Montello Elementary School
PBIS Team Handbook

PBIS Team Purpose Statement:

At Montello School, we support positive behavior through teaching clear and consistent expectations in order to maximize student academic achievement to build a community of safe, respectful and responsible citizens.

Lewiston Public Schools Behavioral Expectations

- Be Safe
- Be Respectful
- Be Responsible
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   a. To be Started Fall, 2011
Dear Montello Elementary School PBIS 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 Montello staff to develop the Schoolwide Expectations Matrix including all of the procedures for the critical school settings. They actually were able to implement the Hallway and Cafeteria in order to make improvements. They initiated their Acknowledgement Plan by using the Monty Feathers and recognizing students and staff who were following the Schoolwide Behavior Expectations and Procedures after which there were various celebrations. The teachers spent time defining the staff and office managed behaviors and the universal team designed possible referral forms and flow charts for their Correction Plan. The Data Management piece 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 Montello Elementary School for their hard work, belief in all children and commitment to life long 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
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, Montello Elementary School PBIS Coach, 2010-2011 in conjunction with the Montello’s PBIS Universal 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)

Longely PBIS Staff Handbook

Longely 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:

Montello Elementary School PBIS Handbook
August 30, 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:

![Continuum of School-Wide Instructional & Positive Behavior Support](image)
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, modelling, 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?)

Montello Elementary School PBIS Handbook
August 30, 2011
### Universal Team Profile

**Team Members Name/Grade Level and Role: 2010-2011**

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Grade Level</th>
<th>POD</th>
<th>Role on Team</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Winslow</td>
<td>Primary</td>
<td>Pine</td>
<td>Team Co-Leader</td>
<td><a href="mailto:awinslow@lewistonpublicschools.org">awinslow@lewistonpublicschools.org</a></td>
</tr>
<tr>
<td>June Foster</td>
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<td></td>
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<td><a href="mailto:jfoster@lewistonpublicschools.org">jfoster@lewistonpublicschools.org</a></td>
</tr>
<tr>
<td>TBD</td>
<td>Special Ed teacher</td>
<td>Member</td>
<td></td>
<td>@lewistonpublicschools.org</td>
</tr>
<tr>
<td>Ashley Cahill</td>
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<td><a href="mailto:acahill@lewistonpublicschools.org">acahill@lewistonpublicschools.org</a></td>
</tr>
<tr>
<td>Steve Gagne</td>
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<td><a href="mailto:sgagne@lewistonpublicschools.org">sgagne@lewistonpublicschools.org</a></td>
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</tbody>
</table>

### Coaching

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

**Name:** Pat Red (District PBIS Facilitator)  
**Email:** pted@usm.maine.edu

### Leadership Team Meeting Dates 2010-2011

**2010 – 2011 Meeting Dates**

- October: 13
- November: 10
- December:
- January: 25
- February: 1, 9, 16
- March 2, 14, 23, 25,
- April: 13,
- May 4, 11,  June

**2011 – 2012 Meeting Dates (Tentative)**

- July:
- August: 10,17
- September:
- October:
- November:
- December:
- January, 2012:
- February: - June
Montello Elementary 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 during POD-wide Community meeting (PWCM)
    Teach school-wide and classroom behavioral expectations, as many times as possible.

September, 2011 – November, 2011
  Teach school-wide and classroom behavioral expectations 2-3 times per week

November, 2011 – March, 2012
  Teach school-wide and classroom behavioral expectations weekly

  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)
Montello Elementary School Staff  
Professional Development  
Classroom Mini-lessons for Teachers and Staff  
2010-2011  

POD Team Training:  
- March 8: Classroom Routines and Procedures  
- March 29: Classroom Expectations Matrix  
- April 26: Classroom Acknowledgement Plan  
- May 17: Classroom Corrections Plan  
- May 31: POD teachers plan the above for 2011-2012  
- June 2: POD teachers plan the above for 2011-2012  

Staff Training:  
- March 16: Classroom Routines, Procedures and Acknowledgement  
  ▪ Specialists, Itinerants, Ed Techs, Cafeteria workers, Custodial staff, Office staff, ELL teachers, Special Ed teachers  
- March 25: Classroom Routines, Procedures and Acknowledgement  
  ▪ Specialists, Itinerants, Ed Techs, Cafeteria workers, Custodial staff, Office staff, ELL teachers, Special Ed teachers  
- June 7: Classroom Corrections  
  ▪ Specialists, Itinerants, Ed Techs, Cafeteria workers, Custodial staff, Office staff, ELL teachers, Special Ed teachers  

Other Staff Training:  
- June 8: Grade 4-6 Math Teachers  

2011-2012  

POD Team Training:  
- September: Classroom Active Supervision  
- October: Classroom Opportunities to Respond (OTR)  
- November: Classroom Activity Sequence and Offering Choice  
- December: Classroom Academic Success and Task Difficulty  

Staff Training:  
- August Pre-Service: Staff Kick-Off  

Other Staff Training:  
- Weekly POD meetings  
- Data Team Meetings: Student Discussions  

Student Training:  
- Monthly POD-wide Community Meetings  

Montello Elementary School PBIS Handbook  
August 30, 2011
**Phase 1 PBIS Timeline: Preparing for Gear-up**

*Note: All documents will be posted on the Montello First Class PBIS Folder 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>
</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  
• *See Handbook for SET Report* | • June, 2010 |
| 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  
• *See Handbook for presentation* | • September, 2010 |
| 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 (SRC) and Commitment  
• SRC was not completed | • September, 2010 |
| Form a representative Universal team | Administrators, faculty, and PBIS facilitator | September - October 2010 | • Nominate or in some way identify potential representatives (*Montello asked for volunteers*)  
• Secure commitments *Yes!*  
• Ensure that the team is representative of all school constituencies (faculty, paraprofessionals, support staff, administrators, parents, students, etc.) *Yes!*  
• Define the roles and responsibilities of team members *Yes!* | • Universal team  
• *See Handbook* | • September, 2010 |
| 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* | • *Pat Red, USM Facilitator worked with the team until March 1 when Caren Lederer (PBIS Coach) began* |
| 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 | • The universal team met every month and the SAT team became the PBIS support team and also met monthly. |
| 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 | • Eight (8) POD team trainings on the PBIS Mini-lessons between March and June, 2011  
• Two (2) after-school trainings for specialists, itinerants, ed techs, ELL teachers, cafeteria workers, custodial staff  
• One (1) after-school training with grades 4-6 math teachers |
# 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 (See Report Charts) | 1. Yes, June, 2010  
  2. On-going!  
  3. Yes  
  4. Yes  
  5. Some school-wide lessons have been taught to staff and students. Remaining school-wide lessons will be taught in August & September, 2011. Logistics TBD.  
  6. Acknowledgement Plan will be implemented the first month of school  
  7. Not Yet  
  8. In progress  
  9. In progress  
  10. In progress  
  11. In progress  
  Flow Chart has been developed and revision in progress  
  12. Yes! June 2, 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 | 1. Yes, June, 2010  
  2. On-going!  
  3. Yes  
  4. Yes  
  5. Some school-wide lessons have been taught to staff and students. Remaining school-wide lessons will be taught in August & September, 2011. Logistics TBD.  
  6. Acknowledgement Plan will be implemented the first month of school  
  7. Not Yet  
  8. In progress  
  9. In progress  
  10. In progress  
  11. In progress  
  Flow Chart has been developed and revision in progress  
  12. Yes! June 2, 2011 |
| Generate plans for teaching the schoolwide expectations | Universal team, in conjunction with full staff, and facilitator (PBIS Coach) | November 2010 – January 2011 | 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. Some school-wide lessons have been taught to staff and students. Remaining school-wide lessons will be taught in August & September, 2011. Logistics TBD.  
  6. Acknowledgement Plan will be implemented the first month of school  
  7. Not Yet  
  8. In progress  
  9. In progress  
  10. In progress  
  11. In progress  
  Flow Chart has been developed and revision in progress  
  12. Yes! June 2, 2011 |
| Develop a system for maintaining the              | Universal team, in conjunction          | February 2011        | 1. Develop an acknowledgement system  
  2. Train full staff in modeling, teaching, and acknowledging expectations | 1. Yes, June, 2010  
  2. On-going!  
  3. Yes  
  4. Yes  
  5. Some school-wide lessons have been taught to staff and students. Remaining school-wide lessons will be taught in August & September, 2011. Logistics TBD.  
  6. Acknowledgement Plan will be implemented the first month of school  
  7. Not Yet  
  8. In progress  
  9. In progress  
  10. In progress  
  11. In progress  
  Flow Chart has been developed and revision in progress  
  12. Yes! June 2, 2011 |
<table>
<thead>
<tr>
<th>behavior expectations by acknowledging student behavior</th>
<th>with full staff, and facilitator (PBIS Coach)</th>
<th>3. Train full staff in active supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop plans for correcting problem behavior</td>
<td>Universal team, in conjunction with full staff, and facilitator (PBIS Coach)</td>
<td>March 2011 – April 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Determine office-managed versus staff-managed behaviors</strong> (In Progress)</td>
</tr>
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<td></td>
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<td>• <strong>Operationally define office-managed behaviors</strong> (In Progress)</td>
</tr>
<tr>
<td></td>
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<td>• <strong>Create a functional office discipline referral (ODR) form</strong> (In Progress)</td>
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<tr>
<td></td>
<td></td>
<td>• <strong>Develop procedures for making an office referral</strong> (In Progress)</td>
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<td></td>
<td></td>
<td>• <strong>Assess and ensure administration’s ability to respond to referred behavior problems</strong> (In Progress)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>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</strong> (In Progress)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Train staff in procedures for responding to problem behavior</strong> (In Progress)</td>
</tr>
<tr>
<td>(Complete monthly/quarterly Team Implementation Checklist (TIC))</td>
<td>Universal team, in conjunction with facilitator (PBIS Coach)</td>
<td>October 2010 – June 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Complete an implementation checklist each month and each quarter to monitor progress</strong> (2010-11 yearly)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Discuss the results and identify areas of priority</strong> TBD</td>
</tr>
</tbody>
</table>
# 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, the district office, the school board, and other interested community members *TBD, September* | 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  
12. Cool tools  
13. A schedule and plan for universal team meetings for | *1 – 14: To be started in Fall, 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 |

Bank of Cool Tools on the Montello First Class PBIS Folder and in notebooks in the teacher’s staff room.
Timeline/Action Plan for Preparation for the Opening of School, 2011

June – October, 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>
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<tbody>
<tr>
<td>Develop Handbook</td>
<td></td>
<td>Completed and On-going, Summer, 2011</td>
<td></td>
<td></td>
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<tr>
<td>Develop plans for correcting problem behavior</td>
<td></td>
<td>Fall/Winter, 2011</td>
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<td>Develop a Data Management System</td>
<td></td>
<td>Fall, 2011</td>
<td></td>
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<tr>
<td>School-Wide Assembly/Kick-Off</td>
<td></td>
<td>August, 26, 2011</td>
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<td></td>
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<tr>
<td>Schedule teaching of schoolwide expectations for next year (logistics)</td>
<td></td>
<td>Schedule is complete</td>
<td></td>
<td></td>
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<tr>
<td>Discuss the members of the Universal Team for 2011-2012</td>
<td></td>
<td>New members have been added as of August, 2011</td>
<td></td>
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<tr>
<td>Develop the schedule for universal team meetings</td>
<td></td>
<td>Completed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss the coordination/logistics of the Student Team</td>
<td></td>
<td>Fall, 2011</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Montello Tier 1 Expectations Matrix

### BE SAFE
- **Hallways**
  - Walk
  - Stay on the right side
  - Single file and right side only when going down stairs and ramp
  - Children must be accompanied by an adult on the connector
  - See procedures for: Hallway, Stairwell

- **Cafeteria**
  - Sit on the bench (feet under table)
  - Stay seated and raise your hand for help
  - Walking feet
  - Hands and feet to yourself
  - See procedures for: Salad Bar, Dismissal, Trash

- **Bathroom**
  - Walking feet
  - Always wash your hands
  - See procedures for: Stall, Urinal, Hand-washing, Water Fountain

- **Playground**
  - Use equipment appropriately
  - Stay within the playground boundaries
  - Hands and feet to yourself
  - Be aware of your surrounding
  - Walk from classroom/cafeteria to playground
  - Follow adult directions
  - Keep woodchips on the grounds

### BE RESPECTFUL
- **Hallways**
  - Enjoy the art work on the walls; look with your eyes only
  - Keep body parts to self
  - Stay in your personal space
  - Use a voice level of 0 or 1. Goal is 0
  - Be mindful of others working
  - Silent wave to others

- **Cafeteria**
  - Keep your food on your tray; use utensils to eat; chew with your mouth closed
  - Stay in your personal space
  - Use friendly words and actions
  - Use voice level 1-2

- **Bathroom**
  - Use manners
  - Always flush
  - Only throw toilet paper in the toilet
  - Stay in your own space (stall)
  - One person per stall/urinal
  - Wait your turn quietly knocking instead of peeking
  - Voice level 0-1

- **Playground**
  - Use manners
  - Take turns/share equipment
  - Follow game/equipment use rules
  - Quietly line up immediately when the bell rings
  - Use kind/friendly words and actions

### BE RESPONSIBLE
- **Hallways**
  - Go directly where you need to go
  - Follow adult directions

- **Cafeteria**
  - Pick up trash on the floor and table
  - Know your number and say your name

- **Bathroom**
  - Turn off water in sink
  - Trash goes in the wastebasket
  - If there is a problem let an adult know
  - Use next available stall
  - Leave classroom supplies in the classroom
  - Leave as soon as your are done

- **Playground**
  - Dress appropriately for the weather
  - Keep the outside clean
  - Ask an adult for help when needed
  - Be a problem solver
  - Enter the building quietly
  - See Procedures for: Swings, Pre-K Structures

---

August 30, 2011
Hallway Procedures

• Voice level 0-1  Goal being a 0!
• Face forward and hands by sides
• Walk in a straight line
• Stay on the right side
• Single file on the stairs and ramp
  (Must be with an adult in the connector)
Stairway Procedures

• Voice level 0-1 Goal being a 0!
• Face forward and hands by sides
• Walk single file
• Walk up and down on the right
• Wear backpacks or carry them in front of you
Voice Procedures

Silent - no voice
1-Whisper-quiet voice
2-Indoor voice-normal
3-Outdoor voice-yelling
Salad Bar Procedures

- Take 1 scoop of any items and move down the bar
- Remember condiments
- Walk to your assigned table
Tray Stacking Procedures

• Pour milk into the bucket
• Bump tray three times against the trash can
• Pile trays on the table matching the circles
Cafeteria Dismissal

- Pick up all paper trash on the table and floor around you
- Walk to the trash cans single file
- Follow the tray disposal procedure
- Enter hall and follow the hallway procedure
Stall Procedures

• Check to make sure stall is empty (listen for an answer)
• If in the stall, respond
• Enter the stall and be sure to close the door
• “Do your business”, flush, and exit
• Wash your hands
Urinal Procedures

• Wait behind the red line if someone is at urinal
• Stand at the green line when at the urinal
• Unzip zipper only
• “Do your business”
• Zip pants back up carefully
• Proceed to sink to wash hands
Hand Washing Procedures

• Walk to an empty sink
• Turn water on
• Pump one and then you are done for soap
• Rub soap on hands and rinse
• Turn off water
• Get paper towels: 1,2 then you are through
• Place power towels in trash can and exit bathroom
Swings Procedures

- Make a line at the pole to wait for the swing. Sing your ABCs twice to get a turn
- One person per swing
- Sit on swing
- Pump your own swing (move swing front to back)
- When your turn is up, stop the swing and get off
Pre-K to 2 Structures Procedures

• Always go down the slide on your bottom, feet first all by yourself.

• Move through the green tube.

• Climb up the rock.

• Glide on your own.
Quick Tool
Hallway Procedure
Montello Elementary School

Rationale:

When:

• When walking in the hallways

Why:

• To keep your personal space
• To follow the rules
• To allow learning to continue in classrooms
• To have the most instructional time

Skills Steps:

(Post with clip art or pictures in the halls so that all staff can pre-correct and prompt students)

• Voice level 0-1. Goal being a 0!
• Face forward and hands by sides
• Walk in a straight line
• Stay on the right side
• Single file on the stairs and ramp (Must be with an adult in the connector)

Teaching Examples:

• Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:

Provide students an opportunity to practice walking in a line the correct way in groups of 4 or 5. Have the class give peer feedback on their performance.

Reinforcement:

Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:

Today we learned/ reviewed what a good looking line looks like. Where can you try to use this skill? (on the way to gym, art, music, lunch, gym and recess)

What are the steps?

Homework/classwork: Students draw a picture of the line and state the 5 steps on the poster.
Quick Tool
Stairway Procedure
Montello Elementary School

Rationale:

When:
When walking in the stairways and ramp
Why:

- To make a quick, smooth, and safe transition up/down the stairs and ramp
- To keep your personal space
- To keep both sides following smoothly
- To follow the green and red circles for safety

Skills Steps:
(Post with clip art or pictures in the stairways or doorways so that all staff can pre-correct and prompt students)

- Voice level 0-1. Goal being a 0!
- Face forward and hands by sides
- Walk single file
- Walk up and down on the right
- Wear backpacks or carry them in front of you

Teaching Examples:

- Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:

Provide students an opportunity to practice walking in a line the correct way in groups of 4 or 5. Have the class give peer feedback on their performance on the stairs.

Reinforcement:

Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:

Today we learned/reviewed what stairway behavior looks like. Where can you try to use this skill? (on the way to gym, art, music, lunch, gym and recess)

What are the steps?

Homework/classwork: Students draw a picture of the stairway and state the 5 steps on the poster. You may take pictures of your class appropriately displaying what the stairway should look like.
Quick Tool
Voice Level Procedure
Montello Elementary School

Rationale:

When:
Always be aware of your voice level

Why:
- Everyone understands what volume level to use in all areas of the school
- To follow the rules
- To have the most instructional time

Skills Steps:
(Post with clip art or pictures in the halls or classroom doors so that all staff can pre-correct and prompt students)
- 0-Silent- no voice
- 1-Whisper-quiet voice
- 2-Indoor voice-normal
- 3-Outdoor voice-yelling

Teaching Examples:
- Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:
Provide students an opportunity to practice the different voice levels in small groups. Have the class give peer feedback on their performance.

Reinforcement:
Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:
Today we learned/ reviewed what different voice levels sound like. Where can you try to use this skill? (in the classroom, gym, art, music, lunch, gym and recess)

What are the steps?

Homework/classwork: Students draw a picture of their voice level in an area at school and state the 4 levels on the poster.
# Montello’s Appropriate Voice Level Chart

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent</td>
<td>Whisper</td>
<td>Indoor</td>
<td>Outdoor</td>
</tr>
</tbody>
</table>
| • Emergency drills  
• When a teacher is talking  
• In the hallways  
• Test time  
• During an assembly  
• Hallways | • hallways to inform a teacher about an issue  
• cafeteria  
• classroom  
• library  
• bathroom  
• bus dismissal | • cafeteria  
• gym  
• inside recess  
• classroom | • outside recess |
Quick Tool
Salad Bar Procedure
Montello Elementary School

Rationale:

When:

• When filling tray at the bar

Why:

• To keep the line moving
• To follow the rules
• To allow others to have choices
• To have the most eating time

Skills Steps:

(Post with clip art or pictures in the classroom or cafeteria so that all staff can pre-correct and prompt students)

1. Take 1 scoop of any items and move down the bar
2. Remember condiments
3. Walk to your assigned table

Teaching Examples:

• Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:

Provide students an opportunity to practice move down the bar in groups of 4 or 5. Have the class give peer feedback on their performance.

Reinforcement:

Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:

Today we learned/reviewed what cafeteria behavior looks like. Where can you try to use this skill? (Remind students during classroom snack time. Great place to discuss and review the procedure)

What are the steps?

Homework/classwork: Students draw a picture of the salad bar procedure and state the 3 steps on the poster.
Rationale:

When:

• When stacking tray

Why:

• To make a quick, smooth, and safe transition out of the cafeteria
• To keep your personal space
• To keep traffic flowing
• To keep the cafeteria sanitary

Skills Steps:

(Post with clip art or pictures in the classroom or cafeteria so that all staff can pre-correct and prompt students)

1. Pour milk into the bucket
2. Bump tray three times against the trash can
3. Pile trays on the table matching the circles

Teaching Examples:

• Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:

Provide students an opportunity to practice dumping the trays the correct way in groups of 4 or 5. Have the class give peer feedback on their performance.

Reinforcement:

Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:

Today we learned/reviewed what cafeteria behavior looks like. Where can you try to use this skill? (Remind students during classroom snack time. Great place to discuss and review the procedure)

What are the steps: Homework/classwork: Students draw a picture of the disposial of trays and state the 3 steps on the poster.
Rationale:

When:

- When leaving the cafeteria

Why:

- To keep the cafeteria clean
- To keep your personal space
- To keep traffic flowing
- To get ready for recess or class

Skills Steps:

(Post with clip art or pictures in the classroom or cafeteria so that all staff can pre-correct and prompt students)

1. Pick up all paper trash on the table and floor around you
2. Walk to the trash cans single file
3. Follow the tray disposal procedure
4. Enter hall and follow the hallway procedure

Teaching Examples:

- Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:

Provide students an opportunity to practice exiting the cafeteria the correct way in groups of 4 or 5. Have the class give peer feedback on their performance.

Reinforcement:

Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:

Today we learned/reviewed what cafeteria behavior looks like. Where can you try to use this skill? (Remind students during classroom snack time. Great place to discuss and review the procedure)
Quick Tool

Bathroom Behavior: Hand-washing Procedures

Montello Elementary School

Rationale:

When:
When washing hands

Why:

• To keep your personal space
• To follow the rules
• To keep bathroom clean and sanitary
• To use time efficiently

Skills Steps: Review the Bathroom Behaviors and Hand-washing Procedures

(Post with clip art or pictures by the bathrooms so that all staff can pre-correct and prompt students)

• Walk to an empty sink
• Turn water on
• Pump one and then you are done for soap
• Rub soap on hands and rinse
• Turn off water
• Get paper towels: 1,2 then you are through
• Place power towels in trash can and exit bathroom

Teaching Examples:

• Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:

Provide students an opportunity to practice hand washing a line the correct way in groups of 4 or 5. Have the class give peer feedback on their performance.

Reinforcement:

Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:

Today we learned/reviewed what washing hands looks like. What are the steps?

Homework/classwork: Students draw a picture of the line and state the steps on the poster.
Montello Elementary School PBIS Handbook
August 30, 2011

Quick Tool
Bathroom Behavior: Urinal Procedures
Montello Elementary School

Rationale:

When: When using the urinals in the bathroom

Why:
- To keep personal space/privacy
- To follow rules
- To keep bathroom clean and sanitary
- To use time efficiently

Skills Steps: Review the Bathroom Behaviors and Urinal Procedures

(Post with clip art or pictures by the bathroom so that all staff can pre-correct and prompt students)
- Wait behind the red line if someone is at urinal
- Stand at the green line when at the urinal
- Unzip zipper only
- “Do your business”
- Zip pants back up carefully
- Proceed to sink to wash hands

Teaching Examples:
- Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:

Provide students an opportunity to practice waiting behind the red line and moving to green at the appropriate time. Have the class give peer feedback on their performance in the urinals.

Reinforcement:

Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:

Today we learned/reviewed what urinal behavior looks like. What are the steps?

Homework/classwork: Students draw a picture of the stairway and state the steps on the poster. You may take pictures of your class appropriately displaying what the stairway should look like.
Quick Tool
Bathroom Behavior: Stalls Procedure
Montello Elementary School

Rationale:

When:
When using stalls

Why:

- Personal space and privacy
- To follow the rules
- To have the most instructional time and use time wisely
- Keep bathroom clean and sanitary

Skills Steps: Review the Bathroom Behaviors and Stalls Procedures

(Post with clip art or pictures by the bathrooms so that all staff can pre-correct and prompt students)

- Check to make sure stall is empty (listen for an answer)
- If in the stall, respond
- Enter the stall and be sure to close the door
- “Do your business”, flush, and exit
- Wash your hands

Teaching Examples:

- Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:

Provide students an opportunity to practice using the stall in small groups. Have the class give peer feedback on their performance.

Reinforcement:

Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:

Today we learned/reviewed how to use the stalls in the bathroom.

What are the steps?

Homework/classwork: Students draw a picture of their voice level in an area at school and state the 4 levels on the poster.

Montello Elementary School PBIS Handbook
August 30, 2011
Quick Tool
Bathroom Behavior: Water Fountain Procedure
Montello Elementary School

Rationale:

When:
  • When using the water fountain

Why:
  • To keep the area sanitary
  • To follow rules
  • To use time efficiently
  • To keep personal space

Skills Steps: Review the Bathroom Behaviors and Hand-washing Procedures

(Post with clip art or pictures by the bathrooms so that all staff can pre-correct and prompt students)

TBD

Teaching Examples:

  • Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:

Provide students an opportunity to practice using the water fountain in small groups. Have the class give peer feedback on their performance.

Reinforcement:

Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:

Today we learned/reviewed how to use the water fountain.

What are the steps?

Homework/classwork: Students draw a picture of their voice level in an area at school and state the 4 levels on the poster.
Quick Tool
Playground Behavior: Swings Procedure
Montello Elementary School

Rationale:

When:

- When using the swings on the playground

Why:

- To keep your personal space
- To follow the rules
- To be safe
- To use time efficiently

Skills Steps: Review the Playground Matrix and Procedures

(Post with clip art or pictures in the halls or classroom doors so that all staff can pre-correct and prompt students)

- Make a line at the pole to wait for the swing. Sing your ABCs twice to get a turn
- One person per swing
- Sit on swing
- Pump your own swing (move swing front to back)
- When your turn is up, stop the swing and get off

Teaching Examples:

- Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:

Provide students an opportunity to practice using the swing in the correct way in groups of 4 or 5. Have the class give peer feedback on their performance.

Reinforcement:

Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:

Today we learned/reviewed what playground behavior and using swings looks like. What are the steps?

Homework/classwork: Students draw a picture of the line and state the steps on the poster.
Quick Tool
Playground Behavior: Pre-K – 2 Structure Procedures
Montello Elementary School

Rationale:

When:

• When using the pre-k - 2 structures on the playground

Why:

• To keep your personal space
• To follow the rules
• To be safe
• To use time efficiently

Skills Steps: Review the Playground Matrix and Pre-K – 2 Structure Procedures

(Post with clip art or pictures in the halls or classroom doors so that all staff can pre-correct and prompt students)

• Always go down the slide on your bottom, feet first all by yourself.
• Move through the green tube.
• Climb up the rock.
• Glide on your own.

Teaching Examples:

• Take the class to the setting with a piece of chart, butcher or newsprint paper. Brainstorm with the students and write what it looks like and sounds like to be safe, respectful and responsible in that setting. Use your Expectation Matrix as a guide for you. Now, model for them what it looks like and sounds like to follow the steps above. Remember that teachers role play what not to do and children role play what to do!

Role play:

Provide students an opportunity to practice using the pre-k-2 structures in the correct way in groups of 4 or 5. Have the class give peer feedback on their performance.

Reinforcement:

Students receive Monty Feathers (beginning Oct. 1, 2011) from any staff member in the building for following the behaviors and procedures throughout the day. Students and/or teachers hold on to the Monty Feathers for different acknowledgement programs. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what the behavior or procedures should look like).

Review and Test:

Today we learned/ reviewed what playground behavior and using pre-k – 2 structures looks like. What are the steps?

Homework/classwork: Students draw a picture of the line and state the steps on the poster.
<table>
<thead>
<tr>
<th>Montello STUDENT Acknowledgement Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria for Obtaining Reward</strong></td>
</tr>
<tr>
<td>Individual</td>
</tr>
<tr>
<td>Grade Level</td>
</tr>
<tr>
<td>School</td>
</tr>
</tbody>
</table>
## Montello STAFF Acknowledgement Matrix

<table>
<thead>
<tr>
<th></th>
<th>Criteria for Obtaining Reward</th>
<th>Process for Delivering Reward</th>
<th>Award</th>
<th>Frequency</th>
</tr>
</thead>
</table>
| **Individual**   | 1. Implementing PBIS school-wide procedures with students  
2. Demonstrating PBIS positive statements  
3. Distributing Monty Feathers appropriately | 1. All staff members acknowledge other staff members  
2. Staff drops their MF in a POD container in the staff lounge | 1. Raffle  
Free duty day  
Parking space  
Lunch brought in  
Coffee delivered  
Read to Students  
Free hot lunch ticket  
K-Cups  
Gift Certificates  
Grab Bag  
Early Dismissal on Friday  
Teacher Store  
Quarters for Vending machines  
Parking Space | Weekly     |
| **POD**          | 1. Implementing PBIS school-wide procedures with students  
2. Demonstrating PBIS positive statements  
3. Distributing Monty Feathers appropriately | 1. All staff members acknowledge other staff members.  
2. Staff drops their MF in POD container in the staff lounge. | 1. POD luncheon                                                                                   | Monthly   |
| **School**       |                                                                                                 |                                                                                               |                                                                      |           |

---

August 30, 2011  
Montello Elementary School PBIS Handbook  
August 30, 2011
Montello *Classroom* Acknowledgement Matrix

**POD - ____________**

<table>
<thead>
<tr>
<th></th>
<th>Criteria for Obtaining Reward</th>
<th>Process for Delivering Reward</th>
<th>Award</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Be Safe
Be Respectful
Be Responsible

Be Safe
Be Respectful
Be Responsible

Be Safe
Be Respectful
Be Responsible

Be Safe
Be Respectful
Be Responsible

Be Safe
Be Respectful
Be Responsible

Be Safe
Be Respectful
Be Responsible

Be Safe
Be Respectful
Be Responsible

Be Safe
Be Respectful
Be Responsible

Be Safe
Be Respectful
Be Responsible

Montello Elementary School PBIS Handbook
August 30, 2011
<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>Problem Behavior</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Leaving the building</td>
<td>Leaving the classroom without permission</td>
</tr>
<tr>
<td>Stealing</td>
<td>Borrowing without asking</td>
</tr>
</tbody>
</table>

**MONTELLO ELEMENTARY SCHOOL**

**Office Referral (Major) Behavior Definitions**

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<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, yellow, 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>Problem Behavior</td>
<td>Definition</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</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>9. Escaping from the building, not where they are suppose to be.</td>
</tr>
<tr>
<td>10. Stealing</td>
<td>10. Sneaky, secretive, intent to make things their own</td>
</tr>
</tbody>
</table>
Montello Elementary School
PBIS Correction Process

Staff Managed Minor Problem Behaviors
Response Strategies & Error Correction

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 to the POD Data Team
  - Complete Teacher Team Meeting for Staff-Managed Behavior
- Implement POD Data 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>Describe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defiance</td>
<td>Describe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Compliance</td>
<td>Describe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption</td>
<td>Describe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td>Describe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Describe:</td>
<td></td>
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</tr>
<tr>
<td>Property Misuse</td>
<td>Describe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tardy</td>
<td>Describe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Violation</td>
<td>Describe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Describe:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MONTELLO ELEMENTARY SCHOOL
Behavior Management Flowchart

Proactive: Universal Screening
For Learning Behavior

Step 1:
Step 1: Prompt, Redirect, Reteach, Provide Choice

Step 2:
Step 2: Student Conference (determine a time)

Step 3:
Logical Consequences (See recommendations)

Is behavior office managed?

NO

YES

Staff
Managed
(Minor Problem Behavior)
See Definitions
• Defiance/Disrespect/Non-compliance
• Disruption
• Inappropriate Language
• Physical Contact/physical aggression
• Property Misuse
• Tardy
• Technology Violation
• Other

Office
Managed
(Major Problem Beh)
See Definitions
• Abusive
• Language/Inappropriate Language
• Defiance/Disrespect/
Insubordination
• Disruption
• Fighting
• Harassment/Bullying
• Property Damage
• Physical Aggression
• Technology Violation
• Other

Does the behavior continue after teacher interventions?

NO 😞

YES

Step 4: Refer to POD Data Team
• Complete Team Meeting Form

Does the behavior continue after POD

NO 😞

YES

Step 5: Refer to the School
Behavior Team or Office

Lewiston Public Schools Expectations
BE SAFE
BE RESPECTFUL
BE RESPONSIBLE

Security Call or send the student to the office with referral

Write referral to office

Administrator determines consequence(s):
• Contact parent
• Office behavior form filled out and sent home and signed by parent
• Loss of privileges
• In-school suspension
• Out-of-school suspension
• Other

Administrator follows through on consequence

Administrator provides teacher feedback
# 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:**_______________
# Montello Elementary School

## Staff Managed Behavior

### Office Referral

| 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 Behavior (more than 3 offenses have occurred)
  - Disruption
  - Inappropriate Language
  - Defiance/Disrespect/Non-Compliance
  - Physical Contact/physical aggression
  - Tardy
  - Technology Violation
  - Property Misuse

### Prior Interventions:

- Check and date at least three interventions

  - Parent Contact*
    - Phone Call ___/___/___
    - Conference ___/___/___
    - Email ___/___/___

*Must have been done prior to referral

### Interventions

- Consider adding interventions via reflection/problem solving sheet

| Reflection/Problem Solving Sheet ___/___/___ |
|                                      |

### POD Recommendations ___/___/___

### Other: ________________ ___/___/___ ___/___/___

### Possible Motivation:

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

### Detailed Description:

(quote with exact words when possible)

---

Others Involved: ____________________________

---

Montello Elementary School PBIS Handbook
August 30, 2011
<table>
<thead>
<tr>
<th>Administration Decision: (If “other”, describe in comments below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Time in office</td>
</tr>
<tr>
<td>☐ Loss of privileges</td>
</tr>
<tr>
<td>☐ Conference with student</td>
</tr>
<tr>
<td>☐ Out-of-school suspension</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Administrative Signature: ____________________________ Date: __________
## MONTELLA ELEMENTARY 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
- [ ] 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: ____________________________

#### Administration Decision:

(If “other”, describe in comments below)

- [ ] 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: ____________________________

#### Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Administrative Signature: ____________________________ Date: __________
Structured classrooms are associated with:
- More appropriate academic and social behavior
- Greater task involvement
- Friendlier peer interactions
- More altruistic behaviors
- More attentive behavior
- 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></th>
<th>Entering Class</th>
<th>Morning Meeting</th>
<th>Group Activities</th>
<th>Independent Work</th>
<th>Direct Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Kind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Safe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td></td>
<td></td>
<td></td>
<td></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. 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. Children of this age do not have a concept of “personal space.”</td>
</tr>
</tbody>
</table>

Other Considerations:

- 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.
• 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).

---

### Classroom Continuum of Response

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt</td>
<td>Provide verbal and/or visual cue.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirect</td>
<td>Restate the matrix behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reteach</td>
<td>State and demonstrate the matrix behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have student demonstrate. Provide immediate feedback.</td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference</td>
<td>Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear and specific</td>
<td>Provided frequently for new skills</td>
</tr>
<tr>
<td>Contingent on desired behavior</td>
<td>Gradually faded as skill develops</td>
</tr>
<tr>
<td>Applied immediately</td>
<td>Avoid comparison or competition</td>
</tr>
<tr>
<td>Teacher initiated</td>
<td>Meaningful and appropriate for age</td>
</tr>
<tr>
<td>Focus on improvement and effort</td>
<td>Include hierarchy of alternatives</td>
</tr>
</tbody>
</table>

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


Gunter, P., Hummel, J., & Venn, M. (1998). \textit{Are effective academic instructional practices used to teach students with behavior disorders?} Beyond Behavior, 9, 5-11.


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>Today's Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Today's Agenda Items</th>
<th>Next Meeting Agenda Items</th>
<th>Potential Problems Raised</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>
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</tbody>
</table>

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Newton, J.S., Todd, A. W., Horner, R.H., Algozine, B., & Algozine 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>Question</th>
<th>Yes</th>
<th>So-So</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was today’s meeting a good use of our time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In general, are the completed tasks having the desired effects on student behavior?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
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>

| Tally each Positive Student Contacts | Total # | Tally each Negative Student Contacts | Total # |

Ratio of Positives to Negatives: _____ to 1

## Classroom Management Practice

<table>
<thead>
<tr>
<th>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.

Montello Elementary School PBIS Handbook
August 30, 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>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 - 50 = “Super”</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16 - 33 = “So-So”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;16 = “Improvement Needed”</td>
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</tbody>
</table>

| Total_______ |

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.

Action Plan

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

Selected Supporting References


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


What? When? How? By When?

Montello Elementary School PBIS Handbook
August 30, 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
PBIS Team Implementation Checklist Version 3.0

School_________________________________________ Date of Report_________
District_________________________ County ________________ State______________

INSTRUCTIONS: The EBS team should complete both checklists monthly to monitor activities for implementation of EBS in the school. Completed forms can be faxed (________) or emailed (________) by the first of each month.

EBS Team Members __________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Person(s) Completing Report ________________________________________________

<table>
<thead>
<tr>
<th>Checklist #1: Start-Up Activity</th>
<th>Status: Achieved, In Progress, Not Started</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete &amp; submit Monthly.</strong></td>
<td><strong>Date: (MM/DD/YY)</strong></td>
</tr>
<tr>
<td><strong>Establish Commitment</strong></td>
<td>Status:</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>Status:</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>Status:</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>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>8.</strong> Team uses self-assessment information to build implementation action plan.</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>Establish School-wide Expectations:</strong> Prevention Systems</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>9.</strong> 3-5 school-wide behavior expectations are defined.</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>10.</strong> School-wide teaching matrix developed.</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>11.</strong> Teaching plans for school-wide expectations are developed.</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>12.</strong> School-wide behavioral expectations taught directly &amp; formally.</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>13.</strong> System in place to acknowledge/reward school-wide expectations.</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>14.</strong> Clearly defined &amp; consistent consequences and procedures for undesirable behaviors are developed.</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>Classroom Behavior Support Systems</strong></td>
<td>Status:</td>
</tr>
<tr>
<td><strong>15.</strong> Team has completed a school-wide classroom systems summary</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>16.</strong> Action plan in place to address any classroom systems identified as a high priority for change.</td>
<td>Status:</td>
</tr>
<tr>
<td><strong>17.</strong> Data system in place to monitor office discipline referral rates that come from classrooms.</td>
<td>Status:</td>
</tr>
</tbody>
</table>
### Establish Information System

18. Discipline data are gathered, summarized, & reported at least quarterly to whole faculty.

<table>
<thead>
<tr>
<th>Status:</th>
</tr>
</thead>
</table>

19. Discipline data are available to the Team at least monthly in a form and depth needed for problem solving.

<table>
<thead>
<tr>
<th>Status:</th>
</tr>
</thead>
</table>

### Build Capacity for Function-based Support

20. Personnel with behavioral expertise are identified & involved.

<table>
<thead>
<tr>
<th>Status:</th>
</tr>
</thead>
</table>

21. At least one staff member of the school is able to conduct simple functional behavioral assessments.

<table>
<thead>
<tr>
<th>Status:</th>
</tr>
</thead>
</table>

22. Intensive, individual student support team structure in place to use function-based supports

<table>
<thead>
<tr>
<th>Status:</th>
</tr>
</thead>
</table>

**Additional Observations/Comments/Questions:**