



PBIS: POSITIVE BEHAVIOR INTERVENTION SUPPORT

WASHINGTON ELEMENTARY SCHOOL

Washington Staff PBIS HANDBOOK

EUREKA CITY SCHOOL DISTRICT

Washington Elementary Staff PBIS Handbook

Washington Elementary PBIS Team created this handbook in consultation with Dr. Dale R. Myers and Dale R. Myers & Associates, LLC, during the 2011-12 school year. The purpose of this handbook is to guide and support Washington 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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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?

A YEAR OF

POSSIBILITIES

180 days of possibilities

1,110 hours of possibilities

66,600 minutes of possibilities

3,996,000 seconds of possibilities

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

- 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

Washington 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.

Dr. Dale’s 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.

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.

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

VISION

Success for **a**ll
United in common purpose
Community involvement
Commitment to academic achievement
Excellence in education
Staff personal and professional growth
Shared 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

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
All the Time	<ul style="list-style-type: none"> Keep hands and feet to yourself Follow the “Golden Rule” Use supplies appropriately Be safe in words and deeds Leave toys at home Stay on campus unless given permission to leave 	<ul style="list-style-type: none"> Take pride in your school Use a respectful tone of voice Use appropriate voice level: <ul style="list-style-type: none"> 0=silent 1=whisper 2=conversation 3=presentation/teacher voice 4=outdoor voice Be polite Respect adults, parents and visitors Respect each other Be kind to others Follow directions promptly Use good manners Be honest and trustworthy Take hats and hoods off indoors Follow dress code 	<ul style="list-style-type: none"> Give your best effort Encourage others to do their best Help others follow all school rules Leave gum at home
Morning Meeting	<ul style="list-style-type: none"> Freeze at the bell Walk to your lines at the whistle Keep hands, feet, and objects to yourself Follow all adult instructions Put equipment away 	<ul style="list-style-type: none"> Remove hat or hood for pledge Freeze in place if pledge has begun Be quiet in line Bell means ready to start Zero voice level after 2nd bell Be on time 	<ul style="list-style-type: none"> Be in line by second bell Actively listen and participate by looking at speaker and not talking to others Encourage others to listen and participate

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Playground	<ul style="list-style-type: none"> • If someone is hurt, the closest person should care for them and get help if needed • Keep hands , feet and objects to self • Follow all rules for games and play areas • Get permission before leaving the playground • Never talk to anyone through fence • Be safe in words and deeds • Stay in designated areas 	<ul style="list-style-type: none"> • Include everyone in games • Be a good sport • Treat everyone with respect • Take turns • Use polite words of encouragement • Play “by the rules” of the game • Respect the monitors • Follow directions quickly and politely • Use respectful language and tone of voice 	<ul style="list-style-type: none"> • Put equipment away at end of recess. • Make sure trash gets in trash can • Use restroom and get drinks before returning to class • Return to class on time after recess • Walk quietly in line • Encourage other to follow the rules • Take care of equipment and the playground environment • Be responsible for your belongings
Hallways	<ul style="list-style-type: none"> • Walk single file • Walk facing forward • Picnic tables are for sitting only • Keep hands, feet and objects to yourself • Beware of “danger zones” marked by doors 	<ul style="list-style-type: none"> • Respect students learning in classroom – hallway is a “quiet zone” • Walk quietly with hands at your sides • Follow all directions • Use a whisper voice • Walk until you reach the red line 	<ul style="list-style-type: none"> • Get back to class as quickly as possible • Treat others belongings with respect • Take care of your belongings
Cafeteria	<ul style="list-style-type: none"> • Walk with your teacher or monitor to the cafeteria • Walk facing forward with hands at your sides • Eat only your own food • Stay seated until excused • Sit on your bottom, feet on the floor • Respect food allergy table 	<ul style="list-style-type: none"> • Use indoor voices (Voice level 0, 1, 2) • Everyone is welcome • Use your best manners • Follow monitor’s directions • Treat everyone with respect • Remove hats and hoods indoors • Respect “quiet zone” – hallway (voice level 0 or 1) 	<ul style="list-style-type: none"> • Clean your table area by throwing all trash away • Wait to be excused • Report problems to an adult • Line up quietly (voice level 0 or 1) with hands and feet to yourself • Get back to class on time • Use restroom before returning to class

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Bathroom	<ul style="list-style-type: none"> • Use toilet, sink, towels and soap appropriately • Report problems to an adult • Wash and dry your hands • Sit on toilet seats only • Use the restroom near blacktop during recess, use the restroom near the cafeteria during lunch 	<ul style="list-style-type: none"> • Use indoor voices (level 0,1,2) • Respect privacy by knocking on stall doors before opening • Do not peep under or over stall doors • Flush the toilet after use • Keep it clean by flushing, washing hands, and throwing paper towels in trash 	<ul style="list-style-type: none"> • Put trash in trash cans • Keep water in the sink • Leave stall unlocked when leaving • Go directly back to class • Only go to the bathroom when you need to; do not hang out in bathroom • Keep bathroom facilities clean by flushing, washing hands, and throwing paper towels in trash
Library	<ul style="list-style-type: none"> • Enter library through “in” door • Leave food and drinks outside of library • Walk in library 	<ul style="list-style-type: none"> • Use an inside voice (voice level 0 or 1) • Be respectful of others • Quiet stick use 	<ul style="list-style-type: none"> • Treat books and materials with care • Return books on time • Take “hurt” books to library for care
Arriving and Departing	<ul style="list-style-type: none"> • Playground is closed afterschool unless you are with a parent • Wait for rides by sitting in front of school • Report any problems to an adult • Pick-up zones are quiet zones • All things with wheels (e.g. bikes, scooters) must be walked off campus and helmets must be worn 	<ul style="list-style-type: none"> • Follow school rules after school: Be Safe, Be Respectful, Be Responsible • Treat others with respect • Respect the school grounds • Throw trash in garbage cans 	<ul style="list-style-type: none"> • Arrange afternoon plans with parents in advance • Keep track of personal belongings • Cell phone use after school in designated area (in front of office) only
Office	<ul style="list-style-type: none"> • Come to the front door of the office with a note or hall pass from a monitor or teacher 	<ul style="list-style-type: none"> • Wait at counter until an adult can help you. • Use a level 0 or 1 voice • Speak politely by saying please and thank you 	<ul style="list-style-type: none"> • Use a quiet voice (level 0 or 1) while waiting in office
	•	•	•

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Classrooms	<i>Each classroom will be expected to define their expectations for being safe, being respectful, and being responsible.</i>		

Explicitly Taught Expectations

PBS: 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**
- ★ **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. Restrooms
3. Cafeteria
4. Hallways/Breezeways
5. Playground
6. Before and After School
7. Office
8. Morning Meeting



Everywhere/All the Time

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 All the Time. This is important because we want everyone to be a successful student in a safe environment.		
Step 2: Introduce examples				
Teach		SAFE	RESPECTFUL	RESPONSIBLE
Examples of being SAFE are ____.		<ul style="list-style-type: none">Using the correct voice level. 0=silent, no talking 1=whisper 2=conversation voice 3=public voice/teaching voice 4=playground voiceWalking on school grounds.Using school supplies safely.Following directions quickly.	<ul style="list-style-type: none">Taking care of our schoolTreating others with kindnessUsing good mannersFollowing directions quicklyTaking off hats indoorsBeing honest, truthful, and trustworthyHelping others and encouraging them to do their best.Having a good, positive attitude.	<ul style="list-style-type: none">Being on time to class.Being where you are supposed to be at all times.Doing your best work.Coming to school prepared with materials (backpacks, homework, library books, lunch, planner, pencils) and leaving toys, gum, and candy at home.Coming to school ready to learn.Actively listening and participating in your day.Taking care of yourself.
Examples of being RESPECTFUL are ____.		<ul style="list-style-type: none">Keeping your hands and feet to yourself .		
Examples of being RESPONSIBLE are ____.				

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 the wrong voice level Running (when not at recess or PE) Using school supplies unsafely 	<ul style="list-style-type: none"> Littering Bullying others Not using a respectful tone when talking to all others 	<ul style="list-style-type: none"> Being late to class Not bringing your supplies to class Distracting others
Step 4: Review <i>examples</i>, briefly			
Ask 	<ul style="list-style-type: none"> Is _____ an example of being (safe, respectful, responsible)? Am I being (safe, respectful, responsible) when I _____? Finish this sentence: To be (safe, respectful, responsible) everywhere, all the time, I will _____. Show an example of being (safe, respectful, responsible) when _____. <ul style="list-style-type: none"> Be safe: <ul style="list-style-type: none"> Is walking an example of being safe? (EXAMPLE) Am I being safe when I am not keeping my hands and feet to myself? (NON-EXAMPLE) Students finish this sentence: To be safe at all times at School_____, I will _____. Who can tell me one way to be safe at all times at School? Be respectful: <ul style="list-style-type: none"> Is being kind to others an example of being respectful? Am I being respectful at School when I am littering? To be respectful at all times at School, I will _____. Show me how we are respectful at all times at school. Be responsible: <ul style="list-style-type: none"> Is bringing my homework to school on time an example of being responsible? Am I being responsible at all times when I am late to class? To be responsible at all times at School, I will _____. Who can tell me one way of being responsible at all 		

	<p>times at school.</p> <ul style="list-style-type: none"> • How many rules do we have at school? (3) • What are our 3 rules?
Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 1. Student skit on how to get prepared for school in the morning. 2. Ask students for examples of each rule. 3. Student skits demonstrating kindness to others, honesty, etc. 4. Practice voice levels. 5. Brainstorm how students can take care of their school. 6. Brainstorm words used when using good manners and being courteous. 7. Role-play good manners at recess. (How to join a game, how to share equipment and bars) 8. Brainstorm what it means to come to school prepared to learn. 9. Brainstorm the benefits of doing your best at all times. (Pride, reaching goals) <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>
Step 6: Restate the rule	
Tell	It is important to be safe, respectful and responsible EVERYWHERE, ALL THE TIME. This is important because we should be safe, respectful and responsible wherever we go on school grounds.
Step 7: Sentence Frame Review	
Review	An example of being _____(safe, respectful, responsible) all the time and everywhere is _____.
Comments, thoughts or questions for the next time the lesson is taught:	

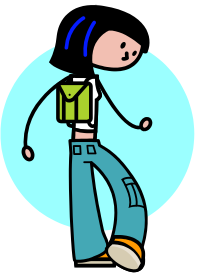
Focus Lesson Review: Everywhere, All the Time
Expectations for being safe, respectful, and responsible are a way of saying that we will do what we are supposed to do, when we are supposed to do it, even if nobody is looking. When we are safe, we stay where we are supposed to be, leave dangerous items at home and keep our hands, feet and objects to ourselves. Can anyone think of another way to be safe? When we are respectful, we follow directions, use kind words, and treat others the way we would want to be treated. What is another way to show respect to our school and to others? When we show responsibility, we do our best to clean up after ourselves and keep our school clean. Can you think of other ways to show responsibility? School is a safe happy place when we follow the Three “Rs” – Be Safe, Be Respectful, Be Responsible Everywhere, All the Time.

Review of **EVERYWHERE, ALL THE TIME** Procedures





Stay in assigned areas

**Keep hands, feet, and
objects to yourself**

**Leave things that are not
permitted at home**



RESTROOMS

Step 1: Introduce Rule			
Tell 	It is important to be safe, respectful and responsible when using the restroom . This is important because we want our restrooms to be clean, safe places where people are considerate to one another.		
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">▪ Keeping feet on the floor and hands to yourself▪ Washing and drying your hands after going to the bathroom▪ Keeping water in the toilet and sink▪ Putting paper towel in the garbage can	<ul style="list-style-type: none">▪ Respecting privacy- do not peek over or under stalls▪ Flushing the toilet when you are finished▪ Using a level 2 voice level or lower	<ul style="list-style-type: none">▪ Using the bathroom for its intended purpose▪ Keeping the bathroom facilities clean▪ Returning promptly to your designated area▪ Reporting problems to an adult▪ Not locking the door and crawling under it
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE ?	Is _____ an example of being RESPECTFUL ?	Is _____ an example of being RESPONSIBLE ?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none">▪ Running in the bathroom▪ Standing on toilets, sinks, or paper dispensers▪ Not washing your hands	<ul style="list-style-type: none">▪ Peeking in at others while they are going to the bathroom▪ Using a voice level above level 2▪ Flooding the toilets▪ Littering	<ul style="list-style-type: none">▪ Hanging out in the bathroom▪ Dropping paper towels on the floor instead of the trashcan
Step 4: Review examples , briefly			
Ask 	<ul style="list-style-type: none">▪ Is washing your hands an example of being (safe, respectful, responsible)?▪ Am I being (safe, respectful, responsible) when I run in the bathroom? (nonexample)▪ Students finish this sentence: To be (safe, respectful, responsible) in _____		

	<ul style="list-style-type: none"> the bathroom, I will _____. Who can tell me one way to be (safe, respectful, responsible).
Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> Practice washing hands, keeping the water in the sink. (2-3 students model) Practice saying the steps to using the restroom: Go, flush, wash, dry, get back quickly. <p><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
Step 6: Restate the rule	
Tell	It is important to be safe, respectful and responsible when using the restroom. This is important because we want our restrooms to be clean, safe places where people are considerate to one another.
Step 7: Sentence Frame Review	
Review	An example of being _____(safe, respectful, responsible) while using the restroom is _____.
Comments, thoughts or questions for the next time the lesson is taught:	
Focus Lesson Review: Restroom	
<p>Even though a restroom is a private place where you might find yourself alone, we all need to remember that your actions in the restroom need to be safe, respectful and responsible. Please remember to be safe by keeping the floor dry. Can someone tell me one way to keep the floor dry? What are some other ways to be safe in the restroom? Please remember to respect others who use restrooms by keeping the restrooms clean. What is one way we can keep our restrooms clean? How else can we be respectful in the restroom? The adults at Washington trust your responsible behavior when you spend time in the restroom. One way to be responsible is to report to an adult when there isn't any soap left. Can someone tell me another responsible action? For the next few minutes we are going to talk some more about the Safe, Respectable and Responsible behavior needed in restrooms.</p>	

Review of **RESTROOM** Procedures

Go

Flush







Wash

Dry

Return to class quickly

MORNING MEETING




Step 1: Introduce Rule			
Tell 	It is important to be safe, respectful and responsible when in Morning Meeting. This is important because it is a positive start of our day, a time when the whole school gathers together, and a time to listen to important information.		
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">▪ When first bell rings, freezing and using a zero voice level▪ Walking at the whistle to your line using a level 1 voice▪ Standing quietly in line using a zero voice level▪ Keeping your hands and feet to yourself	<ul style="list-style-type: none">▪ Using a zero voice level at the second bell▪ Removing your hat or hood for pledge▪ Freezing in place when the pledge begins	<ul style="list-style-type: none">▪ Putting play equipment in barrel▪ Being on time to line▪ Actively listening and participating in our pledge and song
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE ?	Is _____ an example of being RESPECTFUL ?	Is _____ an example of being RESPONSIBLE ?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none">▪ Kicking a ball after the bell▪ Running to your line	<ul style="list-style-type: none">▪ Talking after the second bell▪ Leaving your hat on	<ul style="list-style-type: none">▪ Being late
Step 4: Review examples , briefly			
Ask 	<ul style="list-style-type: none">▪ Is walking to my line when the first bell rings an example of being safe?▪ Am I being safe when I am not keeping my hands and feet to myself?▪ Call on students to finish this sentence: To be at Morning Meeting, I will _____.▪ Who can tell me one way to be safe at Morning Meeting?▪ Is being an active listener an example of being respectful?▪ Am I being respectful at Morning Meeting when I am talking to others?▪ To be respectful at Morning Meeting, I will _____.▪ Show me how to be respectful at Morning Meeting.▪ Is participating in the pledge and song an example of being responsible?		


	<ul style="list-style-type: none"> Am I being responsible at Morning Meeting when I am late? To be responsible at Morning Meeting, I will _____. Who can tell me one way of being responsible at Morning Meeting.
Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<p>Student skits showing how to respond at first bell and whistle. Skits demonstrating walking to line, saluting the flag, singing song, and listening to announcements.</p> <p><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
Step 6: Restate the rule	
Tell	It is important to be safe, respectful and responsible at Morning Meeting. This is important because we want a positive start of our day.
Step 7: Sentence Frame Review	
Review	An example of being _____ (safe, respectful, responsible) during morning meeting is _____.
<p>Comments, thoughts or questions for the next time the lesson is taught:</p> <p>Our three school rules at Washington are to be Safe, Respectful, and Responsible. This week we will be focusing on our three rules when coming to the Morning Meeting. When I see you freeze after the first bell, you are being safe and respectful. Who can tell me another way to be safe. When you pick up equipment and put it away, you are being responsible. Who can think of another way to be responsible?</p>	

Review of **MORNING MEETING** Procedures

Freeze at first bell.
Walk to line at whistle.
Remove hat and freeze
during pledge.

CAFETERIA

Step 1: Introduce Rule			
Tell 	It is important to be safe, respectful and responsible when you use the cafeteria . This is important because we want our cafeteria to be a safe and comfortable place to eat and have conversations with our friends.		
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 facing forward in a single line to enter the room and to get your food▪ Use both hands to carry your tray▪ Place the tray on the table before eating▪ Eat and touch <i>your</i> food, only▪ Sit on your bottom with both feet on the floor▪ Keep hands to yourself	<ul style="list-style-type: none">▪ Use a level 0-2 voice▪ Respect the personal space of others▪ Talk to the people at your table, facing forward▪ Use positive conversation▪ Follow adult instruction▪ Clean up after yourself	<ul style="list-style-type: none">▪ Know your number and use your card▪ Use utensils at the salad bar and keep handles out of the food▪ Take only one scoop of each food, and take only what you will eat▪ Time all items you want the first (only) time through the line▪ Wait for an adult to dismiss you▪ Clean up after yourself, dump tray and stack it
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE ?	Is _____ an example of being RESPECTFUL ?	Is _____ an example of being RESPONSIBLE ?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none">▪ Running to get the best table▪ Carrying your tray with two hands▪ Touching someone's food▪ Eating on your way to the table▪ Sitting on your feet or knees▪ Pushing in lines	<ul style="list-style-type: none">▪ Turning around and talking to the people behind you▪ Shouting to a friend to come and sit by you (using higher than a level 2 voice)▪ Making positive conversation▪ Leaving mess on table▪ Not following adult directions	<ul style="list-style-type: none">▪ Leaving wrappers on the table▪ Taking four scoops of fruit/salad/etc.▪ Raising your hand to be dismissed▪ Cleaning your tray and stacking it▪ Sharing food

Step 4: Review examples , briefly	
Ask 	<ul style="list-style-type: none"> ▪ Is _____ an example of being (safe, respectful, responsible)? ▪ Am I being (safe, respectful, responsible) when I _____? ▪ Finish this sentence: To be (safe, respectful, responsible) in the cafeteria, I will _____. ▪ Show an example of being (safe, respectful, responsible) when _____.
Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 1. Enter the cafeteria, single file using a level 2 voice. 2. Practice lining up, single file for the entrée and salad bar. 3. Walk to the table and sit down, facing forward. 4. Practice having a positive conversation: "What did you do last weekend?" "Do you have any pets?" "What's the funniest thing your pet ever did?" 5. Raise hand to be dismissed. 6. Dump tray and stack it. 7. Demonstrate and have students placing (not slam dunking) items into the trashcans. <p><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
Step 6: Restate the rule	
Tell	It is important to be safe, respectful and responsible when using the cafeteria. This is important because we want our cafeteria to be a safe and comfortable place to eat and have conversations with our friends.
Step 7: Sentence Frame Review	
Review	An example of being _____(safe, respectful, responsible) while using the cafeteria is _____.
Comments, thoughts or questions for the next time the lesson is taught:	
<p style="text-align: center;">Focus Lesson Review: Cafeteria</p> <p>Meal times are short and there are many people to be served. It is important to be safe, respectful and responsible in the cafeteria so that everyone can enjoy meal time in a comfortable and enjoyable setting. Walking and being aware of others around you are examples of being safe in the cafeteria. What other ways can we be safe in the cafeteria? Saying, "please" to the server is a way to be respectful. Can you think of other ways to be respectful when you eat breakfast or lunch? Cleaning up after yourself is very responsible; but there are other things you can do too. What are they? You are brilliant about knowing how to be safe, respectful and responsible in the Cafeteria!</p>	

Review of **CAFETERIA** Procedures



Walk




Both hands on tray


Sit facing forward

Positive conversations

Clean up after self

HALLWAYS AND BREEZEWAYS

Step 1: Introduce Rule			
Tell 	It is important to be safe, respectful and responsible when using the HALLWAYS AND BREEZEWAYS . This is important because we want to travel from place to place safely and to be quiet and respectful of others who are working in their offices and classrooms.		
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 on the right side of the hall or breezeway, facing forward ▪ Keep hands, feet and objects to yourself ▪ Keep you head up and look where you are going ▪ Be aware of "danger zones" around doors 	<ul style="list-style-type: none"> ▪ Use a level 0-1 voice ▪ Hold doors open for others ▪ Use kind and respectful language ▪ Respect personal space ▪ Allow others to pass, keeping doorways accessible to others ▪ Walk with hands to your side without touching walls 	<ul style="list-style-type: none"> ▪ Stay on the walkway ▪ Keep hallways clean ▪ Return to class in a timely fashion ▪ Take what you need when going to your destination ▪ Treat others' belongings with respect
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE ?	Is _____ an example of being RESPECTFUL ?	Is _____ an example of being RESPONSIBLE ?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Walking backwards ▪ Keeping your head up and looking where you are going ▪ Swinging your coat or backpack ▪ Walking on the left side of the hall 	<ul style="list-style-type: none"> ▪ Talking above level 1 ▪ Bumping into someone on purpose ▪ Allowing others to pass ▪ Walking with your hands to your side 	<ul style="list-style-type: none"> ▪ Dropping a wrapper in the hall ▪ Slowly meandering back to class ▪ Not keeping track of belongings
Step 4: Review examples , briefly			

Ask 	<ul style="list-style-type: none"> Is _____ an example of being (safe, respectful, responsible)? Am I being (safe, respectful, responsible) when I _____? Finish this sentence: To be (safe, respectful, responsible) in the hallway or breezeway, I will _____. Show an example of being (safe, respectful, responsible) when _____.
Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> Practice walking on the right side of the hall and breezeway, showing students the “danger zones” marked around doors. Practice using a level 0-1 voice Practice keeping your hands to your side Practice walking with your head up, looking where you are going Practice thinking about what you will need in the place you are going: pencil, notebook, jacket, and take those items with you <p><i>Teacher: Constantly give feedback to students when you notice students meeting expectations</i></p>
Step 6: Restate the rule	
Tell	<p>It is important to be safe, respectful and responsible when using the hallways and breezeway. This is important because we want to travel from place to place safely and to be quiet and respectful of others who are working in their offices and classrooms.</p>
Step 7: Sentence Frame Review	
Review	<p>An example of being _____(safe, respectful, responsible) while using the hallway and breezeway is _____.</p>
<p>Comments, thoughts or questions for the next time the lesson is taught:</p>	
<p style="text-align: center;">Focus Lesson Review: Hallways and Breezeway</p> <p>Our three school rules are to Be Safe, Be Respectful, Be Responsible. What are our rules? This week we will be reviewing why it is important to follow these rules in the hallway and breezeways. It is important to be safe, respectful, and responsible in the hallway and breezeways because we want to travel safely from place to place; and to be respectful of others who are working in offices and classrooms as we pass by.</p> <p>When we are in the hall we walk on the right side to be safe. Can you think of another way to be safe? When we walk in the hall we use quiet voices to be respectful. Can someone tell me another way to be respectful? We also return to class in a timely fashion to be responsible. Who can think of another way to be responsible? Let's all work together this week and remember to be safe, respectful, and responsible in the hallway and breezeways.</p>	

Review of HALLWAY AND BREEZEWAY Procedures

Walk on the right




Face forward


Hands to your side

Level 0-1 voices



PLAYGROUND

Step 1: Introduce Rule			
Tell 	It is important to be safe, respectful and responsible when using the PLAYGROUND so that everyone can feel safe and enjoy recess.		
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"> ▪ Go down the slide feet first ▪ Stay within boundaries where adults can see you ▪ Keep hands, feet and objects to self unless playing a game that requires ▪ Walk on blacktop ▪ Run on grassy areas, only ▪ Get permission before leaving playground ▪ Freeze at bell and walk at whistle using level 1 voice 	<ul style="list-style-type: none"> ▪ Include everyone ▪ Share equipment ▪ Follow the rules of the game ▪ Use kind, positive words when talking 	<ul style="list-style-type: none"> ▪ Freeze at the bell ▪ Walk at the whistle ▪ Line up and wait quietly for the teacher ▪ Return equipment to the barrels ▪ Encourage others to follow rules: "Be a Bucket Filler" ▪ Use bathrooms and water fountains during recess
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE ?	Is _____ an example of being RESPECTFUL ?	Is _____ an example of being RESPONSIBLE ?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Going backwards on the slide ▪ Playing where adults can see you ▪ Running on the blacktop ▪ Going behind trees and buildings ▪ Hitting/hurting someone 	<ul style="list-style-type: none"> ▪ Including a classmate in a game ▪ Grabbing the ball from someone ▪ Refusing to share a ball ▪ Name calling 	<ul style="list-style-type: none"> ▪ Continuing to play when the whistle blows ▪ Dropping your equipment on the ground and walking to the line ▪ Picking up a jump rope and putting it in the bucket
Step 4: Review examples , briefly			

Ask 	<ul style="list-style-type: none"> ▪ Is _____ an example of being (safe, respectful, responsible)? ▪ Am I being (safe, respectful, responsible) when I _____? ▪ Finish this sentence: To be (safe, respectful, responsible) on the playground, I will _____. ▪ Show an example of being (safe, respectful, responsible) when _____.
Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 1. Demonstrate sliding down the slide feet first 2. Walk the boundaries of the playground 3. Role play "Include Everyone" at recess 4. Role play sharing a ball 5. Practice freezing at the bell and walking at the whistle 6. Practice putting a piece of equipment in the bucket <p style="text-align: right;"><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
Step 6: Restate the rule	
Tell	It is important to be safe, respectful and responsible when using the playground so that everyone can be safe and have fun.
Step 7: Sentence Frame Review	
Review	An example of being _____(safe, respectful, responsible) while using the playground is _____.
Comments, thoughts or questions for the next time the lesson is taught:	
<p style="text-align: center;">Focus Lesson Review: Playground</p> <p>When we think about using the playground, we want to remember the three important rules: Be Safe, Be Respectful and Be Responsible. Let's talk about some examples. When we walk on the cement, we are being safe in an area that could hurt us if we fall. Give some other examples of being safe on the playground. It is respectful to include everyone when playing a game. What are some other ways of being respectful on the playground? When the bell rings, we stop and freeze. When the whistle blows we walk to the line and wait quietly for the teacher. Name some other ways of being responsible on the playground.</p>	

Review of **PLAYGROUND** Procedures

Stay within boundaries






Include everyone


Freeze at the bell

Walk at the whistle

**Return equipment to
barrels**

BEFORE AND AFTER SCHOOL

Step 1: Introduce Rule			
Tell 	It is important to be safe, respectful and responsible when coming to school or leaving school. This is important because we want everyone to arrive and leave on time 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"> ▪ Meeting your parent or after school provider at the appointed place ▪ Walking in hallways and on blacktop area in between classrooms ▪ "Walking your wheels" until you are off of school grounds ▪ Using your backpack in an appropriate ways 	<ul style="list-style-type: none"> ▪ Following school rules before and after school ▪ Keeping hands, feet and objects to yourself ▪ Keeping campus clean 	<ul style="list-style-type: none"> ▪ Arriving on time ▪ Making after school plans with parents in advance ▪ Keeping track of your personal belongings ▪ Wiping feet (heel to toe 2 times) on the mat when entering a room ▪ Go directly to designated pick-up spot or bus line after school
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE?	Is _____ an example of being RESPECTFUL?	Is _____ an example of being RESPONSIBLE?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Running up to the front door ▪ Following the supervisor in a line, walking on the sidewalk ▪ Riding your bike on the sidewalk ▪ Not meeting parents at appointed place ▪ Running in the hallways ▪ Swinging your backpack 	<ul style="list-style-type: none"> ▪ Pushing and shoving ▪ Throwing trash on the ground ▪ Being late to class 	<ul style="list-style-type: none"> ▪ Wiping shoes on the mat when entering a room ▪ Getting to school by 8:08! ▪ Using the phone to make after school arrangements ▪ Not keeping track of personal belongings (coats, backpacks, etc.)

Step 4: Review examples , briefly	
Ask 	<ul style="list-style-type: none"> Is _____ an example of being (safe, respectful, responsible)? Am I being (safe, respectful, responsible) when I _____? Finish this sentence: To be (safe, respectful, responsible) when I arrive at school or leave school, I will _____. Show an example of being (safe, respectful, responsible) when _____.
Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> Demonstrate waiting under the covered area, talking quietly in line Practice walking from the covered area down the sidewalk into the front entryway of the school Demonstrate and practice wiping feet on the door mat in the front entry way. Wipe heel to toe two times on each foot. Demonstrate and practice getting on the right side of the hallway to walk down the hall. <p><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
Step 6: Restate the rule	
Tell	It is important to be safe, respectful and responsible when coming to school and when leaving school. This is important because we want everyone to arrive and leave on time safely.
Step 7: Sentence Frame Review	
Review	An example of being _____(safe, respectful, responsible) when coming to school is _____. An example of being (safe, respectful, responsible) when leaving school is _____.
Comments, thoughts or questions for the next time the lesson is taught:	

Focus Lesson Review: **Before and After School**

Our three school rules at Washington are to Be Safe, Be Respectful and Be Responsible. Who can tell me the three rules? Let's say them together: "Be Safe, Be Respectful and Be Responsible."

This week we will be focusing on our three rules when coming to school and leaving school. When I see you walk on school grounds, you are being safe. Who can tell me another way to be safe? When I see you talking quietly in the halls, you are being respectful. Who can tell me another way to be respectful? When I will see you arriving on time, you are being responsible! Who can tell me another way to be responsible?

Review of **BEFORE AND AFTER SCHOOL** Procedures



Arrive by 8:08

Wait in cafeteria until 7:45





Freeze at the first bell

Walk at the whistle

**Line up with class at morning
meeting**

Leave campus in an orderly way

LIBRARY

Step 1: Introduce Rule			
Tell 	It is important to be safe, respectful and responsible when using the LIBRARY . This is important because we want students to be safe and to show care when using books and other materials in the library.		
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"> Enter only when an adult is present Walk in the library Stay in assigned library area 	<ul style="list-style-type: none"> Use an indoor voice Follow the directions of library teacher and supervisors Handling book gently 	<ul style="list-style-type: none"> Handle books with care Leave library as you found it Return immediately to assigned area Leave backpacks in classroom, unless otherwise directed by an adult
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE ?	Is _____ an example of being RESPECTFUL ?	Is _____ an example of being RESPONSIBLE ?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> Entering when no adult is in the library Walking in the library Leaving your assigned area Running to get the best place to sit 	<ul style="list-style-type: none"> Yelling Refusing to follow directions Using an indoor voice Handling book gently 	<ul style="list-style-type: none"> Throwing a book Leaving paper scraps on the floor Leaving backpacks in the classroom Peeking in the Computer Lab
Step 4: Review examples , briefly			
Ask 	<ul style="list-style-type: none"> Is _____ an example of being (safe, respectful, responsible)? Am I being (safe, respectful, responsible) when I _____? Finish this sentence: To be (safe, respectful, responsible) when I am visiting the Library, I will _____. Show an example of being (safe, respectful, responsible) when _____. 		

Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 1. Demonstrate how to walk into the library through the north door 2. Show how sit in the assigned area 3. Demonstrate the volume of an “indoor voice” 4. Show how to handle books with care 5. Model how to follow directions the first time given <p><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
Step 6: Restate the rule	
Tell	It is important to be safe, respectful and responsible in the Library. This is important because we want students to be safe and to show care when using books and other materials in the library.
Step 7: Sentence Frame Review	
Review	An example of being _____ (safe, respectful, responsible) when visiting the Library is _____.
Comments, thoughts or questions for the next time the lesson is taught:	
Focus Lesson Review: Library	
<p>It is important to be safe, respectful and responsible in the Library so that everyone can enjoy the books, materials and lessons that are provided there. To be safe, we will walk in the library. What are other ways to be safe? To be respectful, we will listen and follow directions the first time. How else can you be respectful? When we leave we will be responsible by putting things away and leaving the Library as we found it. What are some other ways you can be responsible in the Library?</p>	

Review of **Library** Procedures

Enter when adult present

Walk in library




Level 0-1 Voices

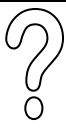
Follow directions

Handle books with care



INDOOR RECESS

Step 1: Introduce Rule			
Tell 	It is important to be safe, respectful and responsible during INDOOR RECESS . When the weather is bad, students need a break to enjoy one another in a safe, 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">Stay in the classroom unless you have permission to leaveWalk in the classroomDo not throw balls or other objects	<ul style="list-style-type: none">Follow the rules of the gameBe polite: "Please," "Thank you," "Excuse me"Use an indoor voice: level 2 or lowerTake care of games and materialsInclude everyoneShare games and materials	<ul style="list-style-type: none">Quickly choose something to do: read a book, play a game, practice spelling wordsPut games and materials away (as you found them) before moving to a new activityFollow the directions of the monitors
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE ?	Is _____ an example of being RESPECTFUL ?	Is _____ an example of being RESPONSIBLE ?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none">Throwing game pieces aroundFighting over the possession of a gameLeaving the room without permission	<ul style="list-style-type: none">Using a voice above level 2Saying "Thank you"Excluding someone from a gameBeing a good sportBreaking the boxes the games go in	<ul style="list-style-type: none">Refusing to follow the monitor's directionsPutting the games away neatlyTeaching someone how to play a gameWalk around the room bugging people

Step 4: Review examples , briefly					
Ask 	<ul style="list-style-type: none"> ▪ Is _____ an example of being (safe, respectful, responsible)? ▪ Am I being (safe, respectful, responsible) when I _____? ▪ Finish this sentence: To be (safe, respectful, responsible) during Indoor Recess, I will _____. ▪ Show an example of being (safe, respectful, responsible) when _____. 				
Step 5: Student activities					
Model for the students the expected behavior. Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	<ol style="list-style-type: none"> 1. Demonstrate how to choose a game and invite someone to play 2. Role play choosing a book to read and a cozy place to sit 3. Practice using an "indoor voice" (level 2 or below) 4. Role play following the directions of the monitor 5. Role play cleaning up and putting things away <p style="text-align: center;"><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>				
Step 6: Restate the rule					
Tell	It is important to be safe, respectful and responsible during Indoor Recess. When the weather is bad, students need a break to enjoy one another in a safe, comfortable environment.				
Step 7: Sentence Frame Review					
Review	An example of being _____(safe, respectful, responsible) during Indoor Recess is _____.				
Comments, thoughts or questions for the next time the lesson is taught:					
Focus Lesson Review: Indoor Recess Let's review what being safe, respectful and responsible looks like during Indoor Recess. Being safe means students must walk in the classroom. What are some more examples of being safe during Indoor Recess? When you are being respectful, you make sure you include everyone and follow the rules of the game. How else can you be respectful? A student who is being responsible puts games and materials away, just as they found them. Give me some more examples of being responsible during Indoor Recess. Remember it is important to follow these rules to have a pleasant, enjoyable safe indoor recess. Please follow our school rules and have fun!					

Review of Indoor Recess Procedures

Choose a book or game






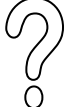
Stay in the room

**Use a level 2 voice level
or lower**

Follow directions

Put things away

OFFICE

Step 1: Introduce Rule			
Tell 	It is important to be safe, respectful and responsible in the Office . This is important because the Office needs to be a safe place for students, parents and staff to conduct business and take care of health issues.		
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, stay on front side of counter/desk ▪ Stand inside office ▪ Avoid blocking doorways ▪ Keep hands to yourself and away from equipment 	<ul style="list-style-type: none"> ▪ Wait quietly and patiently for your turn ▪ State your purpose clearly ▪ Use polite words and actions ▪ Follow directions ▪ Mind your own business 	<ul style="list-style-type: none"> ▪ Come to the Office/Health Room only for business, health issues or emergencies ▪ Use a pass and state your business
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE ?	Is _____ an example of being RESPECTFUL ?	Is _____ an example of being RESPONSIBLE ?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Staying on the front side of the counter or desk ▪ Hitting, kicking or throwing things ▪ Keep hands to yourself and away from equipment 	<ul style="list-style-type: none"> ▪ Using polite words and actions ▪ Yelling and swearing ▪ Refusing to leave the office ▪ Waiting patiently ▪ Following directions ▪ Demanding rather than asking 	<ul style="list-style-type: none"> ▪ Having a pass ▪ Coming to the office without permission ▪ Saying you weren't feeling well to avoid a math test ▪ Hanging out in the office because the people are fun ▪ Asking to use phone for play dates
Step 4: Review examples , briefly			
Ask 	<ul style="list-style-type: none"> ▪ Is _____ an example of being (safe, respectful, responsible)? ▪ Am I being (safe, respectful, responsible) when I _____? ▪ Finish this sentence: To be (safe, respectful, responsible) when I go to the Office/Health Room, I will _____. ▪ Show an example of being (safe, respectful, responsible) when _____. 		

Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 1. Demonstrate asking for a tardy slip on other side of desk 2. Show how to present a pass and state your business (need to call home for important reason, don't feel well, reporting glass on the playground, found a ring in the bathroom) 3. Role play waiting patiently without interrupting 4. Show how to interrupt politely if you have an emergency 5. Demonstrate coming inside the office without blocking the doorway <p><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
Step 6: Restate the rule	
Tell	It is important to be safe, respectful and responsible in the Office and Nurse's Room . This is important because the Office and Nurse's Room needs to be a safe place for students, parents and staff to conduct business and take care of health issues.
Step 7: Sentence Frame Review	
Review	An example of being _____(safe, respectful, responsible) in the Office/Health Room is _____.
Comments, thoughts or questions for the next time the lesson is taught:	
<p align="center">Focus Lesson Review: Office</p> <p>The Office is a small area that must accommodate students, parents and staff for business and health issues. It is important that it be a safe place where people are respectful and responsible. One way to be safe is to stand inside the office without blocking the door. What are some other ways to be safe in the Office? It is respectful to wait until the office staff is off the phone before stating your business. What other ways can we show respect in the Office Room? It is responsible to use a pass when visiting the Office during the school day. Give some more examples of ways to be responsible when visiting the Office Room?</p>	

Review of **Office/Health Room** Procedures

Use a pass

Use a Level 0 or 1 voice

Be polite

State your business

Follow directions

Avoid blocking doorway

Sit on chairs appropriately



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 • Marble jar • Hugs • Eye contact w/ thumbs up • Acknowledge in front of others 	<ul style="list-style-type: none"> • WOW 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 • Lunch with principal or counselor • Homework pass • Positive notes 	<ul style="list-style-type: none"> • Principal phone call • Commendation letter from principal • Positive referral to the office • Raffle prizes • Lunch leader • Coupons for reward items • School supplies • Special computer time • Party

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 Coupon:

WOW Card

How to use WOW cards:

1. **Name of coupon: Washington Otter Way (WOW Card)**
2. **Who can give the coupons 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. **What may students do with the WOW coupon?**
 - ★ Students may enter their coupons in the weekly or monthly drawing for prizes.
 - ★ Student writes his/her name and room number on the back of the WOW coupon.
 - ★ There will be a coupon bucket on the playground, cafeteria and office marked with either upper grade or primary.
 - ★ Drawings will be on random days, once a week.
 - ★ Students may save 10 tickets and staple together to be entered in monthly drawings.

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).

We never reward kids, we reward behaviors:

- ★ 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. WOW 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.

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 Washington Elementary Behavior Tracking Form.

Procedures for Correcting Rule Violations

CORRECTIVES MENU

SMALL	MEDIUM	LARGE
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 point to anyone still talking silent signals attention getter switching seats practice behavior	reteach expectation referral-pink slip alternate placement loss of recess phone call trash pick-up letter of apology student conference take away/loss of privilege visit with principal note home/daily note think sheet to problem solve home visit relationship building parent shadow check in/check out (support)	suspension:out of school/in school expulsion law enforcement contact SST behavior contract principal, parent, student conference daily note health plan referrals to outside agency CAP home visit shortened day alternate placement for activities relationship building check in/check out

LEVEL ONE

Definition	Examples	Procedures
<p>Behaviors that:</p> <ol style="list-style-type: none"> <u>Do not</u> require administrator involvement <i>and</i> Are not more than a minor disruption to the learning environment <i>and</i> Are not chronic (occur less than 3x per week) <i>and</i> Are low severity and low frequency 	<ul style="list-style-type: none"> Passive non-compliance/not following directions Crying or whining Using inappropriate level of voice Lack of work or unprepared to work Talk outs/chatting Not paying attention in class Using inappropriate language (not directed towards a person) Wearing hats Gum Note-writing Tardy Cutting in line 	<ol style="list-style-type: none"> Inform student of rule violated Describe expected behavior Use Small (Level 1) Corrective Menu: <i>Redirect to task</i> <i>Reteach</i> <i>Differential Reinforcement</i> <i>(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> <u>These behaviors may be documented in the classroom, but not on a Behavior Tracking Form.</u>

LEVEL TWO

Definition	Examples	Procedures
<p>Behaviors that:</p> <ol style="list-style-type: none"> Are a moderate disruption to the learning environment <i>or</i> May require administrative involvement <i>or</i> Are chronic Level One behaviors (3+x/wk) 	<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 Gang drawing on self or property Property misuse Electronics violation 	<ol style="list-style-type: none"> <u>Always complete Behavior Tracking Form, before end of the day</u> Submit Tracking Form to office Parent contact by teacher encouraged Use Moderate (Level Two) Correction Menu: <i>Time out (from positive reinforcement)</i> <i>Conference with student and/or parent</i> <i>Reteach w/overcorrection</i> <i>Prob. Solving worksheet</i> <i>Restate direction + consequences</i> <i>Change seating</i> <i>Modify assignment</i> <i>Buddy Room</i>

LEVEL THREE

Definition	Examples	Procedures
Behaviors that are DIMM: 1. Pose a <u>D</u> anger to themselves and/or others <i>or</i> 2. Are <u>I</u> llegal <i>or</i> 3. Are a <u>M</u> ajor Disruption to the Learning Environment <i>or</i> 4. Are Chronic Level Two Behaviors (2x/wk+)	<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 on or biting another person • 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 	1. Always complete Behavior Tracking Form 2. Contact Office Immediately 3. Student Escorted by Adult to Principal 4. Referring person sends completed Behavior Tracking Form with escort. 5. Parent Contact 6. Administrative Options include: <ul style="list-style-type: none"> • SST • Suspension <ul style="list-style-type: none"> ○ In school ○ Out of School ○ Off the bus • Contact Law Enforcement

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.

Students will always be escorted to the office when they DIMM (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 Moderate/Major disruption to the learning environment

Scripts for Correction

“Thank You for Desired Behavior”

Try this: When a student is not meeting expectations, such as wearing a hat in the cafeteria, the adult can say, “Thank you for taking your hat off,” looking at the student, smiling and walk away. Stop and look back. If the student has the hat off, you can say or mouth “Thank you.”

Try this: When a student is yelling in the library, the teacher can find another student nearby who is not yelling and can say, “Thank you for using an indoor voice.” If the first student then starts using an indoor voice, the adult can say “Thank you for using an indoor voice.”

Script for “Reteach”

Try this: A student is talking during a lesson. The adult gives a reminder of the rule, “Please show respect by paying attention to the lesson. Attention means being silent and listening.” If active ignoring is not working, then teacher can say, “I expect that all the students will show respect by giving full attention to this lesson. Attention means that students are listening and silent during the lesson. We will discuss this lesson together at a later point, if we need to. (Students name), what does giving attention to a lesson mean?” Student answers. Adult says, “Thank you, I am glad that we all understand this now.”

Script for Correction Cycle

1. What are the rules?
2. Was your behavior safe, respectful, and responsible?
3. What do you need to do?
4. Are you willing to do that? (if unwilling first time, it’s then defiant)

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.)

Does Punishment Work?

1. **It is only effective in the presence of the punishing agent.**
Increased Covertiness: When the adults are not present, then the students act out.
2. **It requires greater resources to be effective:**
Results in increasing severity spiral, and requires constant vigilance.
3. **It may produce unintended negative consequences:**
Damage to relationship, anger and aggression, “mean world” syndrome.
4. **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 | • VANDALISM |
| • TARDINESS | • TRUANCY |

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 6

1. Average Referrals per day per month
 2. Referrals by Problem Behavior Report
 3. Referrals by Location Report
 4. Referrals by Time Report
 5. Referrals by Student Report
 6. Referrals by Grade Level
-

Minor Problem Behavior	Definition
Inappropriate verbal language	Low intensity instance of inappropriate language
Physical contact	Non-serious, but inappropriate physical contact
Defiance/disrespect/ Non-compliance	Brief or low-intensity failure to respond to adult requests
Disruption	Low-intensity, but inappropriate disruption
Property misuse	Low-intensity misuse of property
Other	Any other minor problem behaviors that do not fall within the above categories

Definitions for Behavior Tracking Form

Major Problem Behavior	Definition
Abusive language/ inappropriate language/profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
Alcohol	Student is in possession of or is using alcohol
Arson	Student plans and/or participates in malicious burning of property.
Bomb threat/ False alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosive.
Property misuse	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).

Major Problem Behavior	Definition
Defiance/disrespect/insubordination/non-compliance	Refusal to follow adult directions, talking back and/or socially rude interactions.
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school district.
Fighting/ physical aggression	Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Forgery/theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Harassment/bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, unwanted physical contact, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.
Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Property Damage	Student deliberately impairs the usefulness of property.
Skip Class/ Truancy	Student leaves class/school without permission or stays out of class/school without permission.

Major Problem Behavior	Definition
Tardy	Student is late to class or the start of the school day.
Tobacco	Student is in possession of or is using tobacco.
Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property.
Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
Extra Info.	Extra Info. is a field that SWIS™ offers for schools to define problem behaviors at a more specific level. Schools have three options available for Extra Info codes. Examples are listed below.
Extra Info 1: Harassment	Specify the type of harassment observed: verbal, racial, sexual, religious, and other.
Extra Info 2: Homeroom Teacher	Specify the homeroom teacher.

Others Involved	Definition
None	Student engaged in problem behavior incident alone
Peers	Student engaged in problem behavior incident with peer(s)
Staff	Student engaged in problem behavior incident with staff
Substitute	Student engaged in problem behavior incident with substitute
Teacher	Student engaged in problem behavior incident with teacher
Unknown	It is unclear if any others were involved in incident
Other	Student engaged in problem behavior with persons not listed above

Locations	Definition
Classroom	Classrooms used for instructional purposes
Playground	The outside area used for recess breaks
Hallway/Breezeway	Areas designated for passing from one activity/class to another
Cafeteria	The area used for breakfast and lunch
Covered Waiting Area	The covered area next to the cafeteria where students wait before school
Bathroom/restroom	Areas used by students for taking care of personal needs
Library	The area designated for research and study
Bus loading area	The area used for bus loading and unloading
Parking Lot	Area used for parking vehicles during school hours
On bus	Inside bus at any time
Special Event/Field trip/ Assembly	Infrequent activities that occur in and/or out of school
Field	Area used for football or soccer
Off Campus	Areas outside of school and to and from home
Office	The area used by school staff for primary school business and management
Other	Location for referral occurs in a location that is not listed above. Staff using this area will specify the location for the problem.

Possible Motivation	Definition
Obtain Peer Attention	Student engages in problem behavior(s) to gain peer(s) attention
Obtain Adult Attention	Student engages in problem behavior(s) to gain adult(s) attention
Obtain Item/Activities	Student engages in problem behavior(s) to gain items and/or activities
Avoid Task/Activities	Student engages in problem behavior(s) to get away/escape from tasks and/or activities
Avoid Peer(s)	Student engages in problem behavior(s) to get away/escape from escape peer(s)
Avoid Adult(s)	Student engages in problem behavior(s) to get away/escape from adults(s)

Administrative Decision	Definition
Student Study Team (SST)	Consequence for referral results in coordinating a Student Study Team, involving parent, teacher, counselor, principal, and other appropriate school personnel.
Conference with Student	Consequence for referral results in student meeting with administrator, teacher, and/ or parent (in any combination).
Conference/Parent Contact	Consequence for referral results in parent communication by phone, email, or person to person about the problem.
Loss of Privilege	Consequence for referral results in student being unable to participate in some type of privilege.
Restitution	Consequence for referral results in apologizing or compensating for loss, damage, or injury.
Time out/Detention	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.
Other	Consequence for referral results in administrative decision that is not listed above. Staff using this area will specify the administrative action taken.
Individualized Instruction	Consequence for referral results in student receiving individualized instruction specifically related to the students problem behavior.
Contact Law Enforcement	Consequence for referral results in administration contacting law enforcement because student has broken a law and needs law enforcement intervention.

Administrative Decision	Definition
In-School Suspension	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Out-of-School Suspension	Consequence for referral results in a 1-5 day period when student is not allowed on campus.
Bus Suspension	Consequence for referral results in a 1-30 day period when student is not allowed on the bus.