report problems to an adult immediately</li> <li>• Leave it as clean as you found it</li> <li>• Return quickly to class</li> </ul>
Hallways	<ul style="list-style-type: none"> <li>• Walk facing forward</li> <li>• Avoid walking in yellow half circles</li> <li>• Walk in a(n) orderly line(s)</li> <li>• Keep hands and feet to self</li> <li>• Keep a 12 inch distance away from the person in front of you, or as taught (space)</li> </ul>	<ul style="list-style-type: none"> <li>• Pace (casual space or as taught)</li> <li>• Space (12 inch distance or as taught)</li> <li>• Use voice level 0-1</li> </ul>	<ul style="list-style-type: none"> <li>• Leave nothing on the ground (hang up backpacks/jackets)</li> <li>• Leave other people’s belongings alone</li> <li>• Have a hall pass</li> <li>• Pick up papers or wrappers to put in trash cans</li> </ul>
Playground	<ul style="list-style-type: none"> <li>• Stay in designated area</li> <li>• Alert a known adult of strangers, animals and dangerous objects</li> <li>• Walk in “GUS” area</li> <li>• Hands and feet to self</li> <li>• When the bell rings- stop play immediately and walk back to class</li> <li>• Hold equipment when the bell rings and when putting away</li> <li>• Report to a monitor if someone is being unsafe (physical or emotional)</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns, be polite</li> <li>• Be aware of surroundings</li> <li>• Follow agreed upon game rules</li> <li>• All students can play in games (no exclusions)</li> <li>• Eat snack in designated area</li> <li>• Call students by their given names</li> <li>• Kind words only</li> <li>• Comply with consequences without arguing or complaining</li> <li>• Use level 4 voice maximum</li> </ul>	<ul style="list-style-type: none"> <li>• Put away equipment properly when done</li> <li>• Put snack trash in trash cans</li> <li>• When the bell rings, walk promptly back to class</li> <li>• After bell – no bathroom or drinks</li> </ul>

<b>AREA</b>	<b>BE SAFE</b>	<b>BE RESPECTFUL</b>	<b>BE RESPONSIBLE</b>
Dismissal	<ul style="list-style-type: none"> <li>• Primary students walk with teacher to front of the school</li> <li>• Upper grade students walk to front of the school with teachers watching</li> <li>• Stay in the designated area: with a teacher or lawn by the flagpole while waiting for pick up</li> <li>• Dismissal area is a calm waiting area, not a play area</li> </ul>	<ul style="list-style-type: none"> <li>• Be quiet- voice level 2</li> <li>• Leave classrooms promptly</li> <li>• Select seat on bus quickly and quietly</li> </ul> <p>Follow monitors instructions</p>	<ul style="list-style-type: none"> <li>• Leave promptly</li> <li>• Hold onto your belongings</li> </ul>
	•	•	•

# All the Time

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

Step 1: Introduce rule	
<b>Tell</b>	It is important to be Safe, Respectful and Responsible <b>All the Time</b> . This is important because we want our school to be a great place for everyone to attend.

Step 2: Introduce examples			
<b>Teach</b>	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being <b>SAFE</b> are _____.  Examples of being <b>RESPECTFUL</b> are _____.  Examples of being <b>RESPONSIBLE</b> are _____.	<ul style="list-style-type: none"> <li>▪ Keep hands, feet and objects to self</li> <li>▪ Use school supplies as instructed</li> <li>▪ All clothing worn properly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Treat others how you want to be treated (be kind)</li> <li>▪ Follow adult directions the first time</li> <li>▪ Calling a student by their given name</li> <li>▪ Remove hats and hoods indoors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leave personal items at home</li> <li>▪ Leave gum, sunflower seeds and top ramen at home</li> <li>▪ Model school rules</li> <li>▪ Be honest and fair</li> <li>▪ Clean up after yourself</li> </ul>


Step 3: Introduce <u>non-examples</u> <i>(teacher model only- not students)</i>			
<b>Teach</b>	_____ 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"> <li>▪ Throwing backpacks</li> <li>▪ Breaking pencils</li> <li>▪ Tucking arms inside shirt, wearing hood over face</li> </ul>	<ul style="list-style-type: none"> <li>▪ Calling someone names (other than given name)</li> <li>▪ Not responding to adult the first time</li> <li>▪ Continue to wear hats and hoods indoors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bringing toys, games, and trading cards to school</li> <li>▪ Lie</li> <li>▪ Leave a mess, leave your personal items tossed around</li> </ul>

Step 4: Check Knowledge - Review <u>examples</u> and <u>non-examples</u>	
<b>Ask</b>	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>


# Arrival at School

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

## Step 1: Introduce rule


<b>Tell</b> 	<p style="text-align: center;">It is important to be <b>Safe, Respectful and Responsible</b> when <b>Arriving at school</b>. This is important because we want everyone to have a good start to the day.</p>
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## Step 2: Introduce examples


Teach 	SAFE	RESPECTFUL	RESPONSIBLE
<p>Examples of being <b>SAFE</b> are _____.</p> <p>Examples of being <b>RESPECTFUL</b> are _____.</p> <p>Examples of being <b>RESPONSIBLE</b> are _____.</p>	<ul style="list-style-type: none"> <li>▪ Staying on the sidewalk</li> <li>▪ Keep hands, feet and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>▪ Following the directions of all school staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being ready to learn - having all items ready to go</li> </ul>

## Step 3: Introduce non-examples

*(teacher model only- not students)*

Teach 	_____ is Not an example of being <b>SAFE</b>	_____ is Not an example of being <b>RESPECTFUL</b>	_____ is Not an example of being <b>RESPONSIBLE</b>
<p>_____ is Not an example of being _____</p> <p>I'm not being _____ when I _____</p>	<ul style="list-style-type: none"> <li>▪ Running through the car area</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not listening to the monitors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not arriving on time (8:10) and ready to learn</li> </ul>


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


<b>Ask</b> 	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>
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## Dismissal Procedures

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

Step 1: Introduce rule	
<p style="font-size: 24px; font-weight: bold; margin: 0;">Tell</p> 	<p>It is important to be Safe, Respectful and Responsible when in the <b>Dismissal Area</b>. This is important because we want everyone to have a good end to the day and arrive home safely.</p>

Step 2: Introduce examples			
<p style="font-size: 24px; font-weight: bold; margin: 0;">Teach</p> 	SAFE	RESPECTFUL	RESPONSIBLE
<p>Examples of being <b>SAFE</b> are _____.</p> <p>Examples of being <b>RESPECTFUL</b> are _____.</p> <p>Examples of being <b>RESPONSIBLE</b> are _____.</p>	<ul style="list-style-type: none"> <li>▪ Stay in designated area while waiting for pickup</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use voice level 2</li> <li>▪ Following monitors instructions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Holding on to your own belongings</li> </ul>


Step 3: Introduce <u>non-examples</u> <i>(teacher model only- not students)</i>			
<p style="font-size: 24px; font-weight: bold; margin: 0;">Teach</p> 	<p>_____ is Not an example of being <b>SAFE</b></p>	<p>_____ is Not an example of being <b>RESPECTFUL</b></p>	<p>_____ is Not an example of being <b>RESPONSIBLE</b></p>
<p>_____ is Not an example of being _____</p> <p>I'm not being _____ when I _____</p>	<ul style="list-style-type: none"> <li>▪ Wandering or running away from designated area</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being loud and not following directions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving backpacks and belongings unattended</li> </ul>

Step 4: Check Knowledge - Review <u>examples</u> and <u>non-examples</u>	
<p style="font-size: 24px; font-weight: bold; margin: 0;">Ask</p> 	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>


# Cafeteria

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


## Step 1: Introduce rule

<b>Tell</b> 	<p>It is important to be <b>Safe, Respectful and Responsible</b> when in the <b>cafeteria</b>. This is important because we want everyone to enjoy their lunch.</p>
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## Step 2: Introduce examples

<b>Teach</b> 	SAFE	RESPECTFUL	RESPONSIBLE
<p>Examples of being <b>SAFE</b> are _____.</p> <p>Examples of being <b>RESPECTFUL</b> are _____.</p> <p>Examples of being <b>RESPONSIBLE</b> are _____.</p>	<ul style="list-style-type: none"> <li>▪ Walk</li> <li>▪ One person per paw</li> <li>▪ Sit on bottom facing forward</li> <li>▪ Keep hands, feet and objects to self</li> <li>▪ Have clean hands</li> <li>▪ Choose with your eyes and pick with your fingers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stay in the line on paws</li> <li>▪ Voice level 2 = conversational (with those on either side of you or across from you at the same table.</li> <li>▪ Eat only your own food</li> <li>▪ Use manners = please, thank you</li> <li>▪ Eat only at the table</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clean up after yourself</li> <li>▪ Follow directions of the adults</li> <li>▪ Respond to all attention getters and cues</li> <li>▪ Take what you want and eat what you take</li> </ul>

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

<b>Teach</b> 	_____ is Not an example of being <b>SAFE</b>	_____ is Not an example of being <b>RESPECTFUL</b>	_____ is Not an example of being <b>RESPONSIBLE</b>
<p>_____ is Not an example of being _____</p> <p>I'm not being _____ when I _____</p>	<ul style="list-style-type: none"> <li>▪ Running, sliding</li> <li>▪ 2 on a paw</li> <li>▪ Crowding others</li> <li>▪ Sitting backward, sitting on knees</li> <li>▪ Throwing food, swinging lunch boxes, pretend hitting</li> </ul>	<ul style="list-style-type: none"> <li>▪ moving ahead of others (cutting)</li> <li>▪ voice level 3 or higher = between tables or across room</li> <li>▪ taking/stealing food from others tray or lunch box</li> </ul>	<ul style="list-style-type: none"> <li>▪ leaving your tray or trash on or under table</li> <li>▪ arguing with adult</li> <li>▪ ignore attention getters and cues by continued talking</li> </ul>


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

<b>Ask</b> 	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>
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## Reading Circle Area

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

### Step 1: Introduce rule


<b>Tell</b> 	It is important to be <b>Safe, Respectful and Responsible</b> when using the <b>reading circle area</b> . This is important because we want to be safe and considerate of others.
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### Step 2: Introduce examples


<b>Teach</b> 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being <b>SAFE</b> are _____.  Examples of being <b>RESPECTFUL</b> are _____.  Examples of being <b>RESPONSIBLE</b> are _____.	<ul style="list-style-type: none"> <li>▪ Benches are for sitting only</li> <li>▪ Walking on grass area</li> <li>▪ Stay with a teacher or parent at all times</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look only at trees and plants</li> <li>▪ Use no more than voice level 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach parents school rules</li> <li>▪ Keep area clean</li> </ul>

### Step 3: Introduce non-examples

*(teacher model only- not students)*

<b>Teach</b> 	_____ is Not an example of being <b>SAFE</b>	_____ is Not an example of being <b>RESPECTFUL</b>	_____ is Not an example of being <b>RESPONSIBLE</b>
_____ is Not an example of being _____  I'm not being _____ when I _____	<ul style="list-style-type: none"> <li>▪ Jumping from bench to bench or over benches.</li> <li>▪ Running or wrestling on the grass</li> <li>▪ Swinging around poles</li> <li>▪ Climbing on pedestal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pulling on trees or picking flowers</li> <li>▪ Using more than a voice level 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Breaking rules after school or when supervised by parents</li> <li>▪ littering</li> </ul>


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

<b>Ask</b> 	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>
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# Library

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


## Step 1: Introduce rule

<b>Tell</b> 	It is important to be <b>Safe, Respectful and Responsible</b> when in the <b>Library</b> . This is important because
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## Step 2: Introduce examples

Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being <b>SAFE</b> are _____.  Examples of being <b>RESPECTFUL</b> are _____.  Examples of being <b>RESPONSIBLE</b> are _____.	<ul style="list-style-type: none"> <li>▪ Keep hands and feet to yourself</li> <li>▪ Walk at all times</li> <li>▪ Stay off of furniture/shelves</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use quiet voices (Level 0 or 1) at all times</li> <li>▪ Wait patiently for your turn</li> <li>▪ Use a slider when choosing a book</li> </ul>	<ul style="list-style-type: none"> <li>▪ Return library materials on time</li> <li>▪ Take care of all borrowed materials</li> <li>▪ Turn library book page from top right corner</li> </ul>

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

Teach 	_____ is Not an example of being <b>SAFE</b>	_____ is Not an example of being <b>RESPECTFUL</b>	_____ is Not an example of being <b>RESPONSIBLE</b>
_____ is Not an example of being _____  I'm not being _____ when I _____	<ul style="list-style-type: none"> <li>• Running</li> <li>• Climbing on or under furniture</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yelling</li> <li>▪ Pushing in line</li> </ul>	<ul style="list-style-type: none"> <li>▪ Losing library books</li> <li>▪ Turning in library books late</li> <li>▪ Bending the binding of the library book</li> <li>▪ Getting a library book wet</li> <li>▪ Writing in a library book</li> </ul>


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

<b>Ask</b> 	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>
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# Bathrooms

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

## Step 1: Introduce rule


<b>Tell</b> 	<p>It is important to be <b>Safe, Respectful and Responsible</b> when in the <b>Bathroom</b>. This is important because the bathroom is where students can take care of personal hygiene and bodily functions.</p>
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## Step 2: Introduce examples


<b>Teach</b> 	SAFE	RESPECTFUL	RESPONSIBLE
<p>Examples of being <b>SAFE</b> are _____.</p> <p>Examples of being <b>RESPECTFUL</b> are _____.</p> <p>Examples of being <b>RESPONSIBLE</b> are _____.</p>	<ul style="list-style-type: none"> <li>▪ Keep water and soap in the sink</li> <li>▪ Keep hands to self</li> <li>▪ Report problems to an adult immediately</li> <li>▪ Grades 4-6 students use playground bathrooms during the regular school day (ASES students use bathrooms as directed)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use appropriate level of voice (voice levels to be discussed at a later date)</li> <li>▪ Treat others how you want to be treated</li> <li>▪ Practice privacy</li> <li>▪ Flush</li> <li>▪ Leave promptly</li> <li>▪ Lock door when entering, unlock when leaving</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1 squirt of soap</li> <li>▪ 2 paper towels</li> <li>▪ Put trash in can</li> <li>▪ Keep water in the sink</li> <li>▪ Report problems to an adult immediately</li> <li>▪ Leave it cleaner than you found it</li> <li>▪ Grades 4-6 students use playground bathrooms during the regular school day (ASES students use bathrooms as directed)</li> </ul>

## Step 3: Introduce non-examples

*(teacher model only- not students)*


<b>Teach</b> 	_____ is Not an example of being <b>SAFE</b>	_____ is Not an example of being <b>RESPECTFUL</b>	_____ is Not an example of being <b>RESPONSIBLE</b>
<p>_____ is Not an example of being _____</p> <p>I'm not being _____ when I _____</p>	<ul style="list-style-type: none"> <li>▪ Putting soap and water on the floor</li> <li>▪ Standing on the toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving the toilet unflushed</li> <li>▪ Peeking under or over stalls</li> <li>▪ Playing in the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using 2 squirts of soap or 3 paper towels</li> <li>▪ Throwing paper towels on the ground</li> <li>▪ Keeping important information from an adult</li> </ul>


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


<b>Ask</b> 	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>
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# Drinking Fountain

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

Step 1: Introduce rule	
<b>Tell</b> 	<p>It is important to be Safe, Respectful and Responsible when using a <b>drinking fountain</b>. This is important because we want to be considerate of others.</p>

Step 2: Introduce examples			
<b>Teach</b> 	<b>SAFE</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>
<p>Examples of being <b>SAFE</b> are ____.</p> <p>Examples of being <b>RESPECTFUL</b> are ____.</p> <p>Examples of being <b>RESPONSIBLE</b> are ____.</p>	<ul style="list-style-type: none"> <li>▪ Keeping your feet on the ground.</li> <li>▪ Keep 12 inches between you and the next person</li> <li>▪ Keep germs off fountain by only allowing the water to touch the spout.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the 10 second rule for getting a drink.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Get a drink before the line up whistle at recess.</li> <li>▪ Use fountain for getting a drink only</li> <li>▪ Water only in mouth</li> </ul>


Step 3: Introduce <u>non-examples</u> (teacher model only- not students)			
<b>Teach</b> 	_____ is Not an example of being <b>SAFE</b>	_____ is Not an example of being <b>RESPECTFUL</b>	_____ is Not an example of being <b>RESPONSIBLE</b>
<p>_____ is Not an example of being _____</p> <p>I'm not being _____ when I _____</p>	<ul style="list-style-type: none"> <li>▪ Climbing on the fountain/bars</li> <li>▪ Crowding and pushing</li> <li>▪ Blocking fountain</li> <li>▪ Putting mouth on fountain</li> </ul>	<ul style="list-style-type: none"> <li>▪ Drinking as long as you want</li> </ul>	<ul style="list-style-type: none"> <li>▪ Getting a drink after the recess line up whistle blows.</li> <li>▪ Playing in water (spraying water)</li> </ul>

Step 4: Check Knowledge - Review <u>examples</u> and <u>non-examples</u>	
<b>Ask</b> 	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>


# Playground

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

## Step 1: Introduce rule


<b>Tell</b> 	It is important to be Safe, Respectful and Responsible when on the <b>Playground</b> . This is important because we play to have fun and the most important part of the games are the people.
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## Step 2: Introduce examples


Teach 	SAFE	RESPECTFUL	RESPONSIBLE
Examples of being <b>SAFE</b> are _____.  Examples of being <b>RESPECTFUL</b> are _____.  Examples of being <b>RESPONSIBLE</b> are _____.	<ul style="list-style-type: none"> <li>▪ Stay in designated area</li> <li>▪ Alert a known adult of strangers, animals and dangerous objects</li> <li>▪ Walk in "GUS" area</li> <li>▪ Hands and feet to self</li> <li>▪ Hold equipment after bell rings.</li> <li>▪ When the whistle blows - walk to line up area.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take turns, be polite</li> <li>▪ Be aware of surroundings</li> <li>▪ Follow agreed upon game rules</li> <li>▪ All students can play in games (no exclusions)</li> <li>▪ Eat snack in designated area</li> <li>▪ Calling a student by their given name</li> <li>▪ Kind words only</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clean up</li> <li>▪ Put away equipment properly when done</li> <li>▪ Put trash in trash cans</li> <li>▪ When the warning bell rings - return equipment to rack or in front of ball room. If needed get a drink and/or use bathroom. When the whistle blows - walk to line up area.</li> <li>▪ Notify adult in charge whenever equipment goes out of bounds.</li> </ul>

## 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"> <li>▪ Kicking a ball after the bell rings</li> <li>▪ Running in the "GUS" area</li> <li>▪ Not keeping hands and feet to self</li> <li>▪ Climbing on fences, retaining wall or backstops.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Kicking a ball after the bell rings</li> <li>▪ Cutting in line at the drinking fountain</li> <li>▪ Calling a student an inappropriate name or nickname</li> </ul>	<ul style="list-style-type: none"> <li>▪ Kicking a ball after the bell rings</li> <li>▪ Running to the bathroom after the line up whistle is blown.</li> </ul>

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

<b>Ask</b> 	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>
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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. Have the students scatter on the playground as if engaged in free play. The premise is that the warning bell has already rung and the students have returned the equipment and have used the bathroom and/or used the drinking fountain. Blow your whistle pretending to be the monitor signaling the end of recess and have the students practice walking to the line up area.
2. We will test this practice on Monday Morning Meetings. Classroom teachers(1<sup>st</sup>-6<sup>th</sup>) will be on the blacktop at 8:08 to monitor student behavior- who was successful and who still need practice.
- 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.*

Step 6: Restate the rule

**Tell**




It is important to be safe, respectful and responsible when using the \_\_\_\_\_.


Comments, thoughts, or questions for next time the lesson is taught (*capture the learning*):





# Hallways

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

Step 1: Introduce rule	
<b>Tell</b> 	<p>It is important to be Safe, Respectful and Responsible when in the <b>Hallways</b>. This is important because we need to protect the learning environment of all students.</p>

Step 2: Introduce examples			
<b>Teach</b> 	SAFE	RESPECTFUL	RESPONSIBLE
<p>Examples of being <b>SAFE</b> are _____.</p> <p>Examples of being <b>RESPECTFUL</b> are _____.</p> <p>Examples of being <b>RESPONSIBLE</b> are _____.</p>	<ul style="list-style-type: none"> <li>▪ Walking facing forward</li> <li>▪ Keeping hands and feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using voice level 0</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep your belongings to yourself</li> </ul>


Step 3: Introduce <u>non-examples</u> (teacher model only- not students)			
<b>Teach</b> 	_____ is Not an example of being <b>SAFE</b>	_____ is Not an example of being <b>RESPECTFUL</b>	_____ is Not an example of being <b>RESPONSIBLE</b>
<p>_____ is Not an example of being _____</p> <p>I'm not being _____ when I _____</p>	<ul style="list-style-type: none"> <li>▪ Running</li> <li>▪ Walking fast or backwards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yelling</li> <li>▪ Stepping on the back of someone's shoes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Swinging objects</li> <li>▪ Arms out</li> </ul>

Step 4: Check Knowledge - Review <u>examples</u> and <u>non-examples</u>	
<b>Ask</b> 	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>


# Office

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

## Step 1: Introduce rule


<b>Tell</b> 	<p>It is important to be <b>Safe, Respectful and Responsible</b> when in the <b>office</b>.                  This is important because we want the staff to be able to accomplish their work so the school can operate.</p>
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## Step 2: Introduce examples


<b>Teach</b> 	<b>SAFE</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>
Examples of being <b>SAFE</b> are _____.  Examples of being <b>RESPECTFUL</b> are _____.  Examples of being <b>RESPONSIBLE</b> are _____.	<ul style="list-style-type: none"> <li>▪ Keep hands and feet to self</li> <li>▪ Keep 12 inches between you and anyone else</li> <li>▪ Stand out of doorway</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enter quietly</li> <li>▪ Wait your turn with a voice level = 0</li> <li>▪ Use your manners = please and thank you</li> <li>▪ Voice level = 2 when speaking with staff</li> <li>▪ MYOB</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make plans before arriving at school</li> <li>▪ Arrive to school on time = 8:10</li> <li>▪ Inform family of health concerns before coming to school</li> </ul>

## Step 3: Introduce non-examples

*(teacher model only- not students)*

<b>Teach</b> 	_____ is Not an example of being <b>SAFE</b>	_____ is Not an example of being <b>RESPECTFUL</b>	_____ is Not an example of being <b>RESPONSIBLE</b>
_____ is Not an example of being _____  I'm not being _____ when I _____	<ul style="list-style-type: none"> <li>▪ Touching things without permission</li> <li>▪ Crowding and pushing</li> <li>▪ Standing in doorway</li> </ul>	<ul style="list-style-type: none"> <li>▪ Entering with a level 3 voice or louder</li> <li>▪ Talking while waiting</li> <li>▪ Using a voice level of 3 or louder when speaking to staff</li> <li>▪ Eaves dropping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using the phone to make plans at school</li> <li>▪ Arriving to school after 8:10</li> <li>▪ Not informing family of health concerns before school</li> </ul>

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

<b>Ask</b> 	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>
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## CLASSROOM GUIDELINES FOR SUCCESS: RULES & ROUTINES

	SAFE <i>= eyes forward, b.s</i>	RESPECTFUL	RESPONSIBLE
<b>All The Time in Class</b>	Walk when indoors When seated – 6 feet on the floor/ 4 on the floor No horseplay or play fighting Keep hands, feet and objects to self Use school supplies as instructed All clothing worn properly Walk to the nearest adult to report a problem	Follow adult directions Seek attention of adults and peers appropriately Hands-feet-objects to self Let others work Use appropriate voice level	Follow rules & encourage others to do the same Clean desk and work areas when finished Use appropriate voice level
<b>Full Group Instruction</b>	Use tools as instructed Remain anchored in one spot Stop and freeze at signal Seated and ready to learn Keep germs to self	STARS, allow others to concentrate without distractions Allow others to answer instead of blurting Voice level 0 Be an active listener Raise hand Follow directions Be aware of “personal bubbles” Stay seated · <i>efbs</i> Use manners	STARS, student response protocol Have correct materials out and ready to go Work on assigned task Track teacher Listen and follow directions Do your best Clean desk area
<b>Small Groups or Teams</b>	Stay with assigned group or team Hands, feet, objects to self	Voice level 1 or 2 Stay focused on task or activity partner Raise hand for help Look and listen to speaker Be polite and patient	Stay on task doing assigned work Share information and learn from each other Each student does each problem Finish work in a timely manner
<b>Individual Independent</b>	Sit in assigned spot	Voice level 0 to 2 Allow others a quiet space to work – if you have a question raise a quiet hand or ask an elbow partner using a Level 1 voice. Stay on task Do your best work	Staying on task doing assigned work

<b>Seatwork</b>	4 (or 6) on the floor when in a chair Keep your belongings organized	Voice level 1 or 2 Give others a quiet space to work If you need help, ask with a Level 1 voice Stay in your own space	Try your best, ask a neighbor if you need help
<b>Drinks</b>	With teacher permission keep water bottle closed and to self	At recess or with teacher permission Have only allowed items- water bottles with screw on lids	Keep water in sink Keep allowed water bottles at desks and away from computers
<b>Food</b>	Share food only with permission (allergies)	At snack time or on special occasions	On special occasions, wait to eat until everyone has been served
<b>Restroom</b>	Leave and return in an orderly and direct manner Wash hands	With teacher permission One student at a time	Go at recess and before and after school to minimize classroom interruptions
<b>Attention Signal</b>	Stop what you are doing to look at the teacher	Stop and look at teacher	Stop what you are doing to look at teacher
<b>Rainy Day Recess</b>	Walk Stay in designated area Stay seated while eating snack Use activities as directed	Asking to go to the restroom Asking to get up to throw something away	Follow posted guidelines Throw away all snack trash when finished Clean up activities when done


NOTES:

CREATED:


## Rainy Day Recess

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

### Step 1: Introduce rule


<b>Tell</b> 	<p>It is important to be <b>Safe, Respectful and Responsible</b> during <b>Rainy Day Recess</b>. This is important because we need to be safe during rainy day recess</p>
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### Step 2: Introduce examples


<b>Teach</b> 	<b>SAFE</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>
<p>Examples of being <b>SAFE</b> are ____.</p> <p>Examples of being <b>RESPECTFUL</b> are ____.</p> <p>Examples of being <b>RESPONSIBLE</b> are ____.</p>	<p>Walk</p> <p>Stay in designated area</p> <p>Stay seated while eating snack</p> <p>Use activities as directed</p>	<p>Asking to go to the restroom</p> <p>Asking to get up to throw something away</p>	<p>Follow posted guidelines</p> <p>Throw away all snack trash when finished</p> <p>Clean up activities when done</p>

### Step 3: Introduce non-examples

*(teacher model only- not students)*

<b>Teach</b> 	_____ is Not an example of being <b>SAFE</b>	_____ is Not an example of being <b>RESPECTFUL</b>	_____ is Not an example of being <b>RESPONSIBLE</b>
<p>_____ is Not an example of being _____</p> <p>I'm not being _____ when I _____</p>	<ul style="list-style-type: none"> <li>▪ Running</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving the room without permission</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving out activities</li> </ul>

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

<b>Ask</b> 	<ul style="list-style-type: none"> <li>• Is _____ an example of being _____ (safe, respectful, responsible)? (EXAMPLE)</li> <li>• Am I being _____ (safe, respectful, responsible) when I _____? (NON-EXAMPLE)</li> <li>• Students finish this sentence: To be _____ (safe, respectful, responsible) in _____, I will _____.</li> <li>• Who can tell me one way to be (safe, respectful, responsible) in _____.</li> </ul>
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**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.
- 2.
- 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.*

**Step 6: Restate the rule**

**Tell**



It is important to be safe, respectful and responsible when using the \_\_\_\_\_."

Comments, thoughts, or questions for next time the lesson is taught (*capture the learning*):

**Sentence Frames**

1. \_\_\_\_\_ is an example of being \_\_\_\_\_ in \_\_\_\_\_

2. When you \_\_\_\_\_, I can see you are being \_\_\_\_\_ in \_\_\_\_\_

## LEVEL I OPPORTUNITY PROTOCOL

**DESCRIPTION:** The Level I opportunity is an intervention...

**WHO SENDS:** Any classroom or guest teacher.

**WHO RECEIVES:** A trained teacher (see reverse side for partner teacher assignment)

**FOR WHAT:** Level I behavior – Early in the escalation cycle for mildly disruptive behavior. If student requires an escort, this is not an appropriate intervention. No more than one student can be sent to a partner teacher at any given time.

**FOR HOW LONG:** 5-15 minutes

**DATA:** Send student with the problem solving worksheet. Sending teacher completes information in top box. Receiving teacher completes information in bottom box.

**RECEIVING CLASSROOM MATERIALS NEEDED:** Chair, & pen or pencil. Clipboard as needed.

**SCRIPT:** Initial Warning given quietly and privately – “Joe, I’ve asked you to follow directions. If you choose not to follow our classroom rules 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 and complete the problem solving worksheet.”

\* If the student complies, teacher responds with ‘thank you.’

**RECEIVING TEACHER** – “Please have a seat.” Points to chair, ‘thank you’

\* Do not interrupt flow of instruction.

\* At a natural break; “Thank you for not interrupting my class. Please complete the worksheet and raise your hand when you have finished.”

\* At a natural break; Quickly review the sheet with the student. “So, you are ready to return to class be be S.R.R.?”

If they indicate they are ready, say, “Thank you.”

\* If student escalates or is non compliant; “I’m sorry you are not choosing to make this work. Please return to your classroom.”

\* If student behavior makes it inappropriate or unsafe to return to their classroom, send them to the office, and inform the student’s teacher.

## LEVEL II LEARNING LOCATION PROTOCOL

DESCRIPTION: The “Buddy Classroom” is an intervention...

WHO SENDS: Any classroom teacher or guest teacher

WHO RECEIVES: A trained teacher. This is cross grade level and is an assigned teacher. (see reverse side for partner teacher assignments).

FOR WHAT: Chronic Level I or Level II behavior.

FOR HOW LONG: 1 hour or more, not to exceed the school day.

DATA: Send student with the problem solving worksheet. Sending teacher completes information in top box. Receiving teacher completes information in bottom box.

MATERIALS: Chair, “Problem Solving Form”, & pencil, data sheet, student or escort will bring meaningful work for student to complete.

SCRIPT: Initial Warning given quietly and privately – “Joe, I’ve asked you to follow directions. If you choose not to follow our classroom rules 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, teacher responds with ‘thank you.’

RECEIVING TEACHER – “Please have a seat.” Points to chair, ‘thank you’

\* Do not interrupt flow of instruction.

\* At a natural break; “Thank you for not interrupting my class. Please complete the worksheet and raise your hand when you have finished.”

\* At a natural break; Quickly review the sheet with the student.

“So, you are ready to return to class be be S.R.R.?”

If they indicate they are ready, say, “Thank you.”

\* If student escalates or is non compliant; “I’m sorry you are not choosing to make this work. Please go to the office.”



NAME	LEVEL I CLASSROOM	LEVEL II CLASSROOM
Barrera	Brownfield	Chapin
Brownfield	Coyle	Hull
Coyle	Barrera	Hernandez
Nelson	Haase	Catton
Haase	Nelson	Jones
Stewart	Jernigan	Ferguson
Jernigan	Stewart	Crandell
Hull	Chapin	Heifetz
Chapin	Hull	Campbell
Catton	Hernandez	Forbes
Hernandez	Catton	Coyle
Jones	Ferguson	Barrera
Ferguson	Jones	Brownfield
Crandell	Heifetz	Nelson
Heifetz	Crandell	Stewart
Campbell	Forbes	Jernigan
Forbes	Campbell	Haase

## Problem – Solving Worksheet

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Sending Teacher: \_\_\_\_\_ Sent Time: \_\_\_\_\_

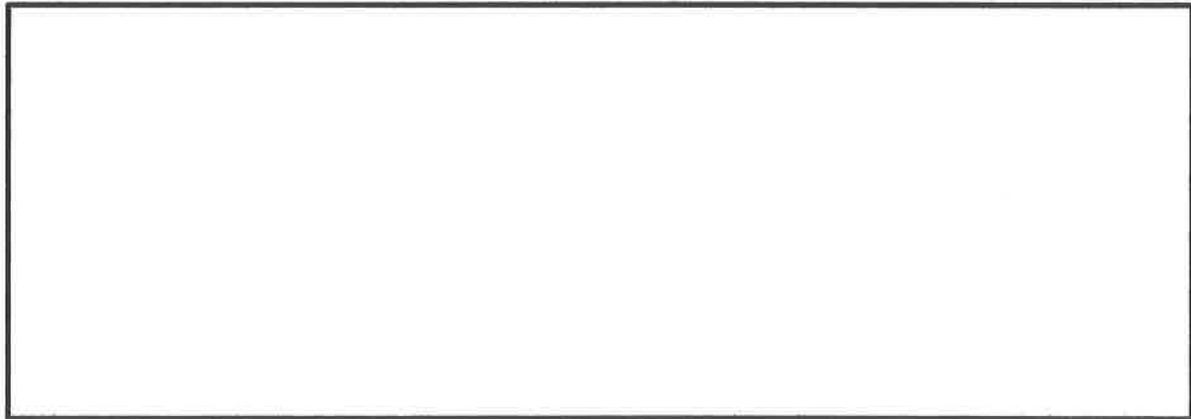
Our School Rules:

Be safe

Be respectful

Be responsible

Draw a picture of being safe, respectful or responsible:



I can follow the rules

Receiving Teacher: \_\_\_\_\_ Return Time: \_\_\_\_\_

Comments: \_\_\_\_\_

## Problem-Solving Worksheet

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Sending Teacher: \_\_\_\_\_ Sent Time: \_\_\_\_\_

Our school rules are \_\_\_\_\_

The rule I violated was \_\_\_\_\_

I violated the rule when I \_\_\_\_\_

To be Safe, Respectful & Responsible I must \_\_\_\_\_

I would like to return to class and am ready to follow the rules.

Student Signature

When you have completed this worksheet, please put down your pencil and wait quietly for the teacher to review it with you. Thank You.

Receiving Teacher: \_\_\_\_\_ Return Time: \_\_\_\_\_

Comments: \_\_\_\_\_

## LEVEL 1 PROBLEM BEHAVIORS

Definition	Examples	Procedures
Behaviors that:  1. <u>Do not</u> require administrator involvement  <i>and</i>  2. Are not more than a minor disruption to the learning environment  <i>and</i>  4. Are not chronic (occur less than 3x per week)  <i>and</i>  5. Are low severity and low frequency	<ul style="list-style-type: none"> <li>• Passive non-compliance/not following directions</li> <li>• Crying or whining</li> <li>• Using inappropriate level of voice</li> <li>• Coming unprepared to class</li> <li>• Talk outs/chatting</li> <li>• Not paying attention in class</li> <li>• Using inappropriate language (not directed towards a person)</li> <li>• Wearing hats</li> <li>• Gum</li> <li>• Note-writing</li> <li>• Tardy</li> <li>• Destroy</li> </ul>	1. Inform student of rule violated  2. Describe expected behavior  3. Use Small (Level 1) Corrective Menu: <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.

### LEVEL 1 CORRECTIVES MENU

Restate direction  
 Redirect to task  
 Reteach  
 Ignoring negative behavior while paying attention to what you want  
 Nonverbal cue to task  
 Notice  
 Hand on shoulder  
 Peer support  
 Attention Getter  
 Practice desired behavior  
 Proximity  
 Thank you to nearby student who is doing desired behavior  
 "The Look"  
 Visual icon of rules  
 Clearly state choices/options

## LEVEL 2 PROBLEM BEHAVIORS

Definition	Examples	Procedures
<p>Behaviors that:</p> <ol style="list-style-type: none"> <li>1. Are a moderate disruption to the learning environment</li> <li style="text-align: center;"><i>or</i></li> <li>2. May require administrative involvement</li> <li style="text-align: center;"><i>or</i></li> <li>3. Are chronic Level One behaviors (3+x/wk)</li> </ol>	<ul style="list-style-type: none"> <li>• Active defiance &amp; actively refusing to follow directions</li> <li>• Arguing with teacher/talking back/insubordination</li> <li>• Frequent talking out of turn</li> <li>• Inappropriate language or gestures directed at a person(s)</li> <li>• Academic dishonesty</li> <li>• Minor physical contact</li> <li>• Dress code</li> <li>• Unexcused Absences</li> <li>• Property misuse</li> <li>• Electronics violation</li> </ul>	<ol style="list-style-type: none"> <li>1. Always complete Behavior Tracking Form, before end of the day</li> <li>2. Submit Tracking Form to office</li> <li>3. Parent contact by teacher encouraged</li> <li>4. Use Moderate (Level Two) Correction Menu:  <ul style="list-style-type: none"> <li>Time out (from positive reinforcement)</li> <li>Conference</li> <li>Reteach w/overcorrection</li> <li>Prob. Solving worksheet</li> <li>Restate direction + consequences</li> <li>Change seating</li> <li>Modify assignment</li> <li>Buddy Room</li> </ul> </li> </ol>

### LEVEL 2 CORRECTIVES MENU

<p>Time-Out from positive reinforcement            Conference with student            Reteach w/overcorrection            Problem-solving worksheet            Principal pep talk            Change seating            Modify assignment            Buddy class time out            Behavior tracking form            Loss of recess time            Phone call            Letter of apology            Note home            Daily note            Parent shadow            Home Visit</p>
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## LEVEL 3 PROBLEM BEHAVIORS

Definition	Examples	Procedures
<p>Behaviors that:</p> <p>1. Pose a Danger to themselves and/or others</p> <p style="text-align: center;"><i>or</i></p> <p>2. Are Illegal</p> <p style="text-align: center;"><i>or</i></p> <p>3. Are a Major Disruption to the Learning Environment</p> <p style="text-align: center;"><i>or</i></p> <p>4. Are Chronic Behaviors (2x/wk+) <span style="float: right;">Level Two</span></p>	<ul style="list-style-type: none"> <li>• See list of <u>Definitions of Major Behaviors</u></li> <li>• Possessing weapon or look-alike weapon</li> <li>• Drugs, alcohol, and/or tobacco</li> <li>• Student makes a specific and credible (target/method) threat to others</li> <li>• Making credible threats of suicide</li> <li>• Purposefully hitting physically hurting a teacher or student</li> <li>• Throwing potentially dangerous objects at others</li> <li>• Self-inflicting wounds</li> <li>• Spitting or biting</li> <li>• Racial, ethnic, religious, or sexual harassment</li> <li>• Bullying</li> <li>• Vandalism that results in serious or permanent damage</li> <li>• Any act of fire starting, arson or any knowledge of playing with fire, matches, etc.</li> <li>• Stealing</li> <li>• Gang drawing on self or property</li> </ul>	<ol style="list-style-type: none"> <li>1. Always complete Behavior Tracking Form</li> <li>2. Contact Office Immediately</li> <li>3. Student Escorted by Adult to Principal</li> <li>4. Referring person sends completed Behavior Tracking Form with escort.</li> <li>5. Parent Contact</li> <li>6. Administrative Options include:               <ul style="list-style-type: none"> <li>• SST</li> <li>• Suspension                   <ul style="list-style-type: none"> <li>○ In school</li> <li>○ Out of School</li> <li>○ Off the bus</li> </ul> </li> <li>• Contact Law Enforcement</li> </ul> </li> </ol>

### LEVEL 3 CORRECTIVES MENU

Suspension:out of school or in 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

## *Scripts for Redirecting:*

- **“What are you supposed to be doing right now?”**  
(Student is playing with sharpener and was directed to take out a book.)
- **“We are on page 3, please read the first paragraph out loud”**  
(Student’s book fell on the floor and she is lost.)
- **“Laura, please go to the board and show us how to do problem #12.”**  
(Laura KNOWS how to work the problem. We wouldn’t ask her to go to the board if she couldn’t work the problem. She was visiting with a neighbor. The teacher is attempting to engage her again.)
- **Stand next to student and point to where you are in the book or on the page.**  
(It is apparent that the student is on the wrong page.)
- **“Stop. Look at me. What should you be doing right now?”**  
(Student may have been directed once already but is still not following directions.)
- **“Where are you supposed to be right now? Are you there? So what do you need to do now?”**  
(Student is out of her seat and may be disrupting others. The teacher may be repeating an earlier direction.)

### *Scripts for Redirection:*

#### Positive Reminders:

Going to the \_\_\_\_\_ we need to remember to\_\_\_\_\_. It's going to be a \_\_\_\_\_.

#### Negative Reminders:

Last time we had a problem with \_\_\_\_\_, this time we need to\_\_\_\_\_.

# Does Punishment Work?

- **It is only effective in the presence of the punishing agent.**  
*Increased Covertness: When the adults are not present, then the students act out.*
- **It requires greater resources to be effective:**  
*Results in increasing severity spiral, and requires constant vigilance.*
- **It may produce unintended negative consequences:**  
*Damage to relationship, anger and aggression, "mean world" syndrome.*
- **You get more of what you pay attention to.**  
*Pay attention to desired behavior more often than undesired behavior.*

## Schools & Risk Factors

Research by Roy Mayer and Beth Sulzer-Azaroff (1991, 1995) indicates that schools that only use a punishment-based behavior management system have increased rates of:

- **AGGRESSION**
- **TARDINESS**
- **VANDALISM**
- **TRUANCY**

## WHEN ARE STUDENTS SENT TO OFFICE

NEVER	SOMETIMES	ALWAYS
<ul style="list-style-type: none"> <li>• Lack of work</li> <li>• No supplies</li> <li>• No homework</li> <li>• Blurt out</li> <li>• Cutting in line</li> <li>• Social phone calls/calling home</li> <li>• Duplicate paperwork</li> <li>• Hat/hood in class</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Defiance</li> <li>• Disruption – extended</li> <li>• Lack of work</li> <li>• Inappropriate clothing</li> <li>• Bullying</li> <li>• Electronic devices misuse</li> <li>• Chronic minor offenses</li> <li>• Injuries</li> <li>• When class needs a break</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of self control</li> <li>• Throwing things (chairs)</li> <li>• Assault</li> <li>• Weapons</li> <li>• Drugs</li> <li>• Sexual harassment</li> <li>• Extortion</li> <li>• Vandalism of personal and school property</li> <li>• Verbal abuse of staff and students</li> <li>• Leaving campus</li> <li>• Major illness/injuries</li> <li>• Inappropriate clothing</li> <li>• Pulling fire alarm</li> <li>• Threatening (witness/reporter)</li> </ul>



## OTHER INTERVENTIONS THAT SUPPORT APPROPRIATE BEHAVIOR

Build positive relationships – know names, notice  
 Buddy classroom  
 Greet each student and make personal/non academic comment  
 Follow through/consistency  
 Student helpers or \* Cross age helpers/tutors  
 Positive phone calls/notes to parents  
 Outside the classroom/job area social interactions  
 High 5's  
 Check in – check out  
 Mentoring someone outside of class  
 College mentors – adult /community mentors  
 Peer buddy for new students  
 Daily not w/happy face being tracked for a reward – principal involvement  
 Empowering the student – choices – involvement in decision making  
 Art projects  
 School wide celebrations  
 Etiquette  
 Student work  
 Including students names and cultures in lessons  
 Technology  
 Positive Climate Enhancers – posters, multicultural  
 School pride/litter patrol

## INTERVENTIONS THAT DO NOT WORK

Don't Work	Because
Spanking	Creates anger
Humiliation	Damages relationships
Sarcasm	Don't understand until in high school
Promise something for good behavior	Bribing/paying off all the time
Kicking kids out of school/class	Don't learn/doesn't change behavior
Idle threats	Follow through not good
Extended time out/sitting on bench	They're the ones who need to run
Ignoring behavior	Won't make it go away
Assumptions	You make an ass out of you and me
Stupid questions: "How many times do I have to tell you?"	No acceptable answer, it's a put down
Yelling vs. raised voice (which is sometimes necessary)	Adult is not in control, raises student's receptive filter
Showing teacher frustration (okay to be "real")	Loss of control, becomes personal, doesn't model good emotional regulation during stressful events
Taking rewards back	Not fair, discouraging, why work for something that may get taken away?
One size fits all rewards	May not be effective for everyone
Not delivering consequences	Inconsistency leads kids to push limits harder
Not listening	They don't get a chance to explain, damages relationships
Constant sitting outside classroom	Lack of opportunity to learn

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Humiliation	Damages relationships
Sarcasm	Don't understand until in high school
Promise something for good behavior	Bribing/paying off all the time
Kicking kids out of school/class	Don't learn/doesn't change behavior
Idle threats	Follow through not good
Extended time out/sitting on bench	It's the ones who need to run around who are sitting
Ignoring behavior	Won't make it go away
Assumptions	You make an ass out of you and me
Stupid questions: "What were you thinking?", "How many times do I have to tell you?"	No acceptable answer, it's a "put down"
Yelling vs. Raised voice (Raised voice is sometimes necessary)	Adult is not in control, raises student's receptive filter
Showing "teacher frustration" (OK to be "real"?)	Loss of control, becomes personal, doesn't model good emotional regulation during stressful events
Taking rewards back	Not fair, discouraging, why work for something that may get taken away?
"One size fits all" rewards	May not be effective for everyone
Not delivering consequences	inconsistency leads kids to push limits even harder
Constant sitting outside classroom	Lack of opportunity to learn
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## OTHER INTERVENTIONS THAT SUPPORT APPROPRIATE BEHAVIOR

- \* Build positive relationships – know names, notice good behavior
- \* Buddy classroom
- \* Greet each student and make personal/non academic comment
- \* Follow through/consistency
- \* Student helpers
- \* Cross age helpers/tutors
- \* Positive phone calls/notes to parents
- \* Outside the classroom/job area social interactions
- \* High 5's
- \* Check in – check out
- \* Mentoring someone outside of class
- \* College mentors – adult /community mentors
- \* Peer buddy for new students
- \* Daily not w/happy face being tracked for a reward – principal involvement
- \* Sharing a book T/P & student
- \* Empowering the student – choices – involvement in decision making
- \* Art projects
- \* School wide celebrations
- \* Etiquette
- \* Student work
- \* Student council
- \* Including students names and cultures in lessons
- \* Technology
- \* Positive Climate Enhancers – posters, multicultural
- \* School pride/litter patrol

## WHEN ARE STUDENTS SENT TO OFFICE

NEVER	SOMETIMES	ALWAYS
<ul style="list-style-type: none"> <li>● Lack of work</li> <li>● No supplies</li> <li>● No homework</li> <li>● Blurt out</li> <li>● Cutting in line</li> <li>● Social phone calls/calling home</li> <li>● Duplicate paperwork</li> <li>● Hat/hood in class</li> <li>● Theft – under \$20</li> </ul>	<ul style="list-style-type: none"> <li>● Language</li> <li>● Defiance</li> <li>● Disruption – extended</li> <li>● Inappropriate clothing</li> <li>● Bullying</li> <li>● Electronic devices misuse</li> <li>● Chronic minor offenses</li> <li>● Injuries</li> <li>● When class needs a break</li> </ul>	<ul style="list-style-type: none"> <li>● Loss of self control</li> <li>○ Throwing things (chairs)</li> <li>○ Assault</li> <li>● Weapons</li> <li>● Drugs</li> <li>● Sexual harassment</li> <li>● Extortion</li> <li>● Vandalism of personal and school property</li> <li>● Verbal abuse of staff and students</li> <li>● Leaving campus</li> <li>● Major illness/injuries</li> <li>● Inappropriate clothing</li> <li>● Pulling fire alarm</li> <li>● Threatening (witness/reporter)</li> <li>● Theft – over \$20</li> </ul>

## WHAT GETS DOCUMENTED (SWIS Behavior Tracking Form)

NEVER	SOMETIMES	ALWAYS
<ul style="list-style-type: none"> <li>• Running in hallways</li> <li>• Blurting out</li> <li>• Talking out of turn</li> <li>• Rocking in chair</li> <li>• Forgetting homework</li> <li>• Wearing hats/hoods inside</li> </ul>	<ul style="list-style-type: none"> <li>• Gum (recurring)</li> <li>• Spitting</li> <li>• Defiance</li> <li>• Chronic minor offences (running in hallways; blurting out)</li> <li>• Throwing small objects</li> <li>• Bribery</li> <li>• Screaming</li> <li>• Cheating</li> <li>• Taking food from others</li> </ul>	<ul style="list-style-type: none"> <li>• Stealing</li> <li>• Physical fights</li> <li>• Vandalism</li> <li>• Extortion</li> <li>• Leaving campus without permission</li> <li>• Bullying</li> <li>• Abusive language</li> <li>• Sexual harassment</li> <li>• Gambling</li> <li>• Physical aggression</li> <li>• Skipping class</li> <li>• Running/hiding from adult</li> </ul>

## CORRECTIVES MENU

SMALL	MEDIUM	LARGE
<p>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  alternate seating  practice desired behavior  relationship building (general welcome)</p>	<p>reteach expectation  referral-pink slip  alternate placement  loss of recess  phone call  campus beautification (bucket duty)  letter of apology  conference with student  visit with principal (pep talk)  take away/loss of privilege  note home  daily note general (ie happy face chart)  think sheet to problem solve  home visit  social story  relationship building (personal questioning/individual interest)  parent shadow</p>	<p>suspension:out of school/in school  expulsion  law enforcement contact  SST (Student Study Team)  behavior contract  visit with principal  principal, parent, student conference  daily note individualized narrative  health plan  referrals to outside agency  CAP (Committee for Alternate Placement)  home visit  shortened day  alternate placement for activities  relationship building (invitation for lunch/visit home/extra attention)</p>

## INAPPROPRIATE BEHAVIOR

SMALL	MEDIUM	LARGE
<ul style="list-style-type: none"> <li>● Swinging backpack</li> <li>● Running in walk areas</li> <li>● Blurting out</li> <li>● Rocking in chair</li> <li>● Incorrect voice level</li> <li>● Cutting in line</li> <li>● Chewing gum</li> <li>● Tattling</li> <li>● Violating personal space in line</li> <li>● Sitting inappropriately</li> <li>● Tardy</li> <li>● Wearing hats/hoods inside</li> <li>● Passive behavior/apathy</li> <li>● Toys/nuisance items</li> </ul>	<ul style="list-style-type: none"> <li>● Back talk</li> <li>● Arguing</li> <li>● Lying</li> <li>● Gossiping/Rumors (smaller incident)</li> <li>● Being in "off limits" area</li> <li>● Not working/not being productive</li> <li>● Exclusion of others</li> <li>● Screaming in bathroom.</li> <li>● Spitting on ground</li> <li>● Play fighting</li> <li>● Rude tone of voice/gestures</li> <li>● Teasing</li> <li>● Put downs</li> <li>● Truant tardy</li> <li>● Noncompliance</li> <li>● Blaming others/not taking responsibility.</li> <li>● Littering</li> <li>● Frequently leaving classroom for bathroom breaks</li> </ul>	<ul style="list-style-type: none"> <li>● Having weapons</li> <li>● Possession or under influence of drugs or alcohol</li> <li>● Possession of drug paraphernalia</li> <li>● Stealing</li> <li>● Sexual Harassment</li> <li>● Physical fighting</li> <li>● Gossiping/Rumors (larger incident)</li> <li>● Bullying</li> <li>● Leaving campus</li> <li>● Verbal abuse (directed obscenities)</li> <li>● Defiance</li> <li>● Cyber bullying</li> <li>● Sexting</li> <li>● Throwing things out of anger</li> <li>● Cheating</li> <li>● Vandalism</li> <li>● Profanity in any language</li> <li>● Spitting at people</li> <li>● Leaving class without permission</li> <li>● Extortion</li> <li>● Lying</li> </ul>

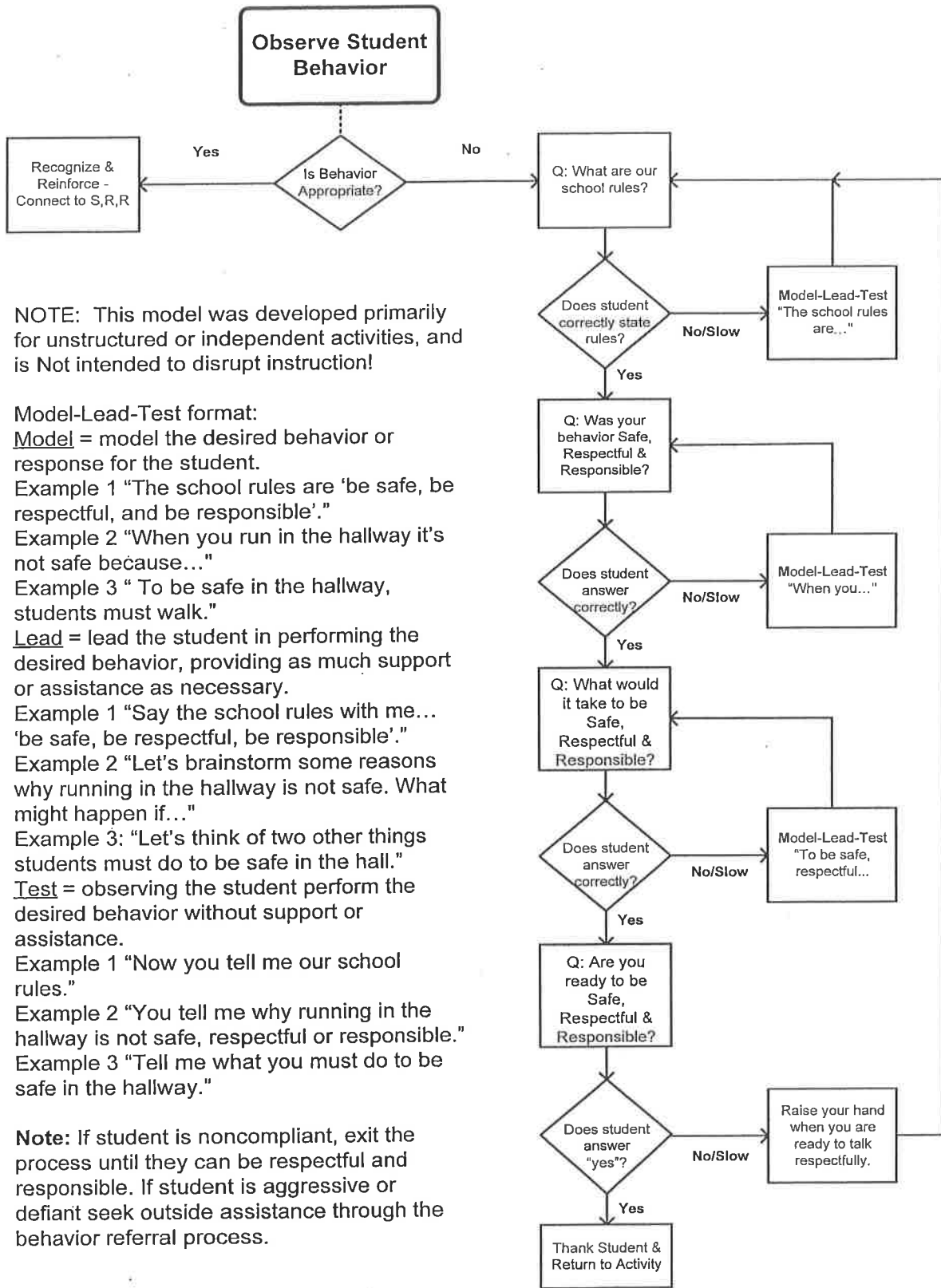
## ACKNOWLEDGEMENT/REINFORCEMENT MENU

SMALL	MEDIUM	LARGE
<ul style="list-style-type: none"> <li>• Notes on work page</li> <li>• Verbal praise</li> <li>• Pat on back</li> <li>• High Five</li> <li>• Star stamp</li> <li>• Eye contact with thumbs up</li> <li>• Smile</li> <li>• Stickers</li> <li>• Holding the flag</li> <li>• Awesome Cones</li> <li>• Marble Jar</li> <li>• Point system</li> <li>• Card system</li> <li>• Side hugs</li> <li>• Acknowledge who they are</li> <li>• Acknowledge positive in front of others</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Behavior Tickets</li> <li>• E-mail to staff</li> <li>• Extras: line leader, skip assignment, extra computer time, first to lunch</li> <li>• Class announcement</li> <li>• Positive notes</li> <li>• Progress Report</li> <li>• Free/Choice time</li> <li>• Homework Pass</li> <li>• Class Cash/Class Store</li> <li>• Teacher/Staff Helper</li> <li>• Rewards in Classroom</li> <li>• Acknowledgement as a “helper” or “role model” to a substitute teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Positive phone call home</li> <li>• Positive Behavior Tickets</li> <li>• Award assemblies</li> <li>• Acknowledge on marquee, bulletin boards, news letter home</li> <li>• Parties</li> <li>• Lunch with teacher or other staff member</li> <li>• Business incentives (ie sandwich from Subway)</li> <li>• Trimester awards</li> <li>• Recognition in the newspaper</li> </ul>



## POSITIVE BEHAVIOR

SMALL	MEDIUM	LARGE
<p>Raise your hand Greet with a smile Good manners (i.e., please and thank you) Returning equipment Facing forward in line Coming prepared and on-time Removing hoods/hats Keep track of personal belongings Cleaning up after self Positive attitude Four on the floor/Six on the floor</p>	<p>Return equipment Walking Following directions Helping another Keeping hands &amp; feet to self Using voice level scale Active listening Keeping school clean (i.e., picking up trash) Returning homework on time Social bids School/home connection Being where you are supposed to be Speaking respectfully Staying on task</p>	<p>Notify staff of safety issues Showing empathy Doing your best Coming to school on time everyday, ready to learn Willingness to participate and try new things Help new students Stood up to bully (bystander or victim)</p>



NOTE: This model was developed primarily for unstructured or independent activities, and is Not intended to disrupt instruction!

**Model-Lead-Test format:**

Model = model the desired behavior or response for the student.

Example 1 "The school rules are 'be safe, be respectful, and be responsible'."

Example 2 "When you run in the hallway it's not safe because..."

Example 3 " To be safe in the hallway, students must walk."

Lead = lead the student in performing the desired behavior, providing as much support or assistance as necessary.

Example 1 "Say the school rules with me... 'be safe, be respectful, be responsible'."

Example 2 "Let's brainstorm some reasons why running in the hallway is not safe. What might happen if..."

Example 3: "Let's think of two other things students must do to be safe in the hall."

Test = observing the student perform the desired behavior without support or assistance.

Example 1 "Now you tell me our school rules."

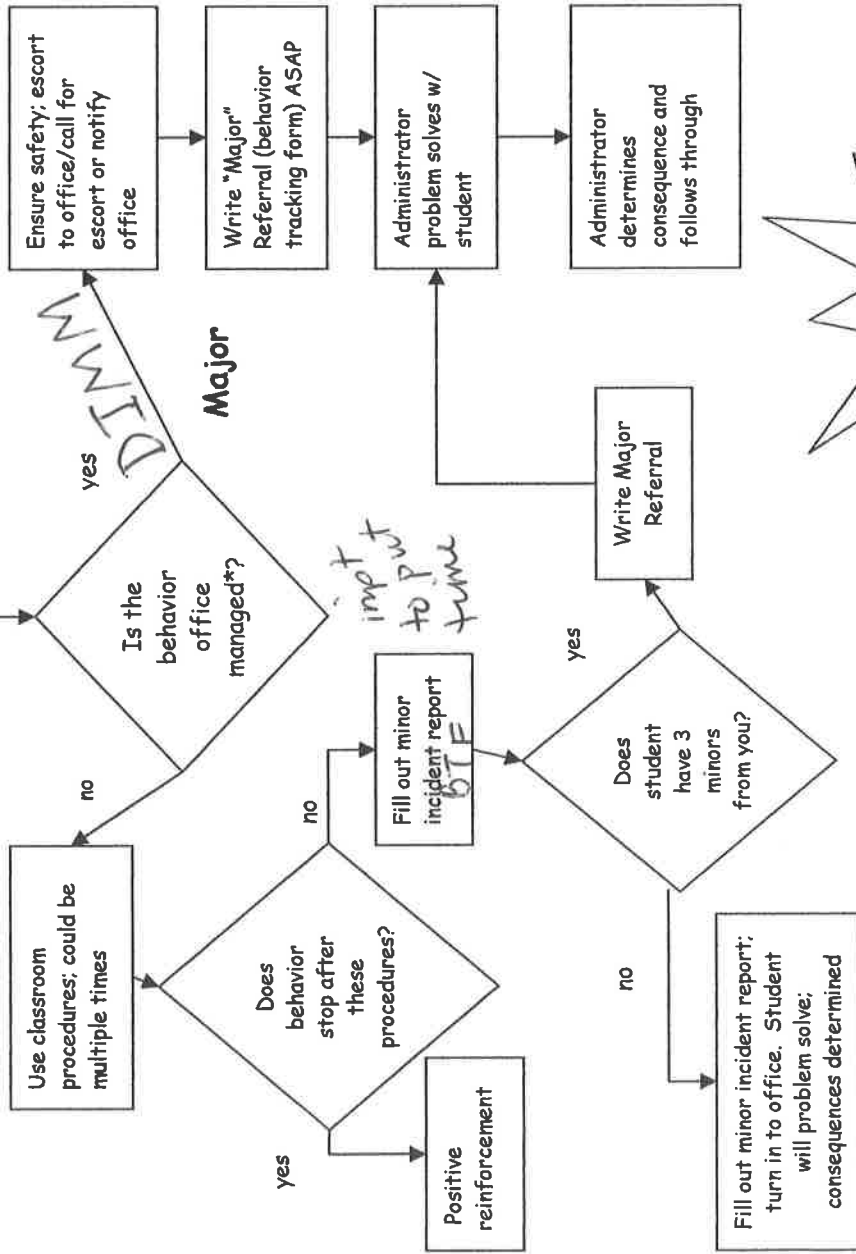
Example 2 "You tell me why running in the hallway is not safe, respectful or responsible."

Example 3 "Tell me what you must do to be safe in the hallway."

**Note:** If student is noncompliant, exit the process until they can be respectful and responsible. If student is aggressive or defiant seek outside assistance through the behavior referral process.

D - dangerous  
 I - illegal  
 M - major  
 M - moderate

Observe Problem Behavior  
 Warning/reminder  
 Re-teach  
 Conference w/student



CLASSROOM/STAFF MANAGED:

- Cheating
- Giving "attitude"
- Gum
- Lying
- Minor disruption
- Minor dress code
- Minor hallway
- Minor vandalism (cleanable)
- Note writing
- Refusal to work/not working
- Talk outs
- Tardy
- Toys
- Unprepared

\*OFFICE MANAGED:

- Assault employee
- Chronic behaviors
- Fighting
- Fire setting
- Harassment, intimidation, threats
- Illegal substances, items
- Infractions in district policy book
- Major dangerous behavior
- Permanent vandalism
- Theft
- Threats to school employee
- Tobacco
- Truancy
- Weapons

Side Bar on Minor Incident Reports:

- Issue the minor (or referral) when student does not respond to pre-correction, re-direction, or verbal warning from you
- Once written, turn in to office
- Take "CONCRETE" action to correct the behavior before writing minors or referrals for repeat behaviors. (i.e. detention, problem solving, seat change, contact parent)

## Behavior Tracking Form Flowchart

WHITE	YELLOW	PINK
Give to student and say, "Have it signed and return to your teacher tomorrow."	Give to office, Holly enters it into SWIS	Goes in teacher's box

\*Teacher is responsible for tracking signatures whether they wrote the Behavior Tracking Form or not.

## **"Rules School" Protocol Individual/Small Group**

**Description:** "Rules School" is an intervention for chronic behavior to reteach how to be safe, be respectful, and be responsible at Lafayette School.

**Who Sends:** Any classroom teacher, guest teacher, paraprofessional or staff member after they have tried to correct the behavior multiple times.

**Who Conducts:** Student Services Guidance Tech

**When:** At recess (Morning or Lunch) by referral (Behavior Tracking Form), will be conducted when student behavior indicates need

**For How Long:** 15-20 minutes

**What:** Depending on referral, lesson plan for specific area or activity will be taught and reviewed with student(s), Student may also be required to complete problem solving worksheet.

**Referral Process:** A Behavior Tracking Form is filled out after chronic behavior and the consequence is rule school. The Behavior Tracking Form is turned in to the Office, the Office will then enter it in SWIS, and then the Office will give it to Student Services Guidance Tech. Student Services Guidance Tech schedules student(s) for "Rule School." Student Services Guidance Tech makes student contact.

**Materials:** Lesson plan, problem solving worksheet

## WHAT GETS DOCUMENTED (SWIS Behavior Tracking Form)

Rarely	SOMETIMES	ALWAYS
<ul style="list-style-type: none"> <li>• Running in hallways</li> <li>• Blurting out</li> <li>• Talking out of turn</li> <li>• Rocking in chair</li> <li>• Forgetting homework</li> <li>• Hats/hoods on inside</li> </ul>	<ul style="list-style-type: none"> <li>• Gum</li> <li>• Spitting</li> <li>• Defiance</li> <li>• Chronic minor offences (running in hallways; blurting out)</li> <li>• Throwing small objects</li> <li>• Bribery</li> <li>• Screaming</li> <li>• Cheating</li> <li>• Taking food/begging others for food</li> </ul>	<ul style="list-style-type: none"> <li>• Stealing</li> <li>• Physical fights</li> <li>• Vandalism</li> <li>• Extortion</li> <li>• Leaving campus without permission</li> <li>• Bullying</li> <li>• Abusive language</li> <li>• Sexual harassment</li> <li>• Gambling</li> <li>• Physical aggression</li> <li>• Ditching class</li> </ul>

## *Lafayette's Behavior Tracking Form*

**Students will always be escorted to the office (Level Three Behaviors):**

1. When they are a danger to themselves or others
2. When there is illegal behavior
3. When they are creating a significant disruption to the learning environment

Eureka City Schools  
**Lafayette School**  
 Behavior Tracking Form

**Name:** \_\_\_\_\_ **Location**  
**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_  Playground  Classroom  
**Teacher:** \_\_\_\_\_  Cafeteria  Arrival/Dismissal  
**Grade:** K 1 2 3 4 5 6  Bathroom  Other \_\_\_\_\_  
**Referring Staff:** \_\_\_\_\_  Hallway  
*You were observed not being:*  Safe  Respectful  Responsible

Minor Problem (Level 2) <i>Mark only one</i>	Major Problem (Level 3) <i>Mark only one</i>	Possible Motivation <i>Mark only one</i>
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress code violation <input type="checkbox"/> Property misuse <input type="checkbox"/> Technology violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language/Profanity <input type="checkbox"/> Fighting <input type="checkbox"/> Physical aggression <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Harass/Bullying <input type="checkbox"/> Technology violation <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Skipping class <input type="checkbox"/> Theft <input type="checkbox"/> Property damage/Vandalism <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity

**Administrative Decision / Interventions**

<input type="checkbox"/> Loss of: Recess/Cafeteria/Other _____ Date(s): _____ <input type="checkbox"/> Conference with student <input type="checkbox"/> Sent to office <input type="checkbox"/> Campus clean-up Date(s) _____ <input type="checkbox"/> Alternate placement Location: _____	<input type="checkbox"/> Parent contact <input type="checkbox"/> In-school suspension (____ days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____ <input type="checkbox"/> FYI only
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Others involved in incident:**  None  Peers  Staff  Teacher  Substitute  Unknown  Other  
**Other comments:**

\_\_\_\_\_  
 \_\_\_\_\_

Check box if parent signature is required.

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

White (Parent)

Yellow (Office)

Pink (Teacher)

## Weekly Drawing Protocol:

Tickets will be drawn by grade level group, with the exception of the K-1 class which will be drawn with the other 1<sup>st</sup> and 2<sup>nd</sup> classes. In order to avoid confusion, grade level groups will be identified by teacher name.

K group: Barrera, Brownfield and Coyle

1<sup>st</sup>, 2<sup>nd</sup> and 1: Nelson, Stewart, Jernigan, J Chapin, Hull

3<sup>rd</sup>, 4<sup>th</sup> and SDC: Catton, Hernandez, Ferguson, Jones, Letts

5<sup>th</sup> and 6<sup>th</sup> : Crandell, Heitfetz, Forbes, Campbell

ALL tickets from your classroom must be deposited Friday afternoon before you leave. Weekly ticket drawing container will be located in the old bookroom (room next to staff room). This room is to remain locked at all times, so make sure it's locked when you leave.

Tickets will be drawn during Monday Morning Meetings. In the event that there is no school on a Monday, or it is a rainy day, tickets will be drawn during lunchtime instead on the next available lunch period.

4 tickets per grade level span will be drawn weekly, to equal 16 students winning each week.

After the weekly drawing, the tickets will be dumped into another grade level span bucket that will accumulate for a monthly drawing by grade level span.

Teachers may choose to use tickets as a positive behavior incentive in their classroom by having frequent separate drawings.

Students whose name is drawn may go to the office at their recess and choose a prize. The winner's name is also in the WAG



Thank you for + behavior + rule

Examples:

Thank you for walking in the hallways and being safe.

Thank you for tracking the speaker and being respectful.

Thank you for having your backpack ready before leaving the car and being responsible.

Thank you for flushing the toilet and being responsible.

Thank you for cleaning up after yourself and being responsible.

Thank you for walking in GUS and being safe.

Thank you for stopping to tie your shoes and being safe.

Thank you for putting the ball on the cart, that was responsible.

Thank you for cleaning up after yourself at lunch, that was responsible.

Thank you for standing on the paw in the cafeteria, that was responsible.

Thank you for keeping your feet dry, that was responsible.

Thank you for using kind words, that was very respectful.

Thank you for opening the door, that was respectful.

Thank you for sharing the supplies, that was being respectful.

Thank you for respecting the quiet zone and being respectful.

Thank you for reporting that unsafe situation, that was being safe.

Thank you for holding on the ball when the bell rings, that was being responsible.

Thank you for saying please and thank you, that was being respectful.

Thank you for letting another student join in your game, that was being respectful.

# Positive Feedback System

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**What do you call your ticket:** Positive Behavior Ticket

**Who can give them all out:** All staff

**To whom may they give them out?** Any student – discuss K procedures

**What are they given for?**

- Desired behavior from matrix or “above and beyond”
- 1 at a time
- teachers track who is receiving to make sure everyone gets recognized
- Strive to give 5 – 10 tickets daily
- Tickets are **not** to be given to a student that asks or as an agreement. If you do this, I’ll give you that

**What can students do with the tickets?**

- Turn in for weekly and/or monthly drawing
- keep them
- show teacher or parents
- daily classroom drawing then turn tickets into office for weekly drawing

**What are some possible secondary reinforcers?**

- Classroom incentives determined by individual teachers
- weekly and monthly school wide drawing
- weekly drawings roll into monthly drawings

**What should be said when giving out the tickets?**

Specific thank you for + behavior + rule

**My goals for correction are:**

To greatly redirect in a positive manner

**Scripts for Pre- Correction:**

- Setting expectations beforehand

Sto  
oo

- clearly stated expectations prior to transitions etc, "Be sure to show \_\_\_\_\_ when \_\_\_\_\_."

**Scripts for Redirection:**

Restating rule, point out non-example

"Our rule is \_\_\_\_\_"

"The rule is \_\_\_\_\_"

"You need to show \_\_\_\_\_ when \_\_\_\_\_"

**Scripts for Correction:**

1. Our rule is \_\_\_\_\_
2. \_\_\_\_\_ is not \_\_\_\_\_  
That was not \_\_\_\_\_
3. Now consequence (Referral etc)  
Think of ways to being safe, respectful, responsible

# VOICE LEVELS

0 = no voice/silence

1= whisper

2= conversation/elbow  
voice

3= public speaker voice

4= playground voice

5= emergency voice

# PBIS Grounding Concepts

## POSITIVE BEHAVIORAL INTERVENTION and SUPPORTS

### 5 CRITICAL FEATURES

1. CLEAR EXPECTATIONS
  - \*matrix
2. EXPLICITLY TAUGHT
  - \*lesson plans \*teach/reteach calendar
3. SYSTEM FOR ENCOURAGING DESIRED
  - \*recognition system \*positive consequences menu
4. SYSTEM FOR DISCOURAGING UNDESIRED
  - \*office vs site\*corrective consequences menu
5. DATA TRACKING SYSTEM
  - \*fidelity\*student outcomes

Designing School-Wide Systems for Student Success

### PYRIMID

Rules apply to all. Tier 1  
80% of children comply  
15% of children can be swayed toward undesired or desired Tier 2  
5% of children will require Tier 3

### What student's need

#### Primary or Universal Interventions

Are what we do for all students  
Risk status is not considered

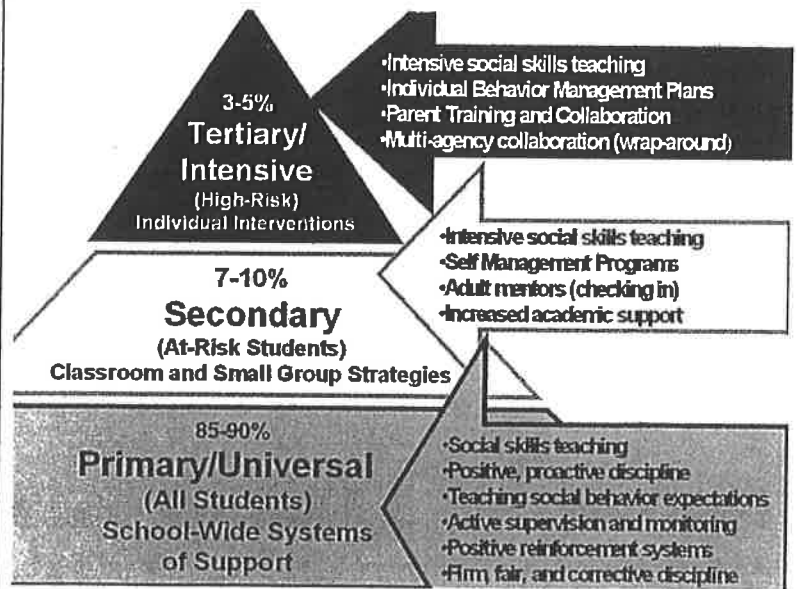
#### Secondary Interventions

Are what we do for some students  
At-risk status is identified for small groups

#### Tertiary Interventions

Are what we do for a few students  
High-risk status is identified for individuals

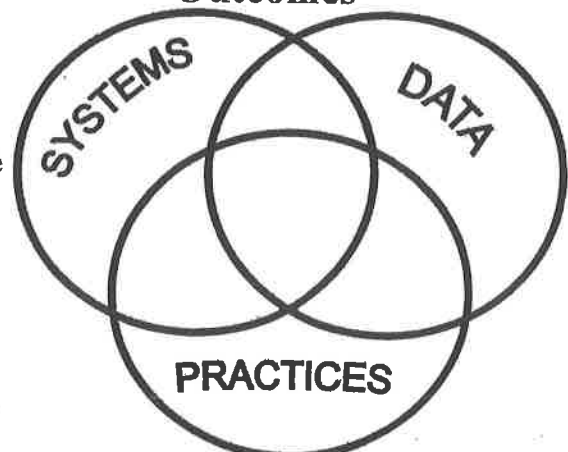
Three-Tiered Model of School-Wide Discipline Strategies



## Social Competence & Academic Achievement Outcomes

Positive  
Behavior  
Support

Systems  
Support the  
Staff  
Behavior



Data  
Supports  
Decision  
Making

Practices Support

## LAFAYETTE RULE SONG

(to the tune "If You're Happy And You Know It")

When we're playing at Lafayette we must be safe... be safe!!

When we're playing at Lafayette we must be safe... be safe!!

And we always walk in halls,

That way no one falls.

When we're playing at Lafayette we must be safe... be safe!!

While we're learning at Lafayette we are respectful...be respectful.

While we're learning at Lafayette we are respectful...be respectful.

We treat every he and she,

Just the way we want to be...

While we're learning at Lafayette we are respectful...be respectful!!

All the students at Lafayette are responsible...we're responsible.

All the students at Lafayette are responsible...we're responsible

To our own business we attend,

And on us you can depend!

All the students at Lafayette are responsible...we're responsible!

The first rule at our school is be safe...be safe.

The second rule at our school is be respectful...be respectful.

The third rule at our school,

Goes right with the other two

and it is to do your best and be responsible...be responsible.

Lafayette School is the place to be...to be!

Lafayette School is the place to be...to be!

If we follow our three rules,

This will be the very best school!

Lafayette School is the place to be...to be!!

Courtesy of Queen Anne School, Lebanon, Oregon