PBIS Team Purpose Statement:

The foundation of our school’s culture is built on the common values of being safe, being respectful and being responsible. Through the implementation of Positive Behavior Interventions and Supports (PBIS) at Lewiston Middle School, we will create and sustain a positive learning environment in which all students can succeed academically, socially and emotionally.

Lewiston Public Schools Behavioral Expectations

- Be Safe
- Be Respectful
- Be Responsible

August 31, 2011
# Table of Contents

1. **PBIS Team Information**  
   a. Introduction ........................................................................................................ page 3  
   b. PBIS Leadership Team Profile ........................................................................ page 7  
   c. PBIS Student Team .......................................................................................... page 8  
   d. 2011 – 2012 Proposed Lesson Plan Teaching Schedules .......................... page 9  
   e. 2011-2012 Proposed Staff Training ................................................................. Page 10  
   f. 2010- 2011 Lewiston Middle School Action Plan (as of 6.9.11) .............. page 11-17  

2. **Expectations Matrix, Lesson Plans (Cool Tools) and Products**  
   a. Lewiston Schoolwide Expectation Matrix ....................................................... page 18-19  
   b. Procedures and Lesson Plans (Cool Tools) .................................................... page 20-45  
       • Always, Voice Level, Hallway, Stairway, Cafeteria, Bathroom  
   c. Future Procedures and Lesson Plans for 2011-2012  
       • Arrival and Dismissal (TBD)  

3. **Schoolwide Acknowledgement Plan**  
   a. Students and Staff Plans (To be continued) .................................................... page 46-47  

4. **Schoolwide Corrections Plan**  
   a. Staff-managed behavior definitions ................................................................. page 48  
   b. Office-managed behavior definitions ............................................................. page 49  
   c. Lewiston Correction Process ....................................................................... page 50-51  
   d. Flow Chart .................................................................................................. page 52-53  
   e. Team Meeting Referral Form ...................................................................... page 54  
   f. Staff Discipline Referral form ....................................................................... page 55  
   g. Office Managed Referral Form ..................................................................... page 56  

5. **School-wide and Classroom PBIS Professional Development for all staff members**  
   a. Effective Classroom Practice Mini-Lesson Fact Sheets ......................... page 57-66  
   b. Substitute Teacher Training (TBD)  

6. **Assessments**  
   a. Team Meeting Minutes and Problem Solving Form ................................. page 67-68  
   b. Classroom Management: Self-Assessment/Observation Form ......... page 68-70  
   c. Team Implementation Checklist (TIC) Report ........................................ page 71-72  

7. **Data Management Strategies**  
   a. To Be Started Fall, 2011  

8. **Parent Involvement**  
   a. To be Started Fall, 2011
Introduction

Dear Lewiston Middle School PBIS Leadership Team Members and Staff,

This handbook is a summary of the work that you have done all year and a preview of the work that needs to be done next year. It is a document that will be modified as you continue your journey through the phases of the PBIS process. It does not include all of the many artifacts from the work that has been done this year but does contain the beginnings of the essentials. (Artifacts are included in the master hard copy!)

During the 2010-2011 school year, the PBIS Leadership Team worked hard with the entire Lewiston Middle School staff to develop the Schoolwide Expectations Matrix including all of the procedures for the critical school settings. They spent time during five PLC Staff Meetings to teach the expectations, procedures, and lesson plans for the Hallway, Stairway, Voice level, Always, Cafeteria and Bathroom as well as the Classroom PBIS Systems. Implementing the expectations, staff and student Acknowledgement Plan, Corrections Plan and Data Management will be the focus of the next school year as they put the puzzle together for their first year of implementation.

Congratulations to the PBIS Leadership Team and staff at Lewiston Middle School for their hard work, belief in all children, and commitment to lifelong learning. The 2011-2012 school year will be an exciting year of implementation.

Thank you for the opportunity to work with exceptional and dedicated school staff members.

Sincerely,

Caren Lederer
PBIS Coach

Lewiston Middle School
August 31, 2011
Handbook version: June 21, 2011
An electronic copy of this handbook is available on:

http://www.lewistonpublicschools.org (Educators/PBIS)

Thanks to:

Susan Jarmuz-Smith, Longley Elementary School PBIS Coach, for her creation of the original handbook document from which we used and modified. Thank you Susan.

Pat Red, State PBIS Coordinator, Lewiston’s PBIS Facilitator, for her support and guidance of this process at Montello Elementary School.

Jennifer Snow, Lewiston Public Schools Behavior Consultant, for her brainstorming and problem solving consultation.

Compiled by:

Caren Lederer, Lewiston Middle School PBIS Coach, 2010-2011, in conjunction with the Lewiston Middle School’s PBIS Leadership Team.

Note:

For comprehensive information about PBIS and an exemplary model of a handbook, please refer to the Longley Elementary School RTI-B Team Handbook at:

http://www.lewistonpublicschools.org (Educators/PBIS)

Longley PBIS Staff Handbook

Longley RTI-B Team Handbook

For more information:

- A short video about SW-PBIS:
- A more in-depth introduction into SW-PBIS:
- Information about the evidence-base of SW-PBIS:

Lewiston Middle School
August 31, 2011
School-wide PBIS

What is School-wide PBIS?

Numerous products are available for school personnel, parents, and care-providers, all with the promise of erasing targeted behaviors. Unfortunately, no magic wand single-handedly works to remove the barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a one size fits all approach is less effective than interventions based on the needs of each school.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and nonclassroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:
Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:

- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)
Universal Team Profile 2010-2011

School: Lewiston Middle School
City/State: Lewiston, Maine
District: Lewiston Public Schools

Team Members Name/Grade Level and Role

*2011-2012 Team Members – new members will be added in September, 2011

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Grade Level</th>
<th>Role on Team</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Barbara Benjamin-McManus Alternate: Erik Anderson</td>
<td>ELL</td>
<td>Team Co-Leader, represents ELL staff Team Co-leader for 2011-2012</td>
<td><a href="mailto:bmcmanus@lewistonpublicschools.org">bmcmanus@lewistonpublicschools.org</a></td>
</tr>
<tr>
<td>Irene Marshall Alternate: Justin Kangas</td>
<td>Grade 7</td>
<td>Team Co-Leader, represents grade 7</td>
<td><a href="mailto:imarshall@lewistonpublicschools.org">imarshall@lewistonpublicschools.org</a></td>
</tr>
<tr>
<td>*Beth Miller Alternate: Allyson White</td>
<td>Health Education</td>
<td>Member, represents Unified Arts Team</td>
<td><a href="mailto:bmieller@lewistonpublicschools.org">bmieller@lewistonpublicschools.org</a></td>
</tr>
<tr>
<td>*Christina Cole Alternate: Christine Peterson</td>
<td>Education Technician</td>
<td>Member, represents support staff</td>
<td><a href="mailto:ccole@lewistonpublicschools.org">ccole@lewistonpublicschools.org</a></td>
</tr>
<tr>
<td>*Ben Hauptman Alternate: Mike Praschak</td>
<td>Grade 8</td>
<td>Member, note-taker and Newsletter Editor, Represents grade 8</td>
<td><a href="mailto:bhauptman@lewistonpublicschools.org">bhauptman@lewistonpublicschools.org</a></td>
</tr>
<tr>
<td>*Rick Meyers Alternate: Phil Boucher</td>
<td>Specialist</td>
<td>Member, represents Unified Arts Team</td>
<td><a href="mailto:rmeyers@lewistonpublicschools.org">rmeyers@lewistonpublicschools.org</a></td>
</tr>
<tr>
<td>Justin Kangas</td>
<td>Grade 7</td>
<td>Member, Blog Editor</td>
<td><a href="mailto:jkangas@lewistonpublicschools.org">jkangas@lewistonpublicschools.org</a></td>
</tr>
<tr>
<td>*Deb Dufault Alternate: Derik Hammond</td>
<td>Special Educator</td>
<td>Member, represents special education Team Co-leader for 2011-2012</td>
<td><a href="mailto:ddufault@lewistonpublicschools.org">ddufault@lewistonpublicschools.org</a></td>
</tr>
</tbody>
</table>

Coaching

Name: Caren Lederer (PBIS Coach) Email: lederer4933@gmail.com
Contact Telephone: 301-661-9056

Name: Pat Red (District PBIS Facilitator) Email: pre@usm.maine.edu
Contact Telephone:

2010 – 2011 Meeting Dates*

October: 7, 21, November: 4, 18, 22
December: 9, 16, January: 6, 20
February: 3, 17, March: 2, 16, 24, 30
April: 6, 13, 24, 26, 28
May 2, 4, and 10, 12, 24, 26
June 9

*See Meeting Minutes

2011 – 2012 Meeting Dates – Every other Thursday pm

July: 2 half-days
August:
September: 1
October: 5, 19
November:
December: 9
January, 2012: 5
February: 16, 30
March:
April: 10, 24
May:
**Student Team Profile**

**School:** Lewiston Middle School  
**City/State:** Lewiston, Maine  
**District:** Lewiston Public Schools

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Grade Level</th>
<th>Role on Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mawadda Said-Ahmed</td>
<td>8</td>
<td>Team Leader</td>
</tr>
<tr>
<td>Sam Romanov</td>
<td>8</td>
<td>Team Leader</td>
</tr>
<tr>
<td>Imani Johnson</td>
<td>7</td>
<td>7th grade Team Leader</td>
</tr>
<tr>
<td>Fatuma Mohamed</td>
<td>7</td>
<td>Photographer</td>
</tr>
<tr>
<td>Sarura Deqow</td>
<td>8</td>
<td>Voting member</td>
</tr>
<tr>
<td>Sabrina Nadeau</td>
<td>8</td>
<td>Voting member</td>
</tr>
<tr>
<td>Gabriel Jacques</td>
<td>7</td>
<td>Voting member</td>
</tr>
<tr>
<td>Sierra Melanson</td>
<td>7</td>
<td>Time keeper</td>
</tr>
<tr>
<td>Joel Clavet</td>
<td>7</td>
<td>Note taker</td>
</tr>
<tr>
<td>Ibrahim Hussein</td>
<td>8</td>
<td>Voting member</td>
</tr>
<tr>
<td>Bretton Campbell</td>
<td>8</td>
<td>Voting member</td>
</tr>
</tbody>
</table>

**Supervisor**

Name: Rick Meyers  
Email: rmeyers@lewistonpublicschools.org  
Contact Telephone: 207*650*2502

**2010 – 2011 Meeting Dates *  
2011 – 2012 Meeting Dates**

April:  
May:  
June:  

*See Meeting Minutes

September: 1st, 8th, 15th  
October:  
November:  
December:  
January, 2012:  
February:  
March:  
April:  
May:  
June:
Lewiston Middle School Teaching Schedule

School-wide and Classroom Behavioral Expectations

2011-2012 TENTATIVE

August 25 & 26, 2011:
• Review school-wide and classroom expectations and schedule with staff

August 29, 2011 – September 3, 2011
• PBIS Kick-Off Assembly
• Teach schoolwide and classroom behavioral expectations, as many times as possible.

September 6 – November 22, 2011
  Teach schoolwide and classroom behavioral expectations 2-3 times per week

November 23, 2011 – March 6, 2012
  Teach schoolwide and classroom behavioral expectations weekly

March 7, 2012 – June 6, 2012
  Teach schoolwide and classroom behavioral expectations as needed

Review/Reteach Schoolwide 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)
Lewiston Middle School
PBIS Professional Development

2010-2011 School Year

PBIS Professional Development Topics: (2011)
- 4/13 PBIS at LMS; SW Always and Voice level; Classroom Expectations matrix
- 4/27 SW Hallway/ stairs; Classroom routines & procedures
- 5/3 SW Bathroom / Classroom acknowledgement plan
- 5/11 SW Cafeteria / SW Acknowledgement Plan
- 5/25 School-wide Classroom Corrections

2011-2012 School Year

August Pre-Service: TBD

Staff Meetings: TBD

Grade level/Team Meetings: TBD
## Phase 1 PBIS Timeline: Preparing for Gear-up

*Note: All documents will be posted on the LMS PBIS website: [www.lewistonpbis.com](http://www.lewistonpbis.com) and in the PBIS Handbook*

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Personnel Involved</th>
<th>Timeframe</th>
<th>Major Activities</th>
<th>Outcome Indicator</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct the SET and SAS, and collect baseline discipline data</td>
<td>Administrators and PBIS facilitator</td>
<td>June 2010</td>
<td>• Facilitator interviews administrator, staff, and students</td>
<td>• School Evaluation Report</td>
<td>June, 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Administrator provides facilitator with discipline data, handbook, and other permanent products</td>
<td>• Baseline discipline data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• See Handbook for SET Report</td>
<td></td>
</tr>
<tr>
<td>Hold a faculty meeting at which the PBIS facilitator presents an overview of SWPBS along with the school’s data</td>
<td>Administrators, faculty, and PBIS facilitator</td>
<td>September 2010</td>
<td>• Provide information about SWPBS</td>
<td>• Increased awareness of, interest in, and support for SWPBS</td>
<td>September, 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Demonstrate a need for SWPBS based on school’s data</td>
<td>• See Handbook for presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Generate interest and support of faculty and staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attain 80% faculty buy-in</td>
<td>Administrators and faculty</td>
<td>September - October 2010</td>
<td>• Discuss the costs and benefits of adopting SWPBS and of maintaining status quo</td>
<td>• School Readiness Checklist (SRC) and Commitment</td>
<td>September, 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Vote or in some other way reach a decision about adopting SWPBS</td>
<td>• SRC was not completed</td>
<td></td>
</tr>
<tr>
<td>Form a representative Universal team</td>
<td>Administrators, faculty, and PBIS facilitator</td>
<td>September - October 2010</td>
<td>• Nominate or in some way identify potential representatives <em>(LMS asked for volunteers)</em></td>
<td>• Universal team</td>
<td>September, 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Secure commitments Yes!</td>
<td>• See Handbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ensure that the team is representative of all school constituencies (faculty, paraprofessionals, support staff, administrators, parents, students, etc.) Yes!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Define the roles and responsibilities of team members Yes!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Participants</td>
<td>Dates</td>
<td>Tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Establish ongoing facilitation | Administrators and PBIS facilitator (PBIS Coach) | September 2010 | • Secure funding for support of SWPBS activities, including facilitation and PD  
• Negotiate the amount of time needed  
• Facilitation contract  
• PBIS Coach Contract |
| Plan a bi-weekly to monthly meeting schedule that will include facilitation and Monthly Team Checklist | Universal team and facilitator (PBIS Coach) | October 2010 | • Consider the academic schedule, the facilitator’s schedule, the schedules of the team members  
• Address the need to accommodate (work around, compensate, etc.) hourly employees  
• Meeting schedule  
• See Handbook |
| Schedule ongoing training and PD | Universal team, administrators, and PBIS facilitator (PBIS Coach) | October - November 2010 | • Determine the training needs of the faculty and staff  
• Identify training opportunities in the academic calendar  
• Training and PD schedule  
• See Handbook for schedules, agendas, feedback, powerpoint and handouts |

*Pat Red, USM Facilitator worked with the team until March 1 when Caren Lederer (PBIS Coach) began.*

*The universal team met bi-weekly after school AND 6 full day work sessions (March – June, 2011) with the coach.*

*Five (5) PLS/PBIS Staff Meetings between April and May, 2011*
## Phase 2 PBIS Timeline: Gear-up for school-wide PBS by creating, teaching, and acknowledging schoolwide behavior expectations

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Personnel</th>
<th>Timeframe</th>
<th>Major Activities</th>
<th>Outcome Indicator</th>
<th>Status</th>
</tr>
</thead>
</table>
| Develop a purpose statement | Universal team, in conjunction with full staff, and facilitator (PBIS Coach) | October 2010 | • Identify the essential features that the faculty would like to include in the approach to schoolwide discipline  
• Generate a brief statement that encapsulates those features | First draft of a PBIS handbook, including:  
1. SET report Yes  
2. An action plan Yes  
3. A purpose statement Yes  
4. 3 – 5 Expectations Yes  
5. Plans for teaching expectations Yes  
6. Plans for acknowledging student behavior  
7. Guidelines for active supervision Not Yet  
8. A list of office managed behaviors with operational definitions In progress  
9. A list of staff managed behaviors with operational definitions In progress  
10. A functional ODR In progress  
11. Written procedures for when and how to refer students for additional support  
12. TICs | 1. Yes, June, 2010  
2. On-going!  
3. Yes  
4. Yes  
5. Lessons have been taught to staff and will be taught to students in August and September by all staff members. Logistics TBD.  
6. Acknowledgement Plan will be implemented the first month of school  
7. Not Yet  
8. TBD over the summer, 2011  
9. TBD over the summer, 2011  
10. TBD over the summer, 2011 |
| Establish 3 – 5 positively stated schoolwide behavior expectations | Universal team, in conjunction with full staff, and facilitator (PBIS Coach) | October 2010 – November 2010 | • Define desirable behaviors of students that enable efficient teaching and learning  
• Identify 3 – 5 broad, positive, distinct concepts that capture the desirable behaviors | Create:  
• Matrices for school settings and school events  
• Lesson plans for each matrix juncture  
• A schedule for presenting each lesson plan  
• A procedure for prompting, precorrecting and encouraging appropriate displays of expectations  
• A system for determining the extent to which students have acquired and are displaying the expectations | 1. Yes, June, 2010  
2. On-going!  
3. Yes  
4. Yes  
5. Lessons have been taught to staff and will be taught to students in August and September by all staff members. Logistics TBD.  
6. Acknowledgement Plan will be implemented the first month of school  
7. Not Yet  
8. TBD over the summer, 2011  
9. TBD over the summer, 2011  
10. TBD over the summer, 2011 |
| Generate plans for teaching the schoolwide expectations | Universal team, in conjunction with full staff, and facilitator (PBIS Coach) | November 2010 – January 2011 | | | |
| Develop a system for maintaining the behavior expectations by acknowledging | Universal team, in conjunction with full staff, and facilitator | February 2011 | 1. Develop an acknowledgement system  
2. Train full staff in modeling, teaching, and acknowledging expectations  
3. Train full staff in active supervision TBD | | |

Lewiston Middle School  
August 31, 2011
<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>(PBIS Coach)</th>
<th>Date/Period</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Develop plans for correcting problem behavior | Universal team, in conjunction with full staff, and facilitator (PBIS Coach) | March 2011 – April 2011 | - Determine office-managed versus staff-managed behaviors (In Progress)  
- Operationally define office-managed behaviors (In Progress)  
- Create a functional office discipline referral (ODR) form (In Progress)  
- Develop procedures for making an office referral (In Progress)  
- Assess and ensure administration’s ability to respond to referred behavior problems (In Progress)  
- Develop procedures for staff to follow for staff-managed behaviors, including when and how to refer problems to a behavior support team or to the administration (In Progress)  
- Train staff in procedures for responding to problem behavior (In Progress) |

(Complete monthly/quarterly Team Implementation Checklist (TIC)) | Universal team, in conjunction with facilitator (PBIS Coach) | October 2010 – June 2011 | - Complete an implementation checklist each month and each quarter to monitor progress (2010-11 yearly)  
- Discuss the results and identify areas of priority TBD |

11. TBD over the summer, 2011. Flow Chart has been developed and revision in progress  
12. Yes! May 25, 2011

Lewiston Middle School  
August 31, 2011
Phase 3 PBIS Timeline: Gear-up for schoolwide PBS by creating a data management system and planning for sustainability

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Personnel</th>
<th>Timeframe</th>
<th>Major Activities</th>
<th>Outcome Indicator</th>
<th>Status</th>
</tr>
</thead>
</table>
| Determine a data management system               | Universal team and **PBIS** *Coach* | May 2011  | • Assess options and adopt an approach to data management *TBD, September*  
• Designate a person responsible for data entry and determine a data entry schedule *TBD, September*  
• Develop a schedule for report generation for review by administration and the universal team *TBD, September*  
• Plan a schedule for presentation of data to staff *TBD, September*  
• Create a system for using data to guide decision making around the need for interventions, identification of students in need of Tier 2/3 interventions, identification of teachers in need of additional support, identification of school goals *TBD, September*  
• Create a system for using data to evaluate the SWPBS system overall, specific components of the SWPBS system, behavior patterns in the school, equity of disciplinary actions, achievement of school goals *TBD, September*  
• Create a system for assessing the relationship between improvements in behavior (such as reductions in ODRs), and improvements in academic outcomes *TBD, September*  
• Plan for data dissemination to parents,                                                                                     | Second draft of PBIS handbook, including:  
|                                                                                                                                     | 1. The name and a brief description of the data management system  
|                                                                                                                                     | 2. The name or position of the data entry designee  
|                                                                                                                                     | 3. A schedule for report generation, review, and dissemination  
|                                                                                                                                     | 4. Documentation of a system for data-based decision making  
|                                                                                                                                     | 5. Documentation of a system for data-based evaluation  
|                                                                                                                                     | 6. A strategy for monitoring the relationship between behavior and academic outcomes  
|                                                                                                                                     | 7. A plan and schedule for data dissemination to the community  
|                                                                                                                                     | 8. TIC outcomes  
|                                                                                                                                     | 9. A plan and schedule for data dissemination to the community  
|                                                                                                                                     | 10. A schedule and plan for assemblies  
|                                                                                                                                     | 11. A schedule and plan for teaching expectations                                                                                     | *I – 14: To be started!* |
| Plan for launch and durability | Universal team | May 2011 – June 2011 | Schedule and plan schoolwide PBS assemblies and celebrations for next year ***TBD Summer***  
Schedule teaching of schoolwide expectations for next year ***TBD Summer***  
Compile a bank of lesson plans (cool tools) for teaching schoolwide expectations ***TBD Summer***  
Schedule booster trainings for staff to review procedures taught over the year ***TBD Summer***  
Identify areas in which staff need additional training and plan for training ***TBD Summer***  
Compile a SWPBS handbook for your school that includes all of the relevant elements developed in this plan ***TBD Summer***  
Schedule and design universal team meetings, including refresh meetings, for next year ***TBD Summer***  
Conduct post-SET ***June, 2012***  
Complete annual Team Implementation Checklist ***June, 2012*** |

12. Cool tools  
13. A schedule and plan for universal team meetings for the coming year (2011-2012)  
14. TIC  

Bank of Cool Tools on the LMS PBIS Website
### Timeline/Action Plan for Preparation for the Opening of School, 2011

**June – August, 2011**

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Personnel</th>
<th>Timeframe</th>
<th>Major Activities</th>
<th>Outcome Indicator</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Handbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop plans for correcting problem behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a Data Management System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-Wide Assembly/Kick-Off</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule teaching of schoolwide expectations for next year (logistics)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss the members of the Universal Team for 2011-2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop the schedule for universal team meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss the coordination/logistics of the Student Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lewiston Middle School
August 31, 2011
<table>
<thead>
<tr>
<th>Settings</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal</td>
<td>*Stay in designated areas</td>
<td>*Follow staff directives</td>
<td>*Follow staff directives</td>
</tr>
<tr>
<td></td>
<td>*Keep hands, feet, and objects to self</td>
<td>*Follow digital/personal technology rules</td>
<td>*Take pride in environment</td>
</tr>
<tr>
<td></td>
<td>*Share concerns with adults</td>
<td>*Accept individual differences</td>
<td>*Follow school dress code</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Give positive greetings</td>
<td>*Follow digital/ personal technology rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Use appropriate language/ volume with adults and peers</td>
<td>*Be respectful of others belongings</td>
</tr>
<tr>
<td>Hallways</td>
<td>*Walk facing forward</td>
<td>*Use whisper voices when classes are in session</td>
<td>*Walk directly to class</td>
</tr>
<tr>
<td></td>
<td>*Keep hands, feet, and objects to yourself</td>
<td>*Walk quietly</td>
<td>*Be in assigned areas when the bell rings</td>
</tr>
<tr>
<td></td>
<td>*Right is polite on the stairs</td>
<td>*Use a silent greeting when classes are in session</td>
<td>*Use assigned locker</td>
</tr>
<tr>
<td></td>
<td>*On stairs walk one step at a time single file</td>
<td>*Follow staff directives</td>
<td>*Bring pass with you</td>
</tr>
<tr>
<td></td>
<td>between</td>
<td></td>
<td>*Take pass with you</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td>*Follow cafeteria rules</td>
<td>*Follow cafeteria rules</td>
<td>*Follow cafeteria rules</td>
</tr>
<tr>
<td></td>
<td>*Keep hands, feet, and objects to self</td>
<td>*Follow staff directives</td>
<td>*Leave no trace</td>
</tr>
<tr>
<td></td>
<td>*Enter and exit carefully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bathroom</td>
<td>*Wash your hands</td>
<td>*Take pride in your environment</td>
<td>*Take pride in your environment</td>
</tr>
<tr>
<td></td>
<td>*Enter and exit quickly</td>
<td>*Privacy for all</td>
<td>*Leave no trace</td>
</tr>
<tr>
<td></td>
<td>Keep water in the sink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>*Use classroom materials appropriately</td>
<td>*Listen quietly when someone is speaking</td>
<td>*Arrive to classroom on time</td>
</tr>
<tr>
<td></td>
<td>*Keep hands, feet, and objects to yourself</td>
<td>*Take pride in your environment</td>
<td>*Arrive prepared for class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Follow teacher directives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td>*Follow Driver directives</td>
<td>*Follow Driver directives</td>
<td>*Follow Driver directives</td>
</tr>
<tr>
<td></td>
<td>*Keep aisle clear</td>
<td>*Keep hands, feet, and objects to self</td>
<td>*Be on time and wait patiently at bus stop</td>
</tr>
<tr>
<td></td>
<td>*Stay seated while bus is moving</td>
<td>*Leave no trace</td>
<td>*Report all problems to Bus Driver</td>
</tr>
<tr>
<td></td>
<td>*Follow boarding and exiting procedures</td>
<td>*Address Driver appropriately</td>
<td>*Leave no trace</td>
</tr>
</tbody>
</table>
| Assembly | *Follow entering and exiting procedures  
*Follow teacher directives  
*Keep aisles clear | *Sit in assigned area  
*Respond in appropriate manner  
*Be attentive to speakers | *Follow hall way procedures  
*Leave no trace  
*Be attentive to speakers |
|---|---|---|---|
| Office | *Follow office procedures | *Use polite tone and manner  
*Follow staff directives | *See appropriate office staff  
*Wait your turn |
| Before School On School Grounds | *Use sidewalks to access courtyard  
*Gather in specified areas  
*Follow staff directives  
*Keep your place in line  
*Watch out for others entering | *Gather in specified areas  
*Follow staff directives  
*Keep your place in line | *Gather peacefully in specified areas  
*Follow staff directives  
*Leave no trace  
*Bring belongings with you  
*Report problems to staff on duty |
| After School on School Grounds | *Once exited building go to the lower level courtyard  
*Wait for ride in lower level courtyard  
*Keep hands, feet, and objects to self | *Be polite to all visitors  
*Take pride in your environment  
*Use appropriate language and volume | *Once dismissed exit building immediately  
*Keep all belongings with you |
| Fire Drill | *Follow fire drill procedures  
*Follow hallway procedures  
*Follow staff directives | *Follow fire drill procedures  
*Follow hallway procedures  
*Follow staff directives | *Follow fire drill procedures  
*Follow hallway procedures  
*Follow staff directives |
| Extracurricular Activities | *Stay in designated areas | *Display good sportsmanship and school spirit | *Arrange rides for after events  
*Report to designated areas before or after school |
| Field Trips | *Follow staff directives  
*Follow bus procedures  
*Enter and exit in designated areas | *Follow staff directives  
*Follow building and event guidelines  
*Focus, listen, and watch  
*Respond in an appropriate manner | *Follow staff directives  
*Follow building and event guidelines  
*Be a good representative of Lewiston Middle School |
Lewiston Middle School - PBIS Lesson Plan:
Always Procedures

Items That Students Might Need for These Activities: Paper, Pen or Pencil
Allow 30 minutes for this session.

Expectations: Always Procedures

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave no trace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep your body and objects to yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use polite language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow staff directives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 1: Introduce Always Procedures

A. Objective: By the end of the lesson students will be able to follow school-wide PBIS Always Procedures.

B. "Today we are going to learn about always being safe, respectful, and responsible at LMS. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy."

C. Check for student understanding.

Step 2: Teach and Inform

D. Teacher brings out a piece of chart, butcher or newsprint paper, tape and markers..

• Students brainstorm (as whole class or in small groups) ideas of what Always Procedures look and sound like.
• Write examples on the paper taped to the board (will eventually go up in classroom).
• Teacher highlights examples of behavior staff will be looking for at all times during the school day (each procedure listed on the Always Poster should be addressed).
• Discuss what appropriate always behavior looks like and sounds like.
• Refer to chart below:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students picking up after themselves in the cafeteria, the hallway, the bathroom, the classroom, etc.</td>
<td>Students using appropriate language and voice level.</td>
</tr>
<tr>
<td>Students keeping hands and feet to themselves.</td>
<td>Students speaking courteously to others.</td>
</tr>
<tr>
<td>Students responding to directions</td>
<td></td>
</tr>
</tbody>
</table>
**Step 3: Model and Practice**

E. Teachers provide practice of the Always Procedures in the classroom.

- Teachers and students should model: leaving no trace, keeping body and objects to yourself, using polite language and following directions.
- Teachers should model: items and classroom in disarray, inappropriate actions such as pushing desks or other people, grabbing others’ items, leaving items in the aisle, using rude and inappropriate language and ignoring teacher requests.

F. Students practice Always Procedures with teacher giving immediate feedback and praise.

**Step 4: Activities and Assessment**

G. The following follow-up activities can be small group or individual work:

- Write Always Procedures and explain why each is important.
- Draw a picture, with a caption, of appropriate always behavior.
- Write a script to be used to inform a new student of appropriate always behavior.
- Four or five students model Always Procedures while others give feedback on their behavior.
- Use a developed assessment for students to answer.

H. Teacher should use activities or assessment for discussion of Always Procedures. I. Teacher should leave the paper on the wall with the brainstormed ideas.

**Step 5: Monitoring and Feedback**

J. Remind students to be safe, respectful, and responsible and follow Always Procedures. K. Praise students who are being safe, respectful, and responsible.

L. If a student's behavior is other than expected, staff should:

- Draw the student aside quietly.
- State the procedure that needs reinforcement.
- Ask the student to demonstrate or restate expected behavior.
- Give the student immediate positive feedback.
Lewiston Middle School - PBIS Lesson Plan: Voice Level Procedures
Items That Students Might Need for These Activities: Paper, Pen or Pencil
Allow 30 minutes for this session.

Expectations: Voice Level Procedures

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0: Silent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1: Whisper Voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Inside Voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3: Outside Voice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 1: Introduce Voice Level Procedures

A. Objective: By the end of the lesson students will be able to follow school-wide PBIS Voice Level Procedures.

B. "Today we are going to learn about always being safe, respectful, and responsible at LMS. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy."

C. Check for student understanding.

Step 2: Teach and Inform

D. Teacher brings out a piece of chart, butcher or newsprint paper, tape and markers.

- Students brainstorm (as whole class or in small groups) ideas of what Voice Level Procedures look and sound like.
- Write examples on the paper taped to the board (will eventually go up in classroom).
- Teacher highlights examples of behavior staff will be looking for at all times during the school day (each procedure listed on the Voice Level Poster should be addressed).
- Discuss what appropriate voice level behavior looks like and sounds like.
- Refer to chart below:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students using appropriate voice level and language according to the voice level procedures for their given setting.</td>
<td></td>
</tr>
</tbody>
</table>
Step 3: Model and Practice

E. Teachers provide practice of the Voice Level Procedures in the classroom.
   • Teachers and students should model: using silent voice, using whisper voice, using inside voice and using outside voice.
   • Teachers should model: shouting in the hallway, talking during classroom lessons and using outside voice in the cafeteria, bathroom, etc.

F. Students practice Voice Level Procedures with teacher giving immediate feedback and praise.

Step 4: Activities and Assessment

G. The following follow-up activities can be small group or individual work:
   • Write Voice Level Procedures and explain why each is important.
   • Draw a picture, with a caption, of appropriate voice level behavior.
   • Write a script to be used to inform a new student of appropriate voice level behavior.
   • Four or five students model Voice Level Procedures while others give feedback on their behavior.
   • Use a developed assessment for students to answer.

H. Teacher should use activities or assessment for discussion of Voice Level Procedures. I. Teacher should leave the paper on the wall with the brainstormed ideas.

Step 5: Monitoring and Feedback

J. Remind students to be safe, respectful, and responsible and follow Voice Level Procedures. K. Praise students who are being safe, respectful, and responsible.

L. If a student's behavior is other than expected, staff should:
   • Draw the student aside quietly.
   • State the procedure that needs reinforcement.
   • Ask the student to demonstrate or restate expected behavior.
   • Give the student immediate positive feedback.
Lewiston Middle School - PBIS Lesson Plan:
Stairway Procedures

Items That Students Might Need for These Activities: Paper, Pen or Pencil
Allow 30 minutes for this session.

Expectations: Stairway Procedures

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Walk single file facing space in between each person</td>
<td>• Stay to the right</td>
<td>• Pick up any dropped items forward with</td>
</tr>
<tr>
<td>• Use one step at a time</td>
<td>• Voice Level 0 when classes are in session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Voice Level 2 in between classes</td>
<td></td>
</tr>
</tbody>
</table>

Step 1: Introduce Stairway Procedures
A. Objective: By the end of the lesson students will be able to follow school-wide PBIS Stairway Procedures.
B. "Today we are going to learn about always being safe, respectful, and responsible at LMS. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy."
C. Check for student understanding.

Step 2: Teach and Inform
D. Teacher takes the students into the stairway with a piece of chart, butcher or newsprint paper, tape and markers.

- Students brainstorm (as whole class or in small groups) ideas of what Stairway Procedures look and sound like.
- Write examples on the paper that is taped to the wall.
- Teacher highlights examples of behavior staff will be looking for at all times during the school day (each procedure listed on the Stairway Poster should be addressed).
- Discuss what appropriate stairway behavior looks like and sounds like.
- Refer to chart below:

**Looks Like**

- Students moving up or down stairs respectful of others’ space.
- Students staying to the right to keep traffic moving.
**Step 3: Model and Practice**

E. Teachers provide practice of the Stairway Procedures in the classroom.

- Teachers and students should model: appropriate voice level, walking to the right, using one step at a time leaving space in between each person.
- Teachers should model: inappropriate voice level, walking to the left or in the middle, taking more than one step at a time and inappropriate body spacing on the stairway.

F. Students practice Stairway Procedures with teacher giving immediate feedback and praise.

**Step 4: Activities and Assessment**

G. The following follow-up activities can be small group or individual work:

- Write Stairway Procedures and explain why each is important.
- Draw a picture, with a caption, of appropriate stairway behavior.
- Write a script to be used to inform a new student of appropriate stairway behavior.
- Four or five students model Stairway Procedures while others give feedback on their behavior.
- Use a developed assessment for students to answer.

H. Teacher should use activities or assessment for discussion of Stairway Procedures. I. Teacher should leave the paper on the wall with the brainstormed ideas.

**Step 5: Monitoring and Feedback**

J. Remind students to be safe, respectful, and responsible and follow Stairway Procedures. K. Praise students who are being safe, respectful, and responsible.

L. If a student's behavior is other than expected, staff should:

- Draw the student aside quietly.
- State the procedure that needs reinforcement.
- Ask the student to demonstrate or restate expected behavior.
- Give the student immediate positive feedback.
Lewiston Middle School - PBIS Lesson Plan: Hallway Procedures

Expectations: Hallway Procedures

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Walk facing forward</td>
<td>• Walk quietly</td>
<td>• During class, use a pass</td>
</tr>
<tr>
<td>• Walk single file when</td>
<td>• Stay to the right</td>
<td>• Go directly to your</td>
</tr>
<tr>
<td>traveling as a class</td>
<td>• Be in your assigned area</td>
<td>destination</td>
</tr>
<tr>
<td></td>
<td>• when the bell rings</td>
<td>• Use assigned locker</td>
</tr>
<tr>
<td></td>
<td>• Voice Level 0 when</td>
<td></td>
</tr>
<tr>
<td></td>
<td>classes are in session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Voice Level 2 in between classes</td>
<td></td>
</tr>
</tbody>
</table>

Step 1: Introduce Hallway Procedures

A. Objective: By the end of the lesson students will be able to follow school-wide PBIS Hallway Procedures.

B. "Today we are going to learn about always being safe, respectful, and responsible at LMS. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy."

C. Check for student understanding.

Step 2: Teach and Inform

D. Teacher takes the students into the hallway with a piece of chart, butcher or newsprint paper, tape and markers.

• Students brainstorm (as whole class or in small groups) ideas of what Hallway Procedures look and sound like.
• Write examples on the paper that is taped to the wall.
• Teacher highlights examples of behavior staff will be looking for at all times during the school day (each procedure listed on the Hallway Poster should be addressed).
• Discuss what appropriate hallway behavior looks like and sounds like.
• Refer to the chart on the next page.
Looks Like | Sounds Like
--- | ---
- Students walking in the hallway quietly. | - Students walking single file to lunch.
- Students viewing the hallway decorations. | - Students using the appropriate voice level.
- Students touching only their own belongings. | - Students greeting friends silently when classes are in session.
- Students walking facing forward. | - Students walking quietly.

**Step 3: Model and Practice**

E. Teachers provide practice of the Hallway Procedures in the classroom.

- Teachers and students should model: appropriate voice level, walking, hands to side, space between bodies, leaving no trace, going directly to destination and following teacher directives.
- Teachers should model: inappropriate voice level, running, pushing, jumping to touch door frames, banging lockers, touching hall decorations and dropping and leaving items on the floor.
- Teachers should reinforce direct routes to cafeteria, team classes, closest bathrooms, office, nurse’s office, library, auditorium and gym.
- Practice walking in a single file line to the cafeteria.

F. Students practice Hallway Procedures with teacher giving immediate feedback and praise.

**Step 4: Activities and Assessment**

G. The following follow-up activities can be small group or individual work:

- Write Hallway Procedures and explain why each is important.
- Draw a picture, with a caption, of appropriate hallway behavior.
- Write a script to be used to inform a new student of appropriate hallway behavior.
- Four or five students model Hallway Procedures while others give feedback on their behavior.
- Use a developed assessment for students to answer.

H. Teacher should use activities or assessment for discussion of Hallway Procedures.

I. Teacher should leave the paper on the wall with the brainstormed ideas.
Step 5: Monitoring and Feedback

J. Remind students to be safe, respectful, and responsible and follow Hallway Procedures. K. Praise students who are being safe, respectful, and responsible.

L. If a student's behavior is other than expected, staff should:

- Draw the student aside quietly.
- State the procedure that needs reinforcement.
- Ask the student to demonstrate or restate expected behavior.
- Give the student immediate positive feedback.
Lewiston Middle School - PBIS Lesson Plan: Cafeteria Procedures

Items That Students Might Need for These Activities: Paper, Pen or Pencil
Allow 30 minutes for this session.

Expectations: Cafeteria Procedures

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
</table>
| • Eat and drink only your beverages  
  • Walk at all times  
  • Wait in a single line to receive food and dispose of waste  
  • Seat only six at a table and four at a booth | • Keep your place in line  
  • Finish your food in cafeteria  
  • Stay in your chosen seat for the entire lunch period  
  • Keep your feet on the floor  
  • Keep conversation at your own table  
  • Clean up after yourself  
  • Lights off: Voice Level 0  
  • Lights on: Voice Level 2 | • Sit in assigned area own food and beverages  
  • Food for eating only  
  • Follow salad and snack bar procedures  
  • Raise your hand to leave your seat  
  • Empty waste in appropriate containers |

Step 1: Introduce Cafeteria Procedures

A. Objective: By the end of the lesson students will be able to follow school-wide PBIS Cafeteria Procedures.

B. "Today we are going to learn about always being safe, respectful, and responsible at LMS. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy."

C. Check for student understanding.

Step 2: Teach and Inform

D. Teacher takes the students into the cafeteria with a piece of chart, butcher or newsprint paper, tape and markers.

• Students brainstorm (as whole class or in small groups) ideas of what Cafeteria Procedures look and sound like.
• Write examples on the paper that is taped to the wall.
• Teacher highlights examples of behavior staff will be looking for at all times during the school day (each procedure listed on the Cafeteria Poster should be addressed).
• Discuss what appropriate cafeteria behavior looks like and sounds like.
• Refer to the chart on the next page:
<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students facing forward in a single line, waiting to receive food and dispose of waste.</td>
<td>• Students using appropriate Voice Level in the cafeteria.</td>
</tr>
<tr>
<td>• Students keeping their place in line</td>
<td>• Students keeping conversations at their own table.</td>
</tr>
<tr>
<td>• Students sitting in assigned area with their feet on the floor.</td>
<td>• Students pushing in chairs quietly.</td>
</tr>
<tr>
<td>• Students raising hands to leave their seats.</td>
<td>• Students disposing of waste quietly.</td>
</tr>
<tr>
<td>• Students cleaning up their area.</td>
<td>• Students using kind and polite words (please, thank you, etc.).</td>
</tr>
</tbody>
</table>

**Step 3: Model and Practice**

E. Teachers provide practice of the Cafeteria Procedures in the classroom.

- Teachers and students should model: appropriate cafeteria voice level, using kind words such as please and thank you, single file lines facing forward, keeping place in line, keeping body and objects to self, sitting in a seat with feet on the floor, raising hands to leave a seat, quietly pushing in chairs and disposing of waste and cleaning the area.
- Teachers should model: inappropriate voice level, using unkind words, moving in and out of line, pushing others, sitting with feet in a chair, randomly getting up from a seat, noisily pushing in chairs, banging tray during waste disposal and leaving waste in seating areas and on floor.

F. Students practice Cafeteria Procedures with teacher giving immediate feedback and praise.

**Step 4: Activities and Assessment**

G. The following follow-up activities can be small group or individual work:

- Write Cafeteria Procedures and explain why each is important.
- Draw a picture, with a caption, of appropriate cafeteria behavior.
- Write a script to be used to inform a new student of appropriate cafeteria behavior.
- Four or five students model Cafeteria Procedures while others give feedback on their behavior.
- Use a developed assessment for students to answer.

H. Teacher should use activities or assessment for discussion of Cafeteria Procedures.

I. Teacher should leave the paper on the wall with the brainstormed ideas.
Step 5: Monitoring and Feedback

J. Remind students to be safe, respectful, and responsible and follow Cafeteria Procedures. K. Praise students who are being safe, respectful, and responsible.

L. If a student's behavior is other than expected, staff should:

- Draw the student aside quietly.
- State the procedure that needs reinforcement.
- Ask the student to demonstrate or restate expected behavior.
- Give the student immediate positive feedback.
Lewiston Middle School - PBIS Lesson Plan: Bathroom Procedures

Items That Students Might Need for These Activities: Paper, Pen or Pencil

Allow 30 minutes for this session.

Expectations: Bathroom Procedures

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash your hands</td>
<td>Allow people to have their privacy</td>
<td>Enter quietly</td>
</tr>
<tr>
<td>Keep water in the sink</td>
<td>Close the stall door</td>
<td>Report all problems and spills to an adult</td>
</tr>
<tr>
<td></td>
<td>Flush the toilet</td>
<td>2 pumps of soap</td>
</tr>
<tr>
<td></td>
<td>Voice Level 1</td>
<td>3 pulls for paper towels</td>
</tr>
</tbody>
</table>

Step 1: Introduce Bathroom Procedures

A. Objective: By the end of the lesson students will be able to follow school-wide PBIS Bathroom Procedures.

B. "Today we are going to learn about always being safe, respectful, and responsible at LMS. Being safe always means being free from harm. Being respectful always means being polite and cooperative. Being responsible means being dependable and trustworthy."

C. Check for student understanding.

Step 2: Teach and Inform

D. Teacher takes the students into the bathroom with a piece of chart, butcher or newsprint paper, tape and markers.

- Students brainstorm (as whole class or in small groups) ideas of what Bathroom Procedures look and sound like.
- Write examples on the paper that is taped to the wall.
- Teacher highlights examples of behavior staff will be looking for at all times during the school day (each procedure listed on the board).
- Discuss what appropriate bathroom behavior looks like and sounds like.
- Refer to chart below:

Looks Like

- Students respecting the space of others.
- Students washing hands and throwing away paper.
- Students exiting the bathroom quickly.
### Step 3: Model and Practice

E. Teachers provide practice of the Bathroom Procedures in the classroom.
   - Teachers and students should model: appropriate voice level, washing hands and putting paper towels in the trash.
   - Teachers should model: inappropriate voice level, leaving paper towels on the floor and not washing hands after using the bathroom.

F. Students practice Bathroom Procedures with teacher giving immediate feedback and praise.

### Step 4: Activities and Assessment

G. The following follow-up activities can be small group or individual work:
   - Write Bathroom Procedures and explain why each is important.
   - Draw a picture, with a caption, of appropriate bathroom behavior.
   - Write a script to be used to inform a new student of appropriate bathroom behavior.
   - Four or five students model Bathroom Procedures while others give feedback on their behavior.
   - Use a developed assessment for students to answer.

H. Teacher should use activities or assessment for discussion of Bathroom Procedures. I. Teacher should leave the paper on the wall with the brainstormed ideas.

### Step 5: Monitoring and Feedback

J. Remind students to be safe, respectful, and responsible and follow Bathroom Procedures. K. Praise students who are being safe, respectful, and responsible.

L. If a student's behavior is other than expected, staff should:
   - Draw the student aside quietly.
   - State the procedure that needs reinforcement.
   - Ask the student to demonstrate or restate expected behavior.
   - Give the student immediate positive feedback.
During Class, Use a Pass!
Leave No Trace Flush the toilet
Remember to GLOW

Go directly to your destination
Looking forward
On the right
Walking
Leave No Trace

Throw paper away in trash bin
3 PULLS
for
paper
towels
2 PUMPS of soap
## Bathroom Procedures

<table>
<thead>
<tr>
<th><strong>Always</strong></th>
<th><strong>Be Safe</strong></th>
<th><strong>Be Respectful</strong></th>
<th><strong>Be Responsible</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave no trace.</td>
<td>Wash your hands.</td>
<td>Allow people to have their privacy.</td>
<td>Enter quietly.</td>
</tr>
<tr>
<td>Keep your body to yourself.</td>
<td>Keep water in the sink.</td>
<td>Close the stall door.</td>
<td>Report all problems and spills to an adult.</td>
</tr>
<tr>
<td>Use polite language.</td>
<td>Throw paper away in the trash bin.</td>
<td>Flush the toilet.</td>
<td>Keep floors, walls and stalls clean.</td>
</tr>
<tr>
<td>Follow staff directives.</td>
<td></td>
<td>Only 1 person in each stall.</td>
<td></td>
</tr>
</tbody>
</table>

**Voice Level**

1
# Cafeteria Procedures

**Always**
- Leave no trace
- Keep your body and objects to yourself
- Use polite language
- Follow staff directives

**Be Safe**
- Eat and drink your own food and beverages
- Walk when you enter and exit
- Wait in a single line to receive food and dump waste

**Be Respectful**
- Keep your place in line
- Clean up after yourself
- Finish food in cafeteria
- Stay in chosen seat for entire lunch period
- Keep your feet on the floor
- Keep conversation at your own table

**Voice Level**
- Lights On: 2
- Lights Off: 0

**Be Responsible**
- Sit in assigned area
- Food for eating only
- Follow salad bar procedures
- Raise your hand to leave your seat
- Empty waste in trash bins
Hallway Procedures

**Always**
- Leave no trace
- Keep your body and objects to yourself
- Use polite language
- Follow staff directives

**Be Safe**
- Walk facing forward
- Walk single file when traveling as a class

**Voice Level**
- 0 When Classes are in Session
- 2 Between Classes

**Be Respectful**
- Walk quietly
- Stay to the right
- Be in your assigned area when the bell rings

**Be Responsible**
- During class, use a pass
- Go directly to your destination
- Use assigned locker
# Stairway Procedures

<table>
<thead>
<tr>
<th>Always</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave no trace</td>
<td>Walk single file facing forward with space in between each person</td>
</tr>
<tr>
<td>Keep your and objects body to yourself</td>
<td>Use one step at a time</td>
</tr>
<tr>
<td>Use polite language</td>
<td></td>
</tr>
<tr>
<td>Follow staff directives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay to the right</td>
<td>Pick up any dropped items</td>
</tr>
</tbody>
</table>

## Voice Level
- When classes are in session
- Between classes
Voice Level Chart

0: Silent

1: Whisper Voice

2: Inside Voice

3: Outside Voice
Always

Leave no trace

Keep your body and objects to yourself

Use polite language

Follow staff directives

“Please...”
“Thank you!”
“May I be excused?”
# Student Acknowledgements

**Tentative**

## The Demon Dollar!

<table>
<thead>
<tr>
<th>$1</th>
<th>Demon Dollar</th>
<th>$1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hallway</strong></td>
<td><strong>Stairway</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td><strong>Bathroom</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher:** John Doe  
**Student:** ____________  
**HR:** ____
How Does It Work?

- Students earn Demon Dollars for modeling appropriate behavior.
- Students, Teams and the School can earn rewards.
- Student rewards range from $1 - $50
- We are currently gathering data on what rewards to offer.
- Rewards don't necessarily have to cost the school money.
DEMON DOLLAR

BE SAFE

BE RESPECTFUL

BE RESPONSIBLE

STUDENT: _____________________

HR: __________

STAFF NAME: ____________________________________________

STAIR____  VOICE_______

HALL____  ALWAYS______

CAFE____  BATHROOM______
Teacher Acknowledgements (Tentative)

- Teachers give each other Golden Dollars.
- *For what?* Reinforcing and modeling positive behaviors.

**Rewards:**
- Parking Spot Raffle
- Gift Card Raffle
- Jean Day Raffle
- Miss Period 1 Raffle
- Possible Store
Introducing...

The Golden Dollar

This September, all of us here at Lewiston Middle School will be kicking off PBIS with the students. As we continue to prepare for that event, our PBIS team would like to introduce The Golden Dollar, the centerpiece of our staff acknowledgement system.

The Golden Dollar (available on the golden piece of paper in your teacher packet) is a means through which any staff member in our school can acknowledge another staff member for:
- modeling school-wide PBIS procedures
- reinforcing and re-teaching school-wide PBIS procedures
- teaching a class that is exhibiting school-wide PBIS procedures

Just like our students will be trading in their Demon Dollars for prizes, staff members may trade in their Golden Dollars for prizes, such as:
- special parking places
- gift certificates
- extra Jeans Days
- opportunities to miss duties
- items donated by businesses or other staff members

Remember, it is our responsibility to recognize each other for modeling, teaching and reinforcing our school-wide PBIS procedures, so don’t be afraid to recognize someone for their outstanding service to our school and our students through PBIS by giving them one of these Golden Dollars.

For further questions, please contact one of our school’s PBIS members.
GOLDEN DOLLAR
BE SAFE ______________
BE RESPECTFUL________
BE RESPONSIBLE________

STAFF NAME: _________________________
PRESENTED TO BY:

$1 YOU'VE BEEN SEEN BEING POSITIVE

STAFF NAME: _________________________

STAIR____ VOICE____
HALL____ ALWAYS____
CAFE____ BATHROOM______
<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Disrespect/Non-compliance</td>
<td>Student engages in brief or low-intensity failure to respond to adult</td>
</tr>
<tr>
<td>Disruption</td>
<td>Student engages in low-intensity, but inappropriate disruption</td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td>Student engages in low-intensity instance of inappropriate language</td>
</tr>
<tr>
<td>Physical Contact/Physical Aggression</td>
<td>Student engages in non-serious (low intensity) but inappropriate physical contact</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Student engages in low-intensity misuse of property</td>
</tr>
<tr>
<td>Technology Violation</td>
<td>Student engages in non-serious but inappropriate (as defined by the school) use of cell phone, pager, music/video players, camera, and/or computer</td>
</tr>
<tr>
<td>Tardy</td>
<td>Student arrives at class after the bell (or signal that class has started)</td>
</tr>
<tr>
<td>Bullying Behavior</td>
<td>Student engages in any other minor problem behaviors that do not fall within the above categories.</td>
</tr>
<tr>
<td>Leaving the building</td>
<td>Leaving the classroom without permission</td>
</tr>
<tr>
<td>Stealing</td>
<td>Borrowing with the intention to keep without asking</td>
</tr>
<tr>
<td>Problem Behavior</td>
<td>Definition</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1. Abusive Language/Inappropriate Language/Profanity</td>
<td>1. Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.</td>
</tr>
<tr>
<td>2. Defiance/Disrespect/Insubordination</td>
<td>2. Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.</td>
</tr>
<tr>
<td>3. Disruption</td>
<td>3. Student engages in 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.</td>
</tr>
<tr>
<td>4. Fighting</td>
<td>4. Student is involved in mutual participation in an incident involving physical violence.</td>
</tr>
<tr>
<td>5. Harassment/Bullying</td>
<td>5. Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, 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.</td>
</tr>
<tr>
<td>6. Property Damage/vandalism</td>
<td>6. Student participates in an activity that results in destruction or disfigurement of property.</td>
</tr>
<tr>
<td>7. Physical Aggression</td>
<td>7. Student engages in actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).</td>
</tr>
<tr>
<td>8. Technology Violation</td>
<td>8. Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.</td>
</tr>
<tr>
<td>9. Leaving the building</td>
<td>Escaping from the building, not where they are suppose to be.</td>
</tr>
<tr>
<td>10. Stealing</td>
<td>Example: Sneaky, secretive, intent to make things their own</td>
</tr>
</tbody>
</table>
Step 1: Classroom Continuum of Response Strategies
- Prompt = visual or verbal cue
- Redirect = restate matrix behavior
  - Proximity
  - Active Supervision
- Re-teach = tell, show, practice, acknowledge
  Teacher should be....
  - Calm
  - Consistent
  - Brief
  - Immediate
  - Respectful

Step 2: Classroom Continuum of Response Strategies
- Provide Choice = range of alternates
- Conference with student
  Conference Procedures
  - Positive, private, using quiet voice
  - Describe the problem
  - Describe the alternative (what the student should do instead)
  - Tell why alternative is better
  - Practice (student should tell and/or show)
  - Provide feedback

Step 3: Logical Consequences
- Non-verbal cues
- Time Out in classroom
- Time Out in another classroom
- Loss of Privileges
- Detention (lunch, recess, after school)
- Parent conference
- Behavior Contract
- Restitution/Apology

Step 4: After 2 offenses:
- Refer Team
  - Complete Teacher Team Meeting for Staff-Managed Behavior
- Implement Team recommendations

Step 5: After 3 offenses
- Refer to the School Behavior Team or Office
### Example of Logical Consequence Rubrics for Inappropriate Classroom Behavior

<table>
<thead>
<tr>
<th>Inappropriate Behavior</th>
<th>First Time</th>
<th>Second time</th>
<th>Third Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Step 1: Prompt, Redirect, Reteach, Provide Choice</td>
<td>Step 2: Student Conference (determine a time)</td>
<td>Step 3: Logical Consequences</td>
</tr>
<tr>
<td>Disrespect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defiance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Compliance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Contact/physical aggression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property Misuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tardy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Violation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LEWISTON MIDDLE SCHOOL
Behavior Management Flowchart

Use Appropriate Classroom Intervention

Parent Contact
- Phone Call
- Conference
- Email
- Reflection/Problem Solving Sheet
- Check-in/Check-out
- Counselor Involvement
- Student Conference Detention
  - After School
  - Lunch
- In Class Time-Out
- Team Recommendations Other Intervention

Is behavior office managed?

Classification of Behavior

Classroom Managed:
- Inappropriate Language
- Property Misuse
- Defiance/Disrespect/Non-Compliance
- Tardy (excessive to tardy policy)
- Physical Contact
- Inappropriate Location
- Technology (minor)
- Dress Code
- Inappropriate Display of Affection (minor)
- Lying/Cheating
- Disruption

Office Managed:
- Leaving the school or playground area without permission
- Having controlled substances
- Fighting/assault
- Theft
- Vandalism
- Weapons
- Noncompliance
- Disruption
- Other crisis behavior

Is behavior chronic w/ more than 3 offenses?

NO
Contact Parent

YES

Administrator determines consequence

Administrator follows through on consequence

Administrator provides teacher feedback

Call Security

Write referral to office
LEWISTON MIDDLE SCHOOL
Team Meeting Discussion Form

Student:____________________________________________________ Grade:_________

Referring Staff:_____________________________ Date:________________  Time:__________

Location:
- [ ] Bathroom
- [ ] Classroom
- [ ] Library
- [ ] On Bus
- [ ] Bus Area
- [ ] Gym
- [ ] Locker Room
- [ ] Assembly/Field Trip
- [ ] Cafeteria
- [ ] Hallway
- [ ] Office
- [ ] Other:______________

Problem Behaviors: Staff Managed (minor) Behavior
- [ ] Disruption
- [ ] Inappropriate Language
- [ ] Defiance/Disrespect/Non-Compliance
- [ ] Physical Contact/Physical aggression
- [ ] Tardy
- [ ] Technology Violation
- [ ] Property Misuse

Prior Interventions - Check and date
- [ ] Parent Contact*
  - [ ] Phone Call ___/___/___
  - [ ] Conference ___/___/___
  - [ ] Email ___/___/___
  *Must have been done prior to referral

- [ ] Teacher Interventions
  - [ ] _____________ ___/___/___
  - [ ] _____________ ___/___/___
  - [ ] _____________ ___/___/___
  - [ ] Counselor Involvement ___/___/___
  - [ ] Student Conference ___/___/___

Comments:
- [ ] Other:___________________________________________ ___/___/___

Possible Motivation:
- [ ] Obtain peer attention
- [ ] Avoid peer(s)
- [ ] Obtain items/activities
- [ ] Unclear/don’t know
- [ ] Avoid tasks/activities
- [ ] Avoid adult(s)
- [ ] Obtain adult attention
- [ ] Other:________________________

Detailed Description: (quote with exact words when possible)

Others Involved:

Team Decision: (If "other", describe in comments below)

Comments:

Team Leader’s Signature:_________________________________________ Date _________________
# Staff Managed Behavior
## Administrative Referral

<table>
<thead>
<tr>
<th>Student: ___________________________________________</th>
<th>Grade: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring Staff: ___________________________</td>
<td>Date: __________</td>
</tr>
</tbody>
</table>

### Location:
- [ ] Bathroom
- [ ] Classroom
- [ ] Library
- [ ] On Bus
- [ ] Bus Area
- [ ] Gym
- [ ] Locker Room
- [ ] Assembly/Field Trip
- [ ] Cafeteria
- [ ] Hallway
- [ ] Office
- [ ] Other: __________________________

### Problem Behaviors:
- Chronic Staff Managed Behavior (more than 3 offenses have occurred)
- Inappropriate Language
- Property Misuse
- Defiance/Disrespect/Non-Compliance*
- Disruption
- Physical Contact
- Tardy
- Lying/Cheating
- Technology Violation
- Dress Code
- Inappropriate Location

### Prior Interventions:
- Check and date at least three

#### Parent Contact*
- [ ] Phone Call __/__/____
- [ ] Conference __/__/____
- [ ] Email __/__/____

#### Bounce
- [ ] Green __/__/____
- [ ] Yellow __/__/____
- [ ] Red __/__/____

*Must have been done prior to referral

#### Detention
- [ ] After School __/__/____
- [ ] Lunch __/__/____

#### Counselor Involvement
- [ ] Check in Check out __/__/____ (date started)

#### Student Conference __/__/____

#### Team Recommendations __/__/____

#### In Class Time-Out __/__/____

#### Other: ________________________________________ _____________ __/__/____

### Possible Motivation:
- Obtain peer attention
- Avoid peer(s)
- Obtain items/activities
- Unclear/don’t know
- Avoid tasks/activities
- Avoid adult(s)
- Obtain adult attention
- Other: __________________________

### Detailed Description:
(quote with exact words when possible)

### Others Involved: __________________________________________

### Administration Decision: (If “other”, describe in comments below)
- Time in office
- Parent contact
- Counselor Intervention
- Loss of privileges
- Detention
- Team Leader Intervention
- Conference with student
- Restitution
- Bus suspension
- Out-of-school suspension
- Rec. Expulsion
- Other: __________________________

### Comments:

### Administrative Signature: ___________________________ Date: __________

---

Lewiston Middle School
August 31, 2011
**LEWISTON MIDDLE SCHOOL**  
**Office Managed Behavior**  
**Administrative Referral**

<table>
<thead>
<tr>
<th>Student: ____________________________</th>
<th>Grade: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring Staff: ____________________</td>
<td>Date: ________</td>
</tr>
</tbody>
</table>

**Location:**
- [ ] Bathroom  
- [ ] Classroom  
- [ ] Library  
- [ ] On Bus  
- [ ] Bus Area  
- [ ] Gym  
- [ ] Locker Room  
- [ ] Assembly/Field Trip  
- [ ] Cafeteria  
- [ ] Hallway  
- [ ] Office  
- [ ] Other: ____________

**Problem Behaviors:**

*Office Managed Behaviors:* Check only 1 primary offense (list others under description)

- [ ] Abusive Language/Inappropriate Language/Profanity  
- [ ] Disruption  
- [ ] Fighting  
- [ ] Harassment/Bullying  
- [ ] Defiance/Disrespect/Insubordination  
- [ ] Technology Violation  
- [ ] Property Damage  
- [ ] Physical Aggression  
- [ ] Other

**Possible Motivation:**

- [ ] Obtain peer attention  
- [ ] Avoid peer(s)  
- [ ] Obtain items/activities  
- [ ] Unclear/don’t know  
- [ ] Avoid tasks/activities  
- [ ] Avoid adult(s)  
- [ ] Obtain adult attention  
- [ ] Other: ____________

**Detailed Description:** (quote with exact words when possible)

| Others Involved: ________________________________________________ |

<table>
<thead>
<tr>
<th>Administration Decision: (If “other”, describe in comments below)</th>
</tr>
</thead>
</table>
| - [ ] Time in office  
| - [ ] Loss of privileges  
| - [ ] Conference with student  
| - [ ] Out-of-school suspension  
| - [ ] Parent contact  
| - [ ] Detention (lunch, recess, after school)  
| - [ ] Restitution  
| - [ ] In-school suspension  
| - [ ] Counselor Intervention  
| - [ ] Specialist Intervention  
| - [ ] Bus suspension  
| - [ ] Other: ____________ |

<table>
<thead>
<tr>
<th>Comments: _______________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>- [ ] _______________________________________________________</td>
</tr>
<tr>
<td>- [ ] _______________________________________________________</td>
</tr>
<tr>
<td>- [ ] _______________________________________________________</td>
</tr>
</tbody>
</table>

| Administrative Signature: __________________________ | Date: ____________ |
Effective Classroom Practice
Maximizing Classroom Structure
Mini-Module Fact Sheet

• Structured classrooms are associated with:
  o More appropriate academic and social behavior
  o Greater task involvement
  o Friendlier peer interactions
  o More altruistic behaviors
  o More attentive behavior
  o Less aggression
  (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

• Effective teaching includes teaching functional procedures and routines to students at the beginning of the year and using them to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987).

• Classroom routines are the items on the classroom schedule. They tell students WHEN to do something.

• Clear procedures, taught and consistently followed, are the most critical tool to create a functional and productive learning environment (Good & Brophy). Classroom procedures are steps for accomplishing classroom tasks. They tell students HOW to do something. Procedures help students meet the expectations.

When developing procedures, keep "Why, what, when, where, who, and how" in mind:
• WHY is this procedure needed?
• WHAT is the procedure?
• WHAT are the steps for successful completion of the procedure?
• WHEN will the procedure be taught?
• WHEN will the procedure be practiced?
• WHERE is this procedure needed?
• WHO needs to be taught this procedure?
• WHO will teach this procedure?
• HOW will you recognize procedure compliance?

<table>
<thead>
<tr>
<th>Example Routines</th>
<th>Example Procedure for Entering the Classroom</th>
<th>Example Bathroom Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entering the classroom</td>
<td>1. Take your things to your cubby.</td>
<td>1. Enter quietly.</td>
</tr>
<tr>
<td>2. Morning meeting</td>
<td>2. Hang your coat on your hook.</td>
<td>2. Do what you need to do.</td>
</tr>
<tr>
<td>5. Transitions</td>
<td>5. Go to breakfast.</td>
<td>5. Go back to your room.</td>
</tr>
<tr>
<td>6. Exiting the classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Both procedures and routines must be taught, practiced, and consistently reinforced to be effective in the classroom. It is important that procedures be written in succinct terminology, and positively stated in age-appropriate terms (Newcomer, 2007).

For more information:
Effective Classroom Practice
Classroom Expectations and Indicators
Mini-Module Fact Sheet

Classroom expectations are important because:
• A dependable system of expectations and procedures provides structure for students and helps them be engaged with instructional tasks (Brophy, 1998).
• Teaching expectations and routines to students at the beginning of the year and reinforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emery, 1982; Johnson, Stoner & Green, 1996).
• Clearly stating expectations and consistently supporting them lends credibility to a teacher’s authority (Good & Brophy, 2000).
• Use of expectations and behavior indicators provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards.

Definitions:
• Expectations: overarching outcomes that we want for students
• Behavior indicators: what expectations look like in the context of specific classroom routines

Classroom Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Behavior Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Kind</td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td></td>
</tr>
<tr>
<td>Be Safe</td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td></td>
</tr>
</tbody>
</table>

To enhance the effectiveness of behavior indicators, 5 guidelines need to be considered.

<table>
<thead>
<tr>
<th>Guideline:</th>
<th>This Means:</th>
<th>Example:</th>
<th>Non-Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observable</td>
<td>I can see it.</td>
<td>Raise hand and wait to be called on.</td>
<td>Be your best.</td>
</tr>
<tr>
<td>4. Understandable</td>
<td>The vocabulary is appropriate for age/grade level I teach.</td>
<td>Hands and feet to self.</td>
<td>Indicator for K-1: Maintain personal space.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Children of this age do not have a concept of “personal space.”</td>
</tr>
<tr>
<td>5. Always Applicable</td>
<td>I am able to consistently enforce.</td>
<td>Stay in assigned area.</td>
<td>Remain seated until given permission to leave.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*This would not be applicable when students are working on certain types of group projects.</td>
</tr>
</tbody>
</table>

Other Considerations:
Lewis
Middle School
August 31, 2011

- Students can play a role in formulating behavior indicators.
- Display indicators prominently so they are easily seen and referred to by teacher and students.
- The teacher models and reinforces behavior indicators consistently.
- Behavior indicators should be easily monitored.
**Effective Classroom Practice**  
**Response Strategies & Error Correction**  
**Mini-Module Fact Sheet**

- Clearly stating expectations and consistently enforcing them **lends credibility to a teacher’s authority** (Good & Brophy, 2000)

- Teachers who **respond consistently** feel positive about their teaching and help students improve their performance (Freiberg, Stein & Huan, 1995)

- Teachers should focus on increasing positive behavior and interactions by **consistently enforcing expectations** (Shores, Gunter & Jack, 1993)

- When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them (Evertson, Emmer & Worsham, 2003)

- “The single most commonly used but **least effective** method for addressing undesirable behavior is to verbally scold and berate a student” (Albetro & Troutman, 2006).

<table>
<thead>
<tr>
<th>Classroom Continuum of Response</th>
<th>Words/Actions an Adult Can Use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt</td>
<td>Provide verbal and/or visual cue.</td>
</tr>
<tr>
<td>Redirect</td>
<td>Restate the matrix behavior.</td>
</tr>
</tbody>
</table>
| 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. |
Effective Classroom Practice
Continuum of Strategies to Acknowledge Appropriate Behavior
Mini-Module Fact Sheet

Research Indicates Effective Acknowledgment:
1. Can increase…
   – On-task behavior,
   – Correct responses, work productivity and accuracy,
   – Attention and compliance
   – Cooperative play
2. Foster intrinsic motivation to learn that comes from mastering tasks.
3. Have vicarious effect with benefits that may be long lasting.

Classroom Continuum of Acknowledgement Strategies Include:
1. Free and Frequent Acknowledgement
   – Use everyday in the classroom
2. Intermittent Acknowledgement
   – Awarded occasionally
3. Strong and Long Term Acknowledgement
   – Quarterly or year long types of recognition

<table>
<thead>
<tr>
<th>Effective Acknowledgement Strategies Are…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear and specific</td>
</tr>
<tr>
<td>Contingent on desired behavior</td>
</tr>
<tr>
<td>Applied immediately</td>
</tr>
<tr>
<td>Teacher initiated</td>
</tr>
<tr>
<td>Focus on improvement and effort</td>
</tr>
</tbody>
</table>

(Conroy, Sutherland, Snyder, Al-Hendawi & Vo, 2009; Kern & Clemens, 2007; Simonsen, 2008)

Lewiston Middle School
August 31, 2011
Effective Classroom Practice

Active Supervision

Mini-Module Fact Sheet

There is a relationship between the number of supervisor-to-student interactions and the instances of problem behavior (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008)

Active Supervision...

- Has a positive impact on student behavior in a variety of settings— including classroom
- May reduce incidents of minor problem behavior
- May lead to increases in student engagement

Active supervision is a monitoring procedure that uses 3 components (DePry & Sugai, 2002)

1. Moving Effectively

   - Constant
     Make presence known and obvious
     Proximity to all students
     More frequent proximity to noncompliant students

   - Randomized
   - Targets Problem Areas

2. 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

3. Interacting Frequently

   - Positive contacts
     Friendly, helpful, open demeanor
     Proactive, non-contingent
     High rate of delivery

   - Positive reinforcement
     Immediate and contingent on behavior
     Delivered at high rates and consistently
• Corrective response
  Non-argumentative, non-critical
  Specific to behavior
  Systematic = correct, model, practice, reinforce

• Deliver consequence
  Neutral, businesslike demeanor
  Fair, non-arbitrary

“The goal of effective classroom management is not creating “perfect” children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior.”

(Sprick, Knight, Reinke & McKale, 2006, p. 185)

References


Effective Classroom Practice
Multiple Opportunities to Respond
Mini-Module Fact Sheet

Definition: An instructional question, statement, or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke & McKale 2006).

Why Provide Multiple Opportunities for Students to Respond?

- Increases student engagement with instruction
- Allows for high rates of positive, specific feedback
- Limits student time for engaging in inappropriate behavior
- Is an efficient use of instructional time
- Associated with improved reading and math performance

(Heward, 1994; Carnine, 1976; Skinner, Smith & McLean, 1994; Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997)

Guidelines:

- When introducing new material, the goal is 4-6 responses per minute with 80% accuracy
- When presenting practice work, the goal is 9-12 responses per minute with 90% accuracy

(CEC, 1987; Gunter, Hummel & Venn, 1998)

Strategies for Increasing Student Opportunity for Response:

A. Track students being called on
   a. Use a seating chart
   b. Draw students’ names from a jar
B. Guided Notes
   a. Teacher-prepared handouts that outline or map lectures.
   b. As the lecture progresses, the learner then fills in the spaces with content
C. Response Cards
   a. Preprinted cards: Yes/No, True/False, Agree/Disagree,
   b. Preprinted cards with multiple answers: letters, numbers, parts of speech, etc.
   c. Write-On cards: 9X12 response cards & dry-erase markers
   d. Back side of recycled paper
D. Computer Assisted Instruction
E. Classwide Peer Tutoring
F. Direct Instruction

Lewiston Middle School
August 31, 2011
References


Effective Classroom Practice
Activity Sequencing & Offering Choice
Mini-Module Fact Sheet

According to research use of these strategies is associated with:

- Increases in student engagement with learning and task performance
- Decreases in disruptive behavior
- High rates of positive, specific feedback
- Improved student perception of and preference for assignments students consider difficult
- More positive student – teacher relationships

1. Activity Sequencing (Kern & Clemens, 2007)
   - Thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior
   - For some students presenting difficult tasks back-to-back often sets the occasion for frustration, failure and problem behavior. Varying the sequence of tasks may not be necessary for average students, but can be very important for students who are at-risk for learning or behavior concerns (Darch & Kame’enui, 2004).

   Task Interspersal =
   Intermingle easy/brief problems among longer or more difficult tasks

   Behavioral Momentum =
   Deliver 3 to 4 simple requests prior to a difficult assignment

2. Offering Choice (Kern & State, 2009)
   - Teachers can allow choice for…
     - The type of activity or task to be completed
     - The order in which tasks will be completed
     - The kinds of materials students will use to complete an assignment
     - Who students will work with
     - Place students will work and
     - Use of time before, during or after an activity or assignment

   - Steps for using choice in the classroom (Kern & State, 2009, p. 5)
     1) Create a menu of choices you would be willing to provide to students.
     2) Look through your choice menu before planning each lesson.
     3) Decide what types of choice are appropriate and where they fit best in the lesson.
     4) Provide choices as planned while teaching the lesson.
     5) Solicit student feedback and input.

   - Remember . . . Every lesson does not have to include all of the choices on your list, but if each lesson you teach provides at least one opportunity for choice, students are likely to benefit.
References


### PBIS Team Meeting Minutes and Problem-Solving Action Plan Form*

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Location:</th>
<th>Facilitator:</th>
<th>Minute Taker:</th>
<th>Data Analyst</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Today’s Meeting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Next Meeting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Team Members (bold are present today)**

<table>
<thead>
<tr>
<th><strong>Today’s Agenda Items</strong></th>
<th><strong>Next Meeting Agenda Items</strong></th>
<th><strong>Potential Problems Raised</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>01.</td>
<td>01.</td>
</tr>
<tr>
<td>02.</td>
<td>02.</td>
<td>02.</td>
</tr>
<tr>
<td>03.</td>
<td>03.</td>
<td>03.</td>
</tr>
</tbody>
</table>

**Administrative/General Information and Issues**

<table>
<thead>
<tr>
<th>Information for Team, or Issue for Team to Address</th>
<th>Discussion/Decision/Task (if applicable)</th>
<th>Who?</th>
<th>By When?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Newton, J.S., Todd, A. W., Horner, R.H., Algozzine, B., & Algozzine K., 2010
<table>
<thead>
<tr>
<th>Precise Problem Statement, based on review of data</th>
<th>Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)</th>
<th>Who?</th>
<th>By When?</th>
<th>Goal with Timeline</th>
<th>Fidelity of Imp measure</th>
<th>Effectiveness of Imp measure</th>
<th>Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What, When, Where, Who, Why)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Our Rating</th>
<th>Yes</th>
<th>So-So</th>
<th>No</th>
</tr>
</thead>
</table>

1. Was today’s meeting a good use of our time?

2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings?

3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?

4. In general, are the completed tasks having the desired effects on student behavior?

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

* Newton, J.S., Todd, A. W., Horner, R.H., Algozzine, B., & Algozzine K., 2010

Lewiston Middle School
August 31, 2011
SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT
OSEP Center on Positive Behavioral Interventions and Supports¹
University of Oregon
University of Connecticut
www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

These training materials have been developed to assist schools in their efforts to improve school climate and positive behavior support for all students. Photocopying, use, and/or sale of these materials are forbidden without expressed written permission by the OSEP Center for Positive Behavioral Interventions and Supports. To obtain a personal copy of these materials, contact the Center at 541-346-2505, pbis@oregon.uoregon.edu, or www.pbis.org.

¹ The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.
### Classroom Management: Self-Assessment

**Teacher__________________________   Rater__________________________ Date_____________**

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tally each Positive Student Contacts</th>
<th>Total #</th>
<th>Tally each Negative Student Contacts</th>
<th>Total #</th>
</tr>
</thead>
</table>

**Ratio** of Positives to Negatives: _____ to 1

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have arranged my classroom to <strong>minimize crowding and distraction</strong></td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. I have <strong>maximized structure and predictability</strong> in my classroom (e.g., explicit classroom routines, specific directions, etc.)</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. I have posted, taught, reviewed, and reinforced 3-5 <strong>positively stated expectations</strong> (or rules).</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. I provided <strong>more frequent acknowledgement</strong> for appropriate behaviors than inappropriate behaviors (See top of page).</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. I provided each student with <strong>multiple opportunities to respond</strong> and participate during instruction.</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6. My instruction <strong>actively engaged</strong> students in observable ways (e.g., writing, verbalizing)</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>7. I <strong>actively supervised</strong> my classroom (e.g., moving, scanning) during instruction.</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>8. I <strong>ignored</strong> or provided <strong>quick, direct, explicit reprimands/redirections</strong> in response to inappropriate behavior.</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>9. I have <strong>multiple strategies/systems</strong> in place to <strong>acknowledge</strong> appropriate behavior (e.g., class point systems, praise, etc.).</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

---

2 Revised from Sugai & Colvin (revised 6/2011 J. Snow)
3 To calculate, divide # positives by # of negatives.

Lewiston Middle School
August 31, 2011
10. In general, I have provided **specific feedback** in response to social and academic behavior errors and correct responses.

<table>
<thead>
<tr>
<th>Overall classroom management score:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>33 - 50 = <strong>Super</strong></td>
<td></td>
</tr>
<tr>
<td>16 - 33 = <strong>So-So</strong></td>
<td></td>
</tr>
<tr>
<td>&lt;16 = <strong>Improvement Needed</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Action Planning**

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a “self-assessment” or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
   a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
   b. Assess whether each classroom management practice was evident.
   c. Sum the number of “yes” to determine overall classroom management score.
   d. Based on your score, develop an action plan for enhancement/maintenance.

<table>
<thead>
<tr>
<th>#</th>
<th>Current Level of Performance</th>
<th>Enhancement/Maintenance Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Selected Supporting References**


Latham, G. I. (1997). *Behind the schoolhouse door: Eight skills every teacher should have*. Utah State University.


---

Lewiston Middle School  
August 31, 2011
Positive Behavior Support (PBS)
Team Implementation Checklist
Version 3.0

Data Collection Protocol

✓ Used by teams to guide activities.
✓ Updated monthly during initial implementation process.

Approval Date

SWIS/EBS database meeting, March 12, 2002.
Revised October 30, 2007
Revised August 15, 2009

Revision History

1. Phillips 8/13/02 – Added “County” to better identify schools. Changed all references of “Monthly” to “Quarterly”. Added Sep., Dec, Mar. and May as months to complete. Made minor changes to format of columns.
2. Boland 3/13/02 – Added “District” and “State” to better identify schools. Removed our fax number. Made minor changes to format of instructions. Added Teri Palmer to copyright holders. Put Sugai first in list (as per decision of 3/12/02).
3. Boland 3/11/02 – Added revision history, database structure, modified footer (copyright notice, logo), removed blank rows.
4. Boland 3/6/02
5. Boland 2/27/02
6. Sugai 11/28/01
7. Horner 10/13/01
8. Horner, 10/30/07
9. Horner, 8/15/2009

Database structure

Please see the “Team Checklists” page in the EBS2_DB_model.pdf file in the following folder:

\Coe-dean\sys\EBS\EBS_Database\Research_Tools\Supporting_Documents
### Checklist #1: Start-Up Activity

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: (MM/DD/YY)</td>
<td></td>
</tr>
<tr>
<td><strong>Establish Commitment</strong></td>
<td></td>
</tr>
<tr>
<td>1. Administrator’s support &amp; active involvement.</td>
<td>Status:</td>
</tr>
<tr>
<td>2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>Establish &amp; Maintain Team</strong></td>
<td></td>
</tr>
<tr>
<td>3. Team established (representative).</td>
<td>Status:</td>
</tr>
<tr>
<td>4. Team has regular meeting schedule, effective operating procedures.</td>
<td>Status:</td>
</tr>
<tr>
<td>5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>Self-Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>6. Team/faculty completes the Team Checklist or Benchmarks of Quality self-assessment</td>
<td>Status:</td>
</tr>
<tr>
<td>7. Team summarizes existing school discipline data.</td>
<td>Status:</td>
</tr>
<tr>
<td></td>
<td>Establish School-wide Expectations: Prevention Systems</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>3-5 school-wide behavior expectations are defined.</td>
</tr>
<tr>
<td>10</td>
<td>School-wide teaching matrix developed.</td>
</tr>
<tr>
<td>11</td>
<td>Teaching plans for school-wide expectations are developed.</td>
</tr>
<tr>
<td>12</td>
<td>School-wide behavioral expectations taught directly &amp; formally.</td>
</tr>
<tr>
<td>13</td>
<td>System in place to acknowledge/reward school-wide expectations.</td>
</tr>
<tr>
<td>14</td>
<td>Clearly defined &amp; consistent consequences and procedures for undesirable behaviors are developed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Classroom Behavior Support Systems</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Team has completed a school-wide classroom systems summary</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Action plan in place to address any classroom systems identified as a high priority for change.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Data system in place to monitor office discipline referral rates that come from classrooms.</td>
<td></td>
</tr>
<tr>
<td>Establish Information System</td>
<td>Status:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>18. Discipline data are gathered, summarized, &amp; reported at least quarterly to whole faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Discipline data are available to the Team at least monthly in a form and depth needed for problem solving.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Build Capacity for Function-based Support</th>
<th>Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Personnel with behavioral expertise are identified &amp; involved.</td>
<td></td>
</tr>
<tr>
<td>21. At least one staff member of the school is able to conduct simple functional behavioral assessments.</td>
<td></td>
</tr>
<tr>
<td>22. Intensive, individual student support team structure in place to use function-based supports</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Observations/Comments/Questions:**