

Longley Elementary School PBIS Staff Handbook



Longley Behavioral Expectations:

- Be Safe
- Be Respectful
- Be Responsible

Handbook version: 1.0, June 6, 2011

An electronic copy of this handbook is available on:

http://www.lewistonpublicschools.org/~lewiston_School_%20Dept./pbis.shtml

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Introduction

May 27, 2011

Dear Longley Lions:

My thanks to Susan Jarmuz-Smith and the RTI-B team members, Cheryl Robert, Scott Emery, Cheri Forrest, Kristin Hobbs, Sally Smith, Kelly Fernald, Mary Auger, Dan Vachon, and Rilwan Osman, for all the work that went into creating this handbook. Getting all the pieces of PBIS Tier 1 in place was a process that took a great deal of work all school year. It is because of you and your diligence that Longley is ready for full implementation in the fall.

The positive approach of PBIS ensures that our students will be taught the behaviors we expect. They will be rewarded when they succeed and corrected when they make mistakes. I expect all staff at Longley to take the responsibility of learning and using the techniques in this document. It is up to us to make our school a safe and respectful learning den.

Roar with Pride,
Linda St. Andre
Principal

Longley Lions:

This manual is for all teachers and staff at Longley Elementary School. Its goal is to explain the school-wide positive behavioral interventions and support (PBIS) plan at Longley. This is a living document, meaning that it should be updated as needed.

During the 2010-2011 school year, the RTI-B Team worked diligently to devise a universal (Tier 1) system of supports for all students in the school. These supports include clearly defined behavioral expectations, teaching these expectations to students, acknowledging appropriate behavior, and correcting inappropriate behavior. Once this system is in place and functioning, the RTI-B Team will evaluate which non-classroom areas or specific behaviors that require additional support and teaching.

For a school-wide system to work effectively, it is important that each staff member reads and understands this manual of support. Questions can be directed to the RTI-B Team or the PBIS Coach (this manual contains a listing of the personnel).

With respect,

Your PBIS Coach

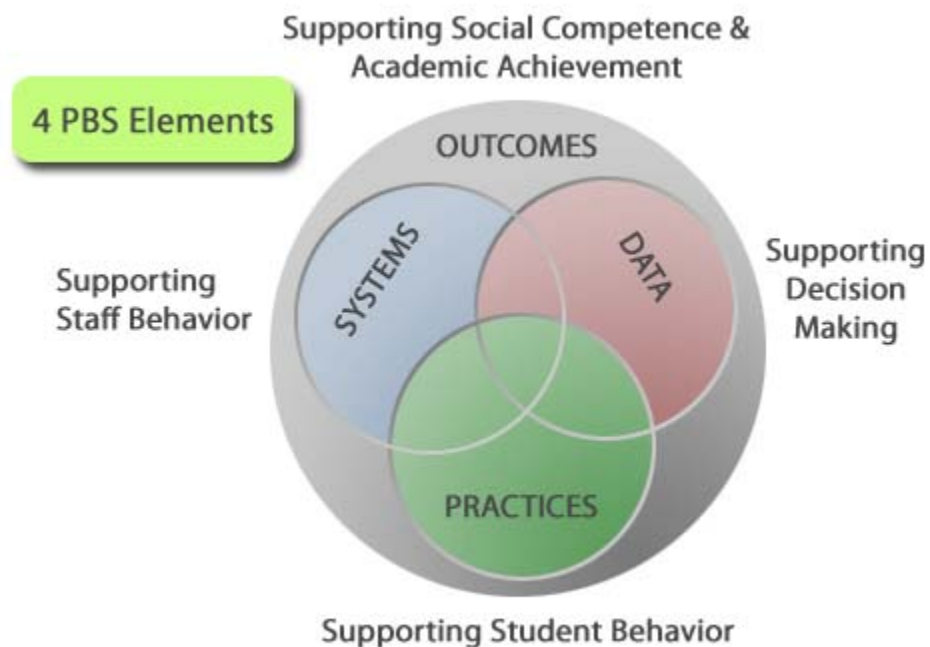
What is School-wide PBIS?

Definition

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

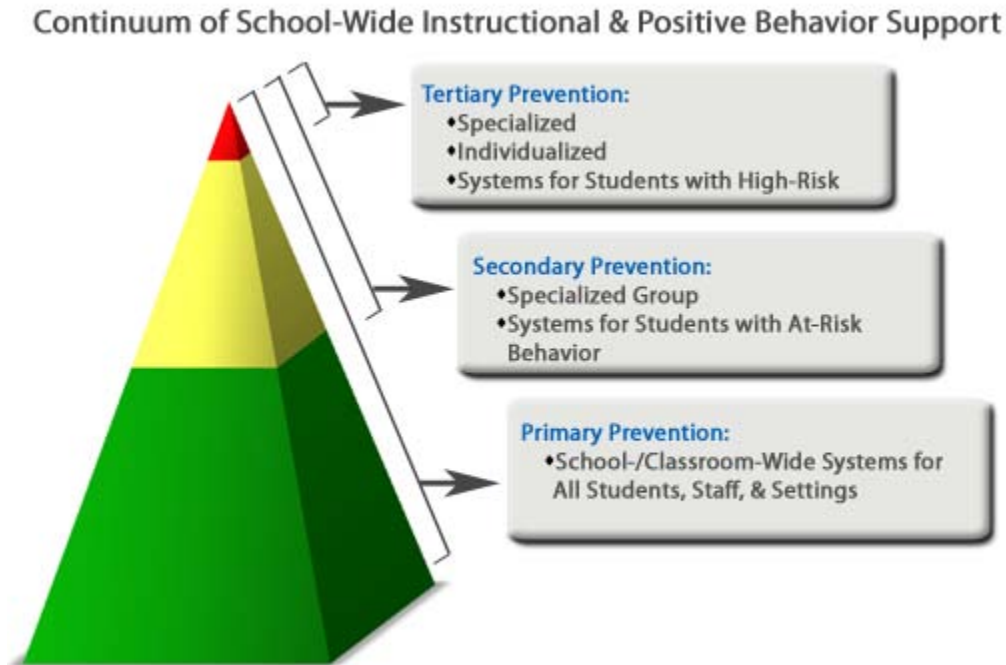
There are four main elements in SW-PBIS:

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



Multi-tier support

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



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

Specific Practices and Supports

Clearly Defined Behavior Expectations

- Behavior matrix
- Behavior indicators
- Procedures

System of Acknowledging Appropriate Behavior

- Strategies for acknowledging behavior
- POP Cards

System of Correcting Inappropriate Behavior

- Strategies for Correcting Behavior
- Office Discipline Referral

Supports for Educators

- RTI-B Team
- PBIS Coach

For more information:

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

The 2010-2011 RTI-B Team

Purpose Statement

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

Team Members & Role Description (will change 2011-2012)

Team Member	Grade Level	Role on Team
Scott Emery	Kindergarten	Team Co-Leader, represents K-2 & Reading Recovery
Cheryl Roberts	Special Education	Team Co-Leader, represents SPED & Title I
Linda St. Andre	Principal	Data manager
Cherri Forest	Ed Tech	Time recorder, represents Ed Techs & Cafeteria
Dan Vachon	PE	Represents Itinerants & Pre-K
Kelly Fernald	ELL	Recorder, represents ELL
Kristin Hobbs	5 th grade	Represents grades 5-6
Mary Auger	School Counselor	
Rilwan Osman	Parent Liaison	Represents parents
Sally Smith	4 th grade	Represents grades 3-4

Facilitation

Name: Pat Red, State PBIS Coordinator

Email: pred@usm.maine.edu

2011-2012 Meeting Dates:

- September 8, 22
- October 6, 20
- November 3, 17
- December 1, 15
- January 5, 19
- February 2, 16
- March 1, 15, 29
- April 12, 26
- May 10, 24
- June 7

Behavioral Expectations

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

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

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

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

Longley School-wide Behavior Matrix (version 3.31.2011)

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

Hand washing procedure:

1. Turn water on
2. One or two pumps of soap
3. Wash palms, fingers, backs of hands
4. Rinse
5. Turn water off
6. Get one or two paper towels to dry hands
7. Put paper towels in trash

Cafeteria line-up procedure:

1. Raise hand
2. Wait for signal
3. Pick up your space
4. Walk to barrel
5. Dump tray
6. Walk back to seat

Recess procedure for when the whistle blows:

1. We stop playing
2. We turn our voices off
3. We walk safely to the end of the line
4. We stand quietly in our own space

Schedule for Teaching Behavior (Lesson Plans)

August 29, 2011 – September 3, 2011

- Teach school-wide Hallway and Cafeteria behavioral expectations by Wednesday, September 1st
- Teach school-wide Bathroom, Library, and Recess expectations by Friday, September 3rd
- Teach classroom behavioral expectations, as many times as possible

September 6 – November 22, 2011 (End of first trimester)

- Teach school-wide and classroom behavioral expectations 2-3 times per week
- As needed based on data

November 23, 2011 – March 6, 2012 (Second trimester)

- Teach school-wide and classroom behavioral expectations weekly
- As needed based on data

March 7, 2012 – June 6, 2012 (Third trimester)

- Teach school-wide and classroom behavioral expectations as needed

Review/Reteach School-wide and Classroom Behavioral Expectations:

- November 28, 2011 (After Thanksgiving Break)
- January 3, 2012 (After Winter Break)
- February 27, 2012 (After February Break)
- April 23, 2012 (After April Break)

Lesson Plans

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

Being Safe Lesson Plan - Longley Elementary School

Setting: Hallway

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Being Respectful Lesson Plan - Longley Elementary School

Setting: Hallway

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

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

Being Responsible Lesson Plan - Longley Elementary School

Setting: Hallway

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

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

Being Safe Lesson Plan - Longley Elementary School

Setting: Cafeteria

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

For example, it should sound like this:

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

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

Demonstrate and Role Play:

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

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

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

Being Respectful Lesson Plan - Longley Elementary School

Setting: Cafeteria

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

For example, it should sound like this:

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

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

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

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

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

Being Responsible Lesson Plan - Longley Elementary School

Setting: Cafeteria

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

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

Being Safe Lesson Plan - Longley Elementary School

Setting: Recess

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

For example, it should sound like this:

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

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

Demonstrate and Role Play:

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

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

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

Being Respectful Lesson Plan - Longley Elementary School

Setting: Recess

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Being Responsible Lesson Plan - Longley Elementary School

Setting: Recess

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

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

Being Respectful Lesson Plan - Longley Elementary School

Setting: Playground

Skill and Critical Behavior Indicator: How to be respectful on the playground

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

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

Today we are going to focus on:

Appropriate snow play:

- Making snowmen and snow forts
- Sliding on the snow banks
- Making snow angels
- Building snow sculptures
- Others (allow students to brainstorm ideas)

Inappropriate snow play:

- Throwing snow (or anything)
- Kicking snow/slush
- Pushing each other into the snow

Check for understanding:

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

- Is it okay to make snow forts?
- Is it okay to make snowmen?
- Is it okay to throw snowballs?
- Is it okay to make snow angels?
- Can you make a snow castle?

(You can do unison response or individual turns or a combination there of.)

Being Respectful Lesson Plan - Longley Elementary School (cont.)

Setting: Playground

Lining up promptly when the whistle is blown

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

Inappropriate lining up:

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

Demonstrate and Role Play:

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

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

Assignments:

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

Being Safe Lesson Plan - Longley Elementary School

Setting: Assemblies

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Being Respectful Lesson Plan - Longley Elementary School

Setting: Assemblies

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Being Responsible Lesson Plan - Longley Elementary School

Setting: Assemblies

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Being Safe Lesson Plan - Longley Elementary School

Setting: Bathroom

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Being Respectful Lesson Plan - Longley Elementary School

Setting: Bathroom

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

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

Being Responsible Lesson Plan - Longley Elementary School

Setting: Bathroom

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Being Safe Lesson Plan - Longley Elementary School

Setting: Library

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Being Respectful Lesson Plan - Longley Elementary School

Setting: Library

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

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

Being Responsible Lesson Plan - Longley Elementary School

Setting: Library

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

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

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

Today we are going to focus on:

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

Check for understanding:

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

For example, it should sound like this:

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

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

Demonstrate and Role Play:

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

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

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

System for Acknowledging Behavior

At the individual student level:

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

At the classroom level:

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

At the grade level:

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

At the school level:

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

Acknowledgement Guidelines

Adult behavior when providing acknowledgement is:

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

The continuum of strategies to acknowledge behavior:

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

100 Free or Individual Awards for Students:

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

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

Monthly PBIS Assemblies

The monthly PBIS assemblies are a great way to:

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

Assembly Schedule

For the 2011-2012 school year, the monthly PBIS assemblies will occur:

- September 7
- October 12
- November 15
- December 21
- January 25
- February 28
- March 21
- April 24
- May 30
- June (last day)

Menu of Rewards

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

Templates for blank coupons are available in the appendix.

This menu of rewards was skillfully reviewed, updated, added to, and altered by many students in grades K-6 at Longley Elementary School!!!!

System for Correcting Behavior

Correction Guidelines

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior:

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

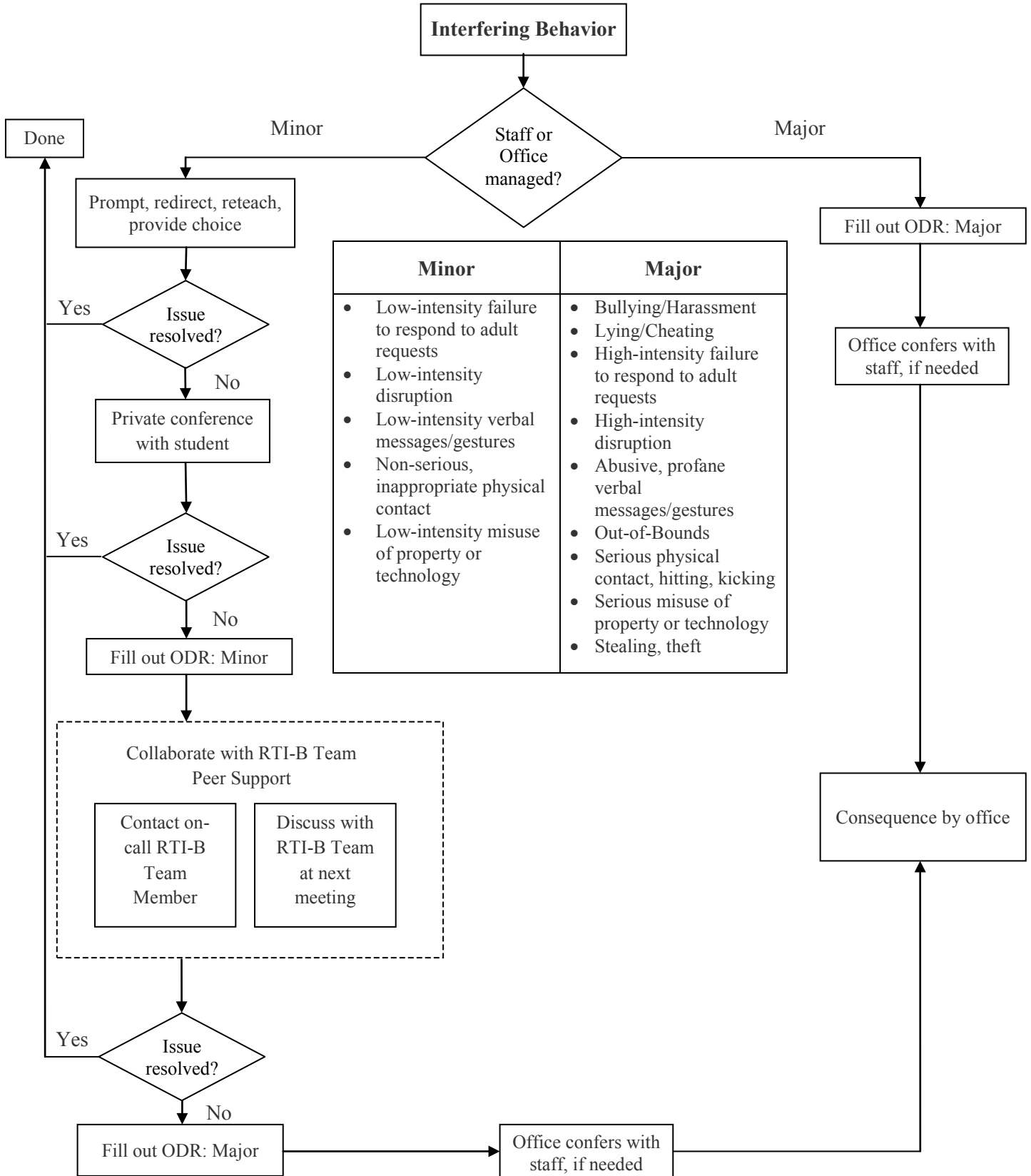
Specific student conference procedures:

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

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

Longley Elementary School

PBIS - Correcting Behavior Flow Chart



Longley Elementary School

Office Discipline Referral

Incident Information

Student: _____ Teacher/Grade: _____

Incident Date: _____ Incident Time: _____ Referring Staff: _____

Others Involved: None Peers Staff Teacher Substitute Unknown Other

Reason for Referral	Location	Possible Motivation
<input type="checkbox"/> Bullying/Harassment	<input type="checkbox"/> Class	<input type="checkbox"/> Obtain peer attention
<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Playground	<input type="checkbox"/> Obtain adult attention
<input type="checkbox"/> Defiance/Disrespect/Non-compliance	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Avoid peer(s)
<input type="checkbox"/> Disruption	<input type="checkbox"/> Hall	<input type="checkbox"/> Avoid adult(s)
<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Bathroom	<input type="checkbox"/> Obtain item/activity
<input type="checkbox"/> Out-of-Bounds	<input type="checkbox"/> Gym	<input type="checkbox"/> Avoid task/activity
<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Music	<input type="checkbox"/> Don't know
<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Art	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Technology Violation	<input type="checkbox"/> Library	
<input type="checkbox"/> Theft	<input type="checkbox"/> Entrance	
	<input type="checkbox"/> Other: _____	

MINOR: STAFF-MANAGED Consequences applied by staff (check all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Prompted | <input type="checkbox"/> Conferenced with student | <input type="checkbox"/> Paired with peer tutor |
| <input type="checkbox"/> Redirected | <input type="checkbox"/> Reflection interview | <input type="checkbox"/> Loss of privilege |
| <input type="checkbox"/> Retaught expectations | <input type="checkbox"/> Restitution | <input type="checkbox"/> Time out of activity |
| <input type="checkbox"/> Provided choice | <input type="checkbox"/> Parent notified/conference | <input type="checkbox"/> Referral to counseling |

MAJOR: OFFICE-MANAGED Consequences by principal/designee (check all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Restitution | <input type="checkbox"/> Conference with parent | <input type="checkbox"/> Referral to RTI-B Team |
| <input type="checkbox"/> Conference with student | <input type="checkbox"/> In-school suspension | <input type="checkbox"/> Referral to counseling |
| <input type="checkbox"/> Loss of privilege | <input type="checkbox"/> Out-of-school suspension | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Reflection interview | | |

Signatures & Comments

Comments (for major behavior):

Parent Contacted on: _____ By: _____

Referring Staff Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Bullying/ Harassment	MINOR	Always a MAJOR offense.
	MAJOR	Student delivers disrespectful messages to another person that includes threats or intimidation, obscene gestures, pictures, or written notes. <i>* 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.</i>
Lying/ Cheating	MINOR	Always a MAJOR offense.
	MAJOR	Student delivers message that is untrue and/or deliberately violates rules.
Defiance/ Disrespect/ Non-compliance	MINOR	Student engages in brief or low-intensity failure to respond to adult requests (for verbal disrespect, see Inappropriate Language).
	MAJOR	Student engages in sustained (or high-intensity) failure to respond to adult requests (for verbal disrespect, see Inappropriate Language).
Disruption	MINOR	Student engages in low-intensity, but inappropriate, disruption.
	MAJOR	Student engages in sustained or high intensity disruption. Behavior causing an interruption in a class activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Inappropriate Language	MINOR	Student delivers low-intensity verbal messages/gestures that include swearing, name calling, or use of words in an inappropriate way.
	MAJOR	Student delivers abusive, profane verbal messages/gestures that include swearing, name calling, or use of words in an inappropriate way and directed at others.
Out-of-Bounds	MINOR	Always a MAJOR.
	MAJOR	Student is in an area that is outside of school boundaries (as defined by school).
Physical Contact	MINOR	Student engages in non-serious, but inappropriate physical contact. Student touches another student or gets in another student's space without permission and in such a manner that makes the other student uncomfortable.
	MAJOR	Student engages in actions involving serious physical contact where injury may occur, such as hitting, punching, hitting with an object, kicking, hair pulling. Student touches another person's private areas or displays own private areas.
Property Misuse	MINOR	Student engages in low-intensity misuse of property.
	MAJOR	Student engages in an activity that results in damage, disfigurement, or destruction of property.
Technology Violation	MINOR	Student engages in non-serious, but inappropriate use of cell phone, computer, camera, or other technology device.
	MAJOR	Student engages in serious and inappropriate use of cell phone, computer, or other technology equipment.
Theft	MINOR	Always a MAJOR offense.
	MAJOR	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.

EMERGENCY: BOMB THREAT, SEXUAL TOUCHING, POSSESSION OF ALCOHOL, DRUGS, WEAPONS

Longley Elementary School

Reflection Interview

Student: _____ Teacher/Grade: _____

Date: _____ Time: _____ Interviewing Staff: _____

1. What did you do? (Start with “I” and be as specific as you can.)

2. How did your actions affect others students and/or adults?

3. What did you want and why?

4. Did you get what you wanted; why or why not?

5. How could you have done this differently?

6. What is your next step and how will you handle it appropriately?

Active Supervision Guidelines

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

Moving Effectively

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

Scanning Effectively

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

Interacting Frequently

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

Appendix

Proof of Pride



Date: _____

Student name: _____

Circle one: Respectful Responsible Safe

Proof of Pride



Date: _____

Student name: _____

Circle one: Respectful Responsible Safe

Proof of Pride



Date: _____

Student name: _____

Circle one: Respectful Responsible Safe

Proof of Pride (school copy)

Date: _____ Location: _____

Student name: _____

Staff name: _____

Circle one: Respectful Responsible Safe

Proof of Pride (school copy)

Date: _____ Location: _____

Student name: _____

Staff name: _____

Circle one: Respectful Responsible Safe

Proof of Pride (school copy)

Date: _____ Location: _____

Student name: _____

Staff name: _____

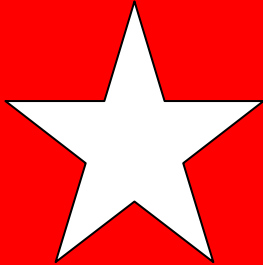
Circle one: Respectful Responsible Safe



PAWSome!!

Award

Presented to:



In Recognition for
following

LONGLEY'S BEHAVIORAL EXPECTATIONS

Signature

Date



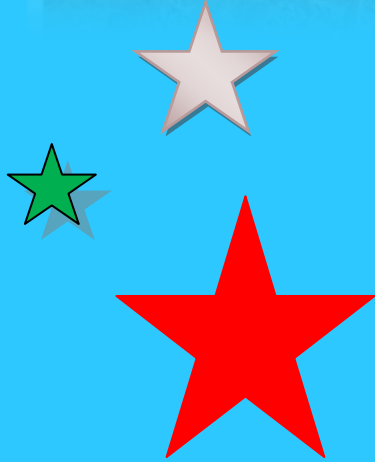
PRIDE Award

Presented to:

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

Signature

Date





LONGLEY ELEMENTARY SCHOOL

This certificate is presented to



**LION
AWARD**

In Recognition of
EXCELLENCE in being
**Safe, Respectful, and
Responsible**

SIGNATURE: _____

DATE: _____



Longley Coupon

This certificate entitles

to

Authorized by

Congratulations!



Longley Coupon

This certificate entitles

to

Authorized by

Congratulations!

