Longley Elementary School
RTI-B Team Handbook

Roar with Pride!

Longley Behavioral Expectations:

• Be Safe
• Be Respectful
• Be Responsible
Handbook version: 1.0, June 6, 2011

An electronic copy of this handbook is available on:
http://www.lewistonpublicschools.org/~lewiston_School_%20Dept./pbis.shtml

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Introduction

Longley Lions:

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

Many things in this handbook are similar to the *PBIS Staff Handbook*, but there is technical detail where appropriate.

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

For a school-wide system to work effectively, it is important that each staff member reads and understands the PBIS Staff Handbook.

With respect,

Your PBIS Coach
What is School-wide PBIS?

Definition

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

There are four main elements in SW-PBIS:

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

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

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

Clearly Defined Behavior Expectations
- Behavior matrix
- Behavior indicators
- Procedures

System of Acknowledging Appropriate Behavior
- Strategies for acknowledging behavior
- POP Cards

System of Correcting Inappropriate Behavior
- Strategies for Correcting Behavior
- Office Discipline Referral

Supports for Educators
- RTI-B Team
- PBIS Coach

For more information:
- A more in-depth introduction into SW-PBIS: http://www.pbis.org/school/default.aspx
- Information about the evidence-base of SW-PBIS: http://www.pbis.org/research/default.aspx
The 2010-2011 RTI-B Team

Purpose Statement

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

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

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

Facilitation

Name: Pat Red, State PBIS Coordinator
Email: pred@usm.maine.edu

2011-2012 Meeting Dates:

- September 8, 22
- October 6, 20
- November 3, 17
- December 1, 15
- January 5, 19
- February 2, 16
- March 1, 15, 29
- April 12, 26
- May 10, 24
- June 7
2010-2011 Action Plan

The RTI-B Team followed an Action Plan for the 2010-2011 academic year. The following pages are that plan.
## Phase 1 PBIS Timeline: Preparing for Gear-up

<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>
</table>
| Conduct the SET and SAS, and collect baseline discipline data              | Administrators and PBIS facilitator         | June 2010         | • Facilitator interviews administrator, staff, and students  
• Administrator provides facilitator with discipline data, handbook, and other permanent products                                           | • School Evaluation Report  
• Baseline discipline data                                                                 | Complete                              |
| Hold a faculty meeting at which the PBIS facilitator presents an overview of SWPBS along with the school’s data | Administrators, faculty, and PBIS facilitator | September 2010    | • Provide information about SWPBS  
• Demonstrate a need for SWPBS based on school’s data  
• Generate interest and support of faculty and staff                                                                 | • Increased awareness of, interest in, and support for SWPBS | Complete     |
| Attain 80% faculty buy-in                                                  | Administrators and faculty                  | September - October 2010 | • Discuss the costs and benefits of adopting SWPBS and of maintaining status quo  
• Vote or in some other way reach a decision about adopting SWPBS                                                                        | • School Readiness Checklist and Commitment | Complete |
| Form a representative Universal Team                                       | Administrators, faculty, and PBIS facilitator | September – October 2010 | • Nominate or in some way identify potential representatives  
• Secure commitments  
• Ensure that the team is representative of all school constituencies (faculty, paraprofessionals, support staff, administrators, parents, students, etc.)  
• Define the roles and responsibilities of team members  
• Consider RTI-B Team’s integration with other behavioral interventions | • RTI-B Team                                                                                      | Complete |
| Establish ongoing facilitation                                             | Administrators and PBIS facilitator         | September 2010    | • Secure funding for support of SWPBS activities, including facilitation and PD  
• Negotiate the amount of time needed                                                                                                    | • Facilitation contract                                                       | Complete |
| Plan a bi-weekly to monthly meeting schedule that will include facilitation, Monthly Team Checklist, and Quarterly Team Checklist | RTI-B Team and facilitator                | 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  
• Completed Monthly Team Checklists  
• Completed Quarterly Team Checklists                                                                                                          | Complete   |
Plan for the RTI-B Team to present at the monthly faculty meetings

- **RTI-B Team, administrators**
- **October 2010**
- • Plan for a 10-15 minute presentation at the faculty meeting
- • Meeting schedule, presenter chosen

Complete the Self-Assessment Survey (SAS)

- **Faculty**
- **October 2011**
- • Provide the SAS to the faculty
- • SAS Results

Complete the School Safety Survey (SSS)

- **RTI-B Team**
- **October 2011**
- • Provide the SSS to the faculty
- • SSS Results

Schedule ongoing training and PD

- **RTI-B Team, administrators, and PBIS facilitator**
- **October - November 2010**
- • Determine the training needs of the faculty and staff
  - Support staff training?
  - Supervision staff need active supervision training
- • Identify training opportunities in the academic calendar
- • Training and PD schedule

**Phase 2 PBIS Timeline: Gear-up for schoolwide 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 | RTI-B Team, in conjunction with full staff, and facilitator | 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:  
• An action plan  
• A purpose statement  
• 3 – 5 Expectations  
• Plans for teaching expectations  
• Plans for acknowledging student behavior  
• Guidelines for active supervision  
• A list of office managed behaviors with operational definitions  
• A list of staff managed behaviors with | Complete |
| Establish 3 – 5 positively stated schoolwide behavior expectations | RTI-B Team, in conjunction with full staff, and facilitator | 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 | | Complete |
| Plan and teach the schoolwide expectations | RTI-B Team, in conjunction with full staff, and facilitator | November 2010 – January 2011 | Create:  
• Matrices for school settings and school events  
• Lesson plans for each matrix juncture  
• A schedule for teaching faculty and staff the lesson plan  
• A schedule for presenting each lesson | | Complete |
| 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  
Teach:  
• Lesson plans to faculty and staff  
• Behavioral expectations to students | Operational definitions  
• A functional ODR  
• Written procedures for when and how to refer students for additional support |
|---|---|
| Develop a system for maintaining the behavior expectations by acknowledging student behavior | RTI-B Team, in conjunction with full staff, and facilitator | February 2011  
• Develop an acknowledgement system (good cards)  
• Train full staff in modeling, teaching, and acknowledging expectations  
• Train full staff in active supervision | Complete |
| Develop plans for correcting problem behavior | RTI-B Team, in conjunction with full staff, and facilitator | March 2011 – April 2011  
• Determine office-managed versus staff-managed behaviors  
• Operationally define office-managed behaviors  
• Create a functional office discipline referral (ODR) form  
• Develop procedures for making an office referral  
• Assess and ensure administration’s ability to respond to referred behavior problems  
• 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  
• Train staff in procedures for responding to problem behavior | Complete (staff will be trained on the ODR in the early Fall 2011) |
| Complete monthly/quarterly Team Implementation Checklist (TIC) | RTI-B Team, in conjunction with facilitator | October 2010 – June 2011  
• Complete an implementation checklist each month and each quarter to monitor progress  
• Discuss the results and identify areas of priority | Complete: the TIC was completed twice |
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 | RTI-B Team      | May 2011                | • Assess options and adopt an approach to data management  
• Designate a person responsible for data entry and determine a data entry schedule  
• Develop a schedule for report generation for review by administration and the RTI-B Team  
• Plan a schedule for presentation of data to staff  
• Create a system for using data to guide decision making  
• 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  
• Plan for data dissemination to parents, the district office, the school board, and other interested community members | Second draft of PBIS handbook, including:  
• The name and a brief description of the data management system  
• The name or position of the data entry designee  
• A schedule for report generation, review, and dissemination  
• Documentation of a system for data-based decision making  
• Documentation of a system for data-based evaluation  
• A plan and schedule for data dissemination to the community  
• A schedule and plan for assemblies  
• A schedule and plan for teaching expectations  
• A schedule and plan for RTI-B Team meetings for the coming year | Complete       |
| Plan for launch and durability      | RTI-B Team      | May 2011 – June 2011    | • Schedule and plan schoolwide PBIS assemblies and celebrations for next year  
• Schedule teaching of schoolwide expectations for next year  
• Compile a bank of lesson plans for teaching schoolwide expectations  
• Schedule booster trainings for staff to review procedures taught over the year  
• Identify areas in which staff need additional training and plan for training  
• Compile a SWPBS handbook for your school that includes all of the relevant elements developed in this plan  
• Schedule and design RTI-B Team meetings, including refresh meetings, for next year | SET demonstrates 80% of the elements of teach schoolwide expectations, 80% overall implementation average | Complete       |
| Ensure Tier 1 solidly in place     | Facilitator     | October 2011            | • Work with facilitator to complete the annual Schoolwide Evaluation Tool (SET)                                                                                                                                 | SET demonstrates 80% of the elements of teach schoolwide expectations, 80% overall implementation average | Not started  |
Behavioral Expectations

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

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

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

**Procedures**: specific ways for students to complete tasks. An example of this is how to behave responsibly during transitions: 1. Clean up your area, 2. Stand and push in your chair, 3. Eyes are on me.
<table>
<thead>
<tr>
<th></th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Recess</th>
<th>Assemblies</th>
<th>Bathroom</th>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>• Use rails for support</td>
<td>• Hands to yourself</td>
<td>• Hands to yourself, unless playing tag</td>
<td>• Enter in a line</td>
<td>• Use hand washing procedure</td>
<td>• Keep hands and feet and objects to yourself</td>
</tr>
<tr>
<td></td>
<td>• Walk</td>
<td>• Voice level 0 or 1</td>
<td>• Follow equipment use instructions</td>
<td>• Keep hands and feet to self</td>
<td>• Flush the toilet</td>
<td>• Enter and exit in a line</td>
</tr>
<tr>
<td></td>
<td>• Stay to the right (right is right)</td>
<td>• Walking feet</td>
<td>• Follow line-up directions</td>
<td>• Follow directions</td>
<td>• Walking feet</td>
<td>• Sit in small chairs or on the rug</td>
</tr>
<tr>
<td></td>
<td>• Stay in personal space</td>
<td>• Follow line-up directions</td>
<td>• Use polite cheering (voice level 0, 1, 2, 3)</td>
<td>• Use polite cheering (voice level 0, 1, 2, 3)</td>
<td>• Quiet feet</td>
<td>• Voice level 0 or 1</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>• Voice level 0 or 1</td>
<td>• Take turns</td>
<td>• You can use any voice level</td>
<td>• Keep hands, feet and eyes to yourself</td>
<td>• Stand during pledge</td>
<td>• Follow adult directions</td>
</tr>
<tr>
<td></td>
<td>• Wave silently to friends</td>
<td>• Say please &amp; thank you</td>
<td>• Take turns on equipment</td>
<td>• Say pledge (or be quiet)</td>
<td>• Say pledge (or be quiet)</td>
<td>• Sit in small chairs or on the rug</td>
</tr>
<tr>
<td></td>
<td>• Hats off</td>
<td>• Use plastic ware</td>
<td>• Use appropriate language</td>
<td>• Say pledge (or be quiet)</td>
<td>• Wait patiently</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Follow cleanup directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>• Enjoy wall displays with your eyes</td>
<td>• Wait patiently</td>
<td>• Follow snow play procedure</td>
<td>• After the class’s turn, return to the</td>
<td>• Go back to class to when you’re done</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Empty mouths</td>
<td>• Pick up trash</td>
<td>• Pick up your own trash</td>
<td>designated spot</td>
<td>• Voice level 0 or 1</td>
<td>• Return books on time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use talk &amp; squawk</td>
<td>• Wait patiently for turn</td>
<td>• After the class’s turn, return to the</td>
<td>• Pick up your own trash</td>
<td>• Stay in personal space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Stay in your seat</td>
<td>• Use talk, walk, &amp; squawk</td>
<td>designated spot</td>
<td></td>
<td>• Use library time to search for or read books</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Wait patiently to check books in and out</td>
</tr>
</tbody>
</table>
Hand washing procedure:

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

Cafeteria line-up procedure:

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

Recess procedure for when the whistle blows:

1. We stop playing
2. We turn our voices off
3. We walk safely to the end of the line
4. We stand quietly in our own space
Schedule for Teaching Behavior (Lesson Plans)

August 29, 2011 – September 3, 2011

- Teach school-wide and classroom behavioral expectations, as many times as possible.

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

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

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

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

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

- Teach school-wide and classroom behavioral expectations as needed

Review/Reteach School-wide and Classroom Behavioral Expectations:

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

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

Setting: Hallway

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate hallway behavior:</th>
<th>Inappropriate hallway behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Using the rails for support</td>
<td>• Swinging on the rails, twirling on the rails, hanging on the rails</td>
</tr>
<tr>
<td>• Walking</td>
<td>• Running, skipping, walking backward</td>
</tr>
<tr>
<td>• Stay to the right (right is right)</td>
<td>• Walking to the left or the middle</td>
</tr>
<tr>
<td>• Stay in personal space</td>
<td>• Touching, getting in another’s face, pushing, tripping</td>
</tr>
</tbody>
</table>

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Setting: Hallway

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate hallway behavior:</th>
<th>Inappropriate hallway behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Voices at level 0 (silent)</td>
<td>• Speaking loudly or yelling (voice levels 2, 3)</td>
</tr>
<tr>
<td>• Voices at level 1 (whisper)</td>
<td>• Whistling</td>
</tr>
<tr>
<td>• Wave quietly to friends</td>
<td>• Shouting out to friends</td>
</tr>
<tr>
<td>(s’up nod)</td>
<td>• Touching friends (high fives, fist bumps [with or without explosion])</td>
</tr>
<tr>
<td>• Hats off</td>
<td>• Wearing hats</td>
</tr>
</tbody>
</table>

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

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

Setting: Hallway

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate hallway behavior:</th>
<th>Inappropriate hallway behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enjoying wall displays (art, wall hangings) with your eyes</td>
<td>• Touching the displays (art, wall hangings)</td>
</tr>
<tr>
<td>• Looking at the displays (art, wall hangings)</td>
<td>• Removing the displays (art, wall hangings)</td>
</tr>
<tr>
<td>• Reading the displays (art, wall hangings)</td>
<td>• Tearing and ripping the displays (art, wall hangings)</td>
</tr>
<tr>
<td>• Having our mouths empty</td>
<td>• Chewing gum or candy</td>
</tr>
</tbody>
</table>

Check for understanding:

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

For example, it should sound like this:

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

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

Demonstrate and Role Play:

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

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

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

Setting: Cafeteria

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate cafeteria behavior:</th>
<th>Inappropriate cafeteria behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hands to yourself</td>
<td>• Touching others</td>
</tr>
<tr>
<td>• Voice level 0, 1, or 2</td>
<td>• Yelling</td>
</tr>
<tr>
<td>• Walking feet</td>
<td>• Running</td>
</tr>
<tr>
<td>• Follow line-up procedure</td>
<td>• Getting up to line-up before the teacher signals</td>
</tr>
<tr>
<td>• Get condiments the first time</td>
<td>• Talking with food in your mouth</td>
</tr>
<tr>
<td>• Finishing your food before getting up (empty mouth)</td>
<td>• Still drinking and eating when dumping tray</td>
</tr>
<tr>
<td></td>
<td>• No getting up for condiments</td>
</tr>
</tbody>
</table>

Check for understanding:

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

For example, it should sound like this:

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

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

Demonstrate and Role Play:

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

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

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

Setting: Cafeteria

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate cafeteria behavior:</th>
<th>Inappropriate cafeteria behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take turns</td>
<td>• Speaking loudly or yelling (voice level 3)</td>
</tr>
<tr>
<td>• Say please &amp; thank you</td>
<td>• Cutting in line</td>
</tr>
<tr>
<td>• Use plastic ware</td>
<td>• Not using manners</td>
</tr>
<tr>
<td>• Follow cleanup directions</td>
<td>• Not raising hand and/or waiting for signal to get permission to get up</td>
</tr>
<tr>
<td></td>
<td>• Putting hands in other kids trays</td>
</tr>
<tr>
<td></td>
<td>• Throwing food</td>
</tr>
</tbody>
</table>

Check for understanding:

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

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

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

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

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

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

Setting: Cafeteria

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate cafeteria behavior:</th>
<th>Inappropriate cafeteria behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Waiting patiently</td>
<td>• Getting up and walking around</td>
</tr>
<tr>
<td>• Picking up trash</td>
<td>• Being impatient and cutting in line</td>
</tr>
<tr>
<td>• Using talk &amp; squawk</td>
<td>• Leaving trash behind, dropping trash</td>
</tr>
<tr>
<td>• Staying in your seat</td>
<td>• Telling without trying to work things out</td>
</tr>
</tbody>
</table>

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

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

Setting: Recess

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate recess behavior:</th>
<th>Inappropriate recess behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hands to yourself, unless playing tag</td>
<td>• Pushing</td>
</tr>
<tr>
<td>• Follow equipment use instructions</td>
<td>• Throwing snow</td>
</tr>
<tr>
<td>• Follow the snow play procedure</td>
<td>• Walking up the slide</td>
</tr>
<tr>
<td></td>
<td>• Jump off the slide</td>
</tr>
<tr>
<td></td>
<td>• Stand on the slide</td>
</tr>
<tr>
<td></td>
<td>• Jump off equipment</td>
</tr>
<tr>
<td></td>
<td>• Twisting on the swings</td>
</tr>
</tbody>
</table>

Check for understanding:

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

For example, it should sound like this:

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

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

Demonstrate and Role Play:

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

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

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

Setting: Recess

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate recess behavior:</th>
<th>Inappropriate recess behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Following the line-up procedures</td>
<td>• Swearing</td>
</tr>
<tr>
<td>• Use any voice level (0-3)</td>
<td>• Ignoring the line-up whistle</td>
</tr>
<tr>
<td>• Taking turns when using the equipment</td>
<td>• Running between lines</td>
</tr>
<tr>
<td>• Use appropriate language</td>
<td>• Having conversations in line</td>
</tr>
<tr>
<td></td>
<td>• Cutting in line to get the equipment</td>
</tr>
</tbody>
</table>

Check for understanding:

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

For example, it should sound like this:

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Setting: Recess

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate recess behavior:</th>
<th>Inappropriate recess behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Following snow play procedure</td>
<td>• Going in the snow with only one pair of pants</td>
</tr>
<tr>
<td>• Pick up trash</td>
<td>• Throwing snow</td>
</tr>
<tr>
<td>• Wait patiently for your turn on the equipment</td>
<td>• Leaving trash on the ground</td>
</tr>
<tr>
<td>• Use talk, walk, and squawk</td>
<td>• Pushing</td>
</tr>
<tr>
<td></td>
<td>• Angry yelling</td>
</tr>
<tr>
<td></td>
<td>• Tattling</td>
</tr>
</tbody>
</table>

Check for understanding:

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

For example, it should sound like this:

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

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

Demonstrate and Role Play:

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

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

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.
Skill and Critical Behavior Indicator: How to be respectful on the playground

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

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

Today we are going to focus on:

Appropriate snow play:

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

Inappropriate snow play:

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

Check for understanding:

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

For example, it should sound like this:

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

(You can do unison response or individual turns or a combination there of.)
Lining up promptly when the whistle is blown

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

Inappropriate lining up:

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

**Demonstrate and Role Play:**

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

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

**Assignments:**

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

Setting: Assemblies

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate assembly behavior:</th>
<th>Inappropriate assembly behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enter in a line</td>
<td>• Touching others</td>
</tr>
<tr>
<td>• Keeps hands and feet to yourself</td>
<td>• Ignoring directions when given</td>
</tr>
<tr>
<td>• Follow directions, when given</td>
<td>• Stomping on the bench</td>
</tr>
<tr>
<td></td>
<td>• Entering all bunched up or spread out</td>
</tr>
</tbody>
</table>

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Setting: Assemblies

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate assembly behavior:</th>
<th>Inappropriate assembly behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use polite cheering (voice level 0, 1, 2, 3)</td>
<td>• Talking during the pledge</td>
</tr>
<tr>
<td>• Quiet feet</td>
<td>• Sitting during the pledge</td>
</tr>
<tr>
<td>• Stand during the pledge (or be quiet)</td>
<td>• Pounding feet</td>
</tr>
<tr>
<td></td>
<td>• Angry words when cheering (or at any time) or booing</td>
</tr>
</tbody>
</table>

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.
Being Responsible Lesson Plan - Longley Elementary School
Setting: Assemblies

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate assembly behavior:</th>
<th>Inappropriate assembly behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Class sits in designated spot</td>
<td>• Class sits anywhere</td>
</tr>
<tr>
<td>• Students sit with their class</td>
<td>• Students sit anywhere</td>
</tr>
<tr>
<td>• After the class’s turn, class returns to the designated spot</td>
<td>• After the class’s turn, the class roams</td>
</tr>
</tbody>
</table>

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Setting: Bathroom

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate bathroom behavior:</th>
<th>Inappropriate bathroom behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Using the hand washing procedure</td>
<td></td>
</tr>
<tr>
<td>• Flushing the toilet</td>
<td></td>
</tr>
<tr>
<td>• Walking</td>
<td></td>
</tr>
<tr>
<td>• Using the water to wash our hands</td>
<td></td>
</tr>
<tr>
<td>• Not washing hands</td>
<td></td>
</tr>
<tr>
<td>• Not flushing the toilet</td>
<td></td>
</tr>
<tr>
<td>• Running</td>
<td></td>
</tr>
<tr>
<td>• Tossing the water</td>
<td></td>
</tr>
<tr>
<td>• Splashing the water</td>
<td></td>
</tr>
</tbody>
</table>

Check for understanding:

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

For example, it should sound like this:

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

Setting: Bathroom

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate bathroom behavior:</th>
<th>Inappropriate bathroom behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cleaning up after yourself</td>
<td>• Dropping paper towels on the floor</td>
</tr>
<tr>
<td>• Keeping your hands and feet to yourself</td>
<td>• Touching others</td>
</tr>
<tr>
<td>• Keeping your eyes to yourself so that others may have privacy</td>
<td>• Looking over or under the stalls or through the cracks</td>
</tr>
<tr>
<td>• Waiting patiently to use the toilet or sink, if you need to</td>
<td>• Cutting in line</td>
</tr>
<tr>
<td></td>
<td>• Pushing</td>
</tr>
</tbody>
</table>

Check for understanding:

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

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

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

Demonstrate and Role Play:

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

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

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

Setting: Bathroom

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate bathroom behavior:</th>
<th>Inappropriate bathroom behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Going back to class when you’re finished</td>
<td>• Hanging out in the bathroom</td>
</tr>
<tr>
<td>• Keeping your voice at level 0 or 1</td>
<td>• Yelling</td>
</tr>
<tr>
<td>• Picking up your own trash</td>
<td>• Throwing trash on the floor</td>
</tr>
</tbody>
</table>

**Check for understanding:**

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

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

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

**Demonstrate and Role Play:**

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

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

**Assignments:**

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.
Being Safe Lesson Plan - Longley Elementary School
Setting: Library

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate library behavior:</th>
<th>Inappropriate library behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Keeping hands, feet and objects to yourself</td>
<td>• Running</td>
</tr>
<tr>
<td>• Entering and exiting in a line</td>
<td>• Touching others</td>
</tr>
<tr>
<td>• Walking feet</td>
<td>• Using your shelf marker to touch others</td>
</tr>
<tr>
<td></td>
<td>• Not entering in a line (a mob)</td>
</tr>
</tbody>
</table>

Check for understanding:

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

For example, it should sound like this:

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

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

Demonstrate and Role Play:

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

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

Assignments:

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

**Setting: Library**

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate library behavior:</th>
<th>Inappropriate library behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use voice level 0 or 1</td>
<td>• Speaking loudly or yelling (voice level 2 or 3)</td>
</tr>
<tr>
<td>• Follow adult directions</td>
<td>• Cutting in line</td>
</tr>
<tr>
<td>• Sit in small chairs or on the rug</td>
<td>• Not using manners</td>
</tr>
</tbody>
</table>

**Check for understanding:**

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

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

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

**Demonstrate and Role Play:**

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

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

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

Setting: Library

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

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

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

Today we are going to focus on:

<table>
<thead>
<tr>
<th>Appropriate library behavior:</th>
<th>Inappropriate library behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Returning books on time</td>
<td>• Returning books late</td>
</tr>
<tr>
<td>• Staying in personal space</td>
<td>• Cutting in line</td>
</tr>
<tr>
<td>• Using library time to search for books or read books</td>
<td>• Pushing</td>
</tr>
<tr>
<td>• Waiting patiently to check books in and out</td>
<td>• Touching others</td>
</tr>
<tr>
<td></td>
<td>• Not searching for a book</td>
</tr>
<tr>
<td></td>
<td>• Interrupting when waiting in line</td>
</tr>
<tr>
<td></td>
<td>• Rushing to check books in and out</td>
</tr>
</tbody>
</table>

Check for understanding:

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

For example, it should sound like this:

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

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

Demonstrate and Role Play:

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

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

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

At the individual student level:

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

At the classroom level:

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

At the grade level:

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

At the school level:

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

Adult behavior when providing acknowledgement is:
- Positive
- Specific, clear
- Applied immediately
- Teacher initiated
- Focused on improvement

The continuum of strategies to acknowledge behavior:

<table>
<thead>
<tr>
<th>Free &amp; Frequent</th>
<th>Intermittent</th>
<th>Strong &amp; Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Praise</td>
<td>Token Economy</td>
<td>Group Contingency</td>
</tr>
<tr>
<td>Smile</td>
<td>Phone calls</td>
<td>Field Trip</td>
</tr>
<tr>
<td>Stickers</td>
<td>Special Privileges</td>
<td>Special Project</td>
</tr>
<tr>
<td>Rubber Stamps</td>
<td>Computer Time</td>
<td>Recognition</td>
</tr>
<tr>
<td>Thumbs Up</td>
<td>Social/Free Time</td>
<td>Ceremonies</td>
</tr>
<tr>
<td>Home Notes</td>
<td>Special Seat</td>
<td>Honor Roll</td>
</tr>
</tbody>
</table>

100 Free or Individual Awards for Students:
http://usm.maine.edu/smart/files/freerewards4studentsnstaff.pdf

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

The monthly PBIS assemblies are a great way to:

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

Assembly Schedule

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

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

<table>
<thead>
<tr>
<th>PreK - 1</th>
<th>Grades 2 - 3</th>
<th>Grades 4 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sparkly pencils</td>
<td>Pencils</td>
<td>Sparkly pencils</td>
</tr>
<tr>
<td>Multi-color pens (blue, green, red)</td>
<td>Multi-color pens (blue, green, red)</td>
<td>Multi-color pens (blue, green, red)</td>
</tr>
<tr>
<td>Shaped erasers</td>
<td>Shaped erasers</td>
<td>Shaped erasers</td>
</tr>
<tr>
<td>Stickers</td>
<td>Stickers</td>
<td>Large, medium stickers</td>
</tr>
<tr>
<td>Magnifying glass</td>
<td>Magnifying glass</td>
<td>Magnifying glass</td>
</tr>
<tr>
<td>Playing cards</td>
<td>Playing cards</td>
<td>Playing cards</td>
</tr>
<tr>
<td>Toothbrushes</td>
<td>Toothbrushes</td>
<td>Toothbrushes</td>
</tr>
<tr>
<td>Sticky hands</td>
<td>Sparkly, colorful folders</td>
<td></td>
</tr>
</tbody>
</table>

**Coupons:**

<table>
<thead>
<tr>
<th>PreK - 1</th>
<th>Grades 2 - 3</th>
<th>Grades 4 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>First in line for the day</td>
<td>First in line for the day</td>
<td>Computer time for 15 min</td>
</tr>
<tr>
<td>Computer time for 15 min</td>
<td>Computer time for 15 min</td>
<td>Positive call home from teacher</td>
</tr>
<tr>
<td>Teacher – positive call home</td>
<td>Teacher – positive call home</td>
<td>Read aloud to the class</td>
</tr>
<tr>
<td>Read aloud to the class</td>
<td>Read aloud to the class</td>
<td>Lunch with a teacher</td>
</tr>
<tr>
<td>Lunch with a teacher</td>
<td>Lunch with a teacher</td>
<td>Free homework pass</td>
</tr>
<tr>
<td>Teacher reads aloud a chosen book</td>
<td>Be the leader in a class game</td>
<td>Be the teacher’s assistant for a lesson</td>
</tr>
<tr>
<td>Perform a skit or joke for the class</td>
<td>Assist in lower grade</td>
<td>Perform a skit or joke for the class</td>
</tr>
</tbody>
</table>

**Special rewards:**

<table>
<thead>
<tr>
<th>PreK - 1</th>
<th>Grades 2 - 3</th>
<th>Grades 4 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free recess with two friends</td>
<td>Free recess with two friends</td>
<td>Free recess with two friends</td>
</tr>
<tr>
<td>Assist the custodian</td>
<td>Assist the custodian</td>
<td>Gym teacher assistant with a lower grade</td>
</tr>
<tr>
<td>Being a teacher’s assistant</td>
<td>Eat lunch with the principal</td>
<td>Lunch with the principal</td>
</tr>
<tr>
<td>Bring the class outside for lunch</td>
<td>Take an extra book from the library</td>
<td>Lunch with an invited adult</td>
</tr>
<tr>
<td>Take an extra book from the library</td>
<td>Choose class outdoors for the whole class</td>
<td>Principal’s assistant for twenty minutes</td>
</tr>
<tr>
<td>Eat lunch with class outside</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Templates for blank coupons are available in the appendix.

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

Correction Guidelines

Adult behavior when providing corrections is:
- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior:

<table>
<thead>
<tr>
<th>Correction Technique</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>
<tr>
<td>Reteach</td>
<td>State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.</td>
</tr>
<tr>
<td>Provide Choice</td>
<td>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.</td>
</tr>
<tr>
<td>Conference</td>
<td>Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.</td>
</tr>
</tbody>
</table>

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

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

PBIS - Correcting Behavior Flow Chart

Interfering Behavior

Staff or Office managed?

Minor

Prompt, redirect, reteach, provide choice

Yes

Issue resolved?

Yes

Private conference with student

No

Issue resolved?

No

Fill out ODR: Minor

Major

Minor

• Low-intensity failure to respond to adult requests
• Low-intensity disruption
• Low-intensity verbal messages/gestures
• Non-serious, inappropriate physical contact
• Low-intensity misuse of property or technology

Major

• Bullying/Harassment
• Lying/Cheating
• High-intensity failure to respond to adult requests
• High-intensity disruption
• Abusive, profane verbal messages/gestures
• Out-of-Bounds
• Serious physical contact, hitting, kicking
• Serious misuse of property or technology
• Stealing, theft

Collaborate with RTI-B Team
Peer Support

Contact on-call RTI-B Team Member

Discuss with RTI-B Team at next meeting

Yes

Issue resolved?

No

Fill out ODR: Major

Consequence by office

Office confers with staff, if needed

Done
Longley Elementary School
Office Discipline Referral

### Incident Information

Student: ____________________________  Teacher/Grade: ____________________________

Incident Date: _____  Incident Time: _______  Referring Staff: ________________________

Others Involved:  None  Peers  Staff  Teacher  Substitute  Unknown  Other

<table>
<thead>
<tr>
<th>Reason for Referral</th>
<th>Location</th>
<th>Possible Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/Harassment</td>
<td>Class</td>
<td>Obtain peer attention</td>
</tr>
<tr>
<td>Lying/Cheating</td>
<td>Playground</td>
<td>Obtain adult attention</td>
</tr>
<tr>
<td>Defiance/Disrespect/Non-compliance</td>
<td>Cafeteria</td>
<td>Avoid peer(s)</td>
</tr>
<tr>
<td>Disruption</td>
<td>Hall</td>
<td>Avoid adult(s)</td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td>Bathroom</td>
<td>Obtain item/activity</td>
</tr>
<tr>
<td>Out-of-Bounds</td>
<td>Gym</td>
<td>Avoid task/activity</td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Music</td>
<td>Don’t know</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Library</td>
<td>Other: ________________________</td>
</tr>
<tr>
<td>Technology Violation</td>
<td>Entrance</td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

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

- Prompted
- Redirected
- Retaught expectations
- Provided choice

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

-Restitution
- Conference with student
- Conference with parent
- In-school suspension
- Reflection interview
- Out-of-school suspension
- Referral to counseling
- Referral to RTI-B Team

Signatures & Comments

Comments (for major behavior):

Parent Contacted on: ____________  By: ____________________________

Referring Staff Signature: ____________________________  Date: ____________

Principal Signature: ____________________________  Date: ____________
<table>
<thead>
<tr>
<th>Behavior</th>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/</td>
<td>Always a MAJOR offense.</td>
<td>Student delivers disrespectful messages to another person that includes threats or 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>Harassment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lying/</td>
<td>Always a MAJOR offense.</td>
<td>Student delivers message that is untrue and/or deliberately violates rules.</td>
</tr>
<tr>
<td>Cheating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defiance/</td>
<td>Student engages in brief or low-intensity failure to respond to adult requests (for verbal disrespect, see Inappropriate Language).</td>
<td>Student engages in sustained (or high-intensity) failure to respond to adult requests (for verbal disrespect, see Inappropriate Language).</td>
</tr>
<tr>
<td>Disrespect/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption</td>
<td>Student engages in low-intensity, but inappropriate, disruption.</td>
<td>Student engages in sustained or high intensity disruption. Behavior causing an interruption in a class activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.</td>
</tr>
<tr>
<td>Inappropriate</td>
<td>Student delivers low-intensity verbal messages/gestures that include swearing, name calling, or use of words in an inappropriate way.</td>
<td>Student delivers abusive, profane verbal messages/gestures that include swearing, name calling, or use of words in an inappropriate way and directed at others.</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-Bounds</td>
<td>Always a MAJOR.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Student engages in non-serious, but inappropriate physical contact.</td>
<td>Student engages in actions involving serious physical contact where injury may occur, such as hitting, punching, hitting with an object, kicking, hair pulling. Student touches another person’s private areas or displays own private areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Student engages in low-intensity misuse of property.</td>
<td>Student engages in an activity that results in damage, disfigurement, or destruction of property.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Violation</td>
<td>Student engages in non-serious, but inappropriate use of cell phone, computer, camera, or other technology device.</td>
<td>Student engages in serious and inappropriate use of cell phone, computer, or other technology equipment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td>Always a MAJOR offense.</td>
<td>Student is in possession of, having passed on, or being responsible for removing someone else’s property or has signed a person’s name without that person’s permission.</td>
</tr>
</tbody>
</table>

**EMERGENCY: BOMB THREAT, SEXUAL TOUCHING, POSSESSION OF ALCOHOL, DRUGS, WEAPONS**
Longley Elementary School
Reflection Interview

Student: ___________________________ Teacher/Grade: ___________________________

Date: _______ Time: _______ Interviewing Staff: _____________________________

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

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

3. What did you want and why?

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

5. How could you have done this differently?

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

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

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

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

**Interacting Frequently**
- Positive contacts
- Friendly, helpful, open demeanor
- Proactive, noncontingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistently
System for Data-Based Decision Making

Data Personnel

Data Manager: Scott Emery  Data Entry Person: Angela Dean

Data Reports and Scheduling

The following five data reports will be provided to RTI-B Team members the day before each meeting: (the Data Manager is responsible for ensuring the Data Entry Person runs and disseminates the reports)

1. Office Discipline Referrals (ODRs) per day per month
2. Locations of problem behavior
3. Types of problem behavior
4. Times of problem behaviors
5. Number of children referred with number of ODRs each

The following is the schedule of reporting dates (according to when the RTI-B Team meetings will be held):

- September 7, 21
- October 7, 19
- November 4, 16, 30
- December 14
- January 4, 18
- February 1, 15, 29
- March 14, 28
- April 11, 25
- May 9, 23
- June 6

Presenting Data to the Staff

The Data Manager will:

- Ensure PBIS information is included in the Weekly Update to the Staff
- Report to Staff at Staff Meetings

Presenting Data to Parents and the Community

The Data Manager will:

- Ensure PBIS information is included in the Monthly Parent Newsletter
- Report to Parents at the Parent Involvement Meetings
Big 5 Data Review Guide - Longley

### #1 Data Observations – What patterns (if any) do we see in the Big 5 Reports:

A. **Per Day Per Month Overall:** For a building our size the average = 1.2 (range = .2 to 2.2).

   Per day per month for the current month = _____ with a ____________ trend across _____ year(s)
   (stable/increasing/decreasing)

B. **Problem Behavior:** Top problem behavior this month?

C. **Location:** What location are referrals coming from?

D. **Time of Day:** Are there particular times of day that stand out?

E. **Students Involved:** How many students are involved this month? _____ 0-1 referrals, _____ 2-5, _____ 6+

### #2 Problem Statement:

________________________________________________________________________

________________________________________________________________________

### #3 Do you need more information to confirm this Problem Statement?  **YES**  **NO**

If yes, what do you need to know?

________________________________________________________________________

### #4 What MATRIX Behaviors(s) do we want students to demonstrate instead of the problem behaviors?

________________________________________________________________________

*A Problem Statement is one that allows a team to develop a specific, actionable, proactive intervention with clear steps and outcomes. For Example: “Disruptive behavior is occurring in the classroom, typically at the beginning of each hour, with 25% of students involved.”

This was adapted from: Center for PBS, College of Education, University of Missouri, Missouri Schoolwide Positive Behavior Support (MO SW-PBS)*
Directions: Choose a desired behavior (column 1) and then rate current SCHOOLWIDE implementation for each action/step listed in columns 2-5 to increase this desired student behavior.

+ = action/step that is already in place and evidence exists to document it’s use
√ = action/step that is currently in place, but for which there is no evidence of implementation, or that could be tweaked to improve implementation
- = action/step that is not currently in place

<table>
<thead>
<tr>
<th>Desired Replacement Behaviors (MATRIX)</th>
<th>2. What conditions will encourage student use of the desired replacement behavior chosen from the MATRIX?</th>
<th>3. How will expectations be taught/re-taught?</th>
<th>4. How will adults consistently provide a continuum of positive feedback for expected/desired/matrix behaviors?</th>
<th>5. How will adults consistently respond to misbehavior (social errors) that includes a continuum of corrective interventions?</th>
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<tbody>
<tr>
<td>Students</td>
<td>Teachers and staff</td>
<td>Plan for Effective Positive Feedback:</td>
<td>Plan for Effective Error Correction:</td>
<td>Schoolwide Continuum to Include:</td>
</tr>
<tr>
<td>_Non-Classroom Routines Defined &amp; Taught to Fluency</td>
<td>_Staff Meetings</td>
<td>_Specific</td>
<td>_Immediate</td>
<td>_Prompt</td>
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<tr>
<td>_Classroom Routines Defined &amp; Taught to Fluency</td>
<td>_Staff memos, emails, newsletters, and handbooks</td>
<td>_Immediate</td>
<td>_Specific</td>
<td>_Redirect</td>
</tr>
<tr>
<td>_Active Supervision</td>
<td>_Departmental or grade level meetings</td>
<td>_Genuine</td>
<td>_Private/Quiet</td>
<td>_Re-teach</td>
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<tr>
<td>_Pre-corrects</td>
<td>_OTHER:</td>
<td>_Minimum Ratio of 5:1</td>
<td>_Calm</td>
<td>_Provide Choices</td>
</tr>
<tr>
<td>_Signage</td>
<td></td>
<td>_Classroom feedback tied to schoolwide system!</td>
<td>_Quick</td>
<td>_Conference</td>
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<tr>
<td>_Communication with Staff, Students and Families</td>
<td></td>
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<td>_Short Removal</td>
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<tr>
<td>_Lesson Plans</td>
<td>_Direct instruction = tell, show, practice, feedback</td>
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<tr>
<td>_Schoolwide Teaching Schedule</td>
<td>_Embedded within academic curriculum</td>
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<tr>
<td>_Role Plays</td>
<td>_Rationale - Tied to everyday life in the REAL WORLD</td>
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<tr>
<td>_Substitute Teacher Packet</td>
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Select the one behavior (from step #4 on the first page), that would lead to the biggest improvement in student behavior schoolwide:

____ Non-Classroom Routines Defined & Taught to Fluency
____ Classroom Routines Defined & Taught to Fluency
____ Active Supervision
____ Pre-corrects
____ Signage
____ Communication with Staff, Students and Families
____ Lesson Plans
____ Schoolwide Teaching Schedule
____ Role Plays
____ Substitute Teacher Packet

Behavior
What behaviors do we want students to display instead of the identified problem behaviors?

Antecedent
Include Setting Events which are conditions or circumstances that increase the probability of a behavior occurring and Triggers which are an event that activates the behavior of interest.

Consequences
The resulting event that causes an effect. By definition a consequence either increases (REINFORCEMENT) or decreases (PUNISHMENT) the likelihood that an event will recur.

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This was adapted from: Center for PBS, College of Education, University of Missouri, Missouri Schoolwide Positive Behavior Support (MO SW-PBS)
<table>
<thead>
<tr>
<th>Desired Outcome:</th>
<th>Goal</th>
<th>Action / Steps(s) to Take</th>
<th>Resources Needed (including WHO)</th>
<th>Timeline</th>
<th>Evaluation</th>
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<tr>
<td>Current Actions / Steps to Maintain</td>
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<td>Current Actions / Steps to Tweak</td>
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<tr>
<td>Future Actions / Steps</td>
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This was adapted from: Center for PBS, College of Education, University of Missouri, Missouri Schoolwide Positive Behavior Support (MO SW-PBS)
PAWSome!!
Award
Presented to:

In Recognition for following
LONGLEY’S BEHAVIORAL EXPECTATIONS

_________________________  _____________________
Signature                  Date
In Recognition for EXCELLENCE in Being Safe, Respectful, and Responsible

Signature

Date
LONGLEY ELEMENTARY SCHOOL

This certificate is presented to

Lion Award

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

SIGNATURE: ______________________ DATE: ____________
Longley Coupon

This certificate entitles

to

Authorized by

Congratulations!

Longley Coupon

This certificate entitles

to

Authorized by

Congratulations!