Positive Behavioral Interventions and Supports
Behavioral Support Coaches

The purpose of establishing a state-wide network of behavior support coaches is to create a core group of highly skilled school professionals who have:

- Fluency with PBIS systems and practices
- The capacity to deliver a high level of PBIS technical assistance and
- Capacity to sustain team in their efforts to implement PBIS practices and systems

Prerequisites: To be considered as a coach, professionals should:
- Be an employee of LSS that is sending a school team, with the intent to implement or expand PBIS during the following school year.
- Agree to attend the entire five day PBIS Institute
- Have the endorsement from the LSS to serve as a Coach for a minimum of three years
- Agree to provide coaching support for one to three schools,
- Be capable of working with each school team leader to provide technical assistance in maintaining necessary records and progress reports to implement and support PBIS, and
- Be capable of providing and/or facilitating ongoing follow-up activities as identified and needed by the school team.

Staff being considered as Coaches should have the following experiences and skills:
- Ability to conduct small group training sessions with adults
- Familiarity with typical classroom structures, operation, policies etc.,
- Familiarity with general behavior and instructional management and curriculum,
- History of consistent follow-through with tasks,
- Experiences with individuals or groups from diverse backgrounds (e.g. parents, students, agency representatives, community members, educators),
- Ability to facilitate team meetings, and
- Basic to intermediate computer skills

During the Summer Institutes the coaches are provided the opportunity to learn and review:
- Features of the PBIS approach
- Practices and systems of the PBIS approach
- Components and operations of school-wide discipline systems
- Fundamental classroom and behavior management strategies
- Ways to collect and analyze data for decision making
- Approaches to strategies problem solving and decision making
- Effective high intensity assessment and intervention strategies for students with severe problem behavior
- Methods of professional development and in-service training, and
- Strategies for providing technical assistance and on-going training/support.

Opportunities for follow-up are offered with bi-monthly (September, December, February, May) coaches meetings.
PBIS - Coaches' Tool Kit

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School-wide Rules & Matrixes

1) **Keep it simple** - Establish 3-5 short, positively stated rules. Everyone, including staff over 40 and students of all ages, have to be able to recall them effortlessly!

2) **Mnemonic tools** - Consider linking the rules to your school's name, initials, mascot, or color.

3) **Name the rules** - Naming the rules allows everyone to refer to them as a "guiding force", so to speak. Examples include, "The Knight's Code", "The 3 R's" (Respect, Responsibility, and Resolve), and "PAWS" (which stands for Be Polite, Academic, Wise, and Safe). Be creative, but keep it simple.

4) **Define the rules** - The simple school-wide rules need to be defined for each setting in which students operate. Develop a behavior matrix which defines what a general rule, like "Respect", means in a classroom, in the bathroom, the cafeteria, and the playground. Again, keep it simple. Two-four positively stated behavioral expectations for each rule, for each setting.

5) **Rules, Rules EVERYWHERE!** - Post the rules everywhere including the front entrance, hallways, bathrooms, classrooms, support areas (nurse's office, itinerant offices, etc.), cafeteria, gym, etc. It's very helpful if the posters all look the same, and are highly visible.

6) **Choices** - Some schools opt to post only the general rules everywhere (e.g., Be Respectful, Be Responsible, Be Ready). Others elect to post the specific behavioral expectations (from the matrix) in each respective setting so that the poster in the hallway lists the general rules, but also defines each for the hallway. Likewise, the poster in the cafeteria lists the general rules but lists the behavioral expectations specific to the cafeteria.

7) **Feeder Systems** - Schools within a single feeder system can adopt the same rules to ease transitions and build consistency.
# Dundalk Elementary - Good Choice Pledge

<table>
<thead>
<tr>
<th>Good Choice Pledge</th>
<th>Classrooms &amp; All Settings</th>
<th>Hallways</th>
<th>Bus</th>
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</thead>
</table>
| I am RESPECTFUL   | ♥ Raise hand and wait to be called upon  
♥ Use encouraging, polite, kind words  
♥ Ask permission to use things  
♥ Listen politely when others are speaking | ♥ Keep your voice quiet  
♥ Keep your feet quiet but moving  
♥ Keep hands off walls, tables, and displays  
♥ Keep hallways neat and clean | ♥ Line up quietly at the bus door  
♥ Speak in an inside voice  
♥ Speak nicely to others |
| I am RESPONSIBLE   | ♥ Follow directions the first time given  
♥ Accept consequences without arguing or complaining  
♥ Participate in class activities  
♥ Complete your work and do your best | ♥ Follow directions the first time given  
♥ Accept consequences without arguing or complaining  
♥ Raise your hand if you need assistance | ♥ Follow directions the first time given  
♥ Accept consequences without arguing or complaining |
| I am SAFE         | ♥ Keep body and other objects to yourself  
♥ Stay in assigned areas  
♥ Use furniture and supplies appropriately | ♥ Walk in line; keep your distance from the student in front of you  
♥ Keep your hands by your side  
♥ Walk safely up and down the steps | ♥ Stay in your seat, facing forward  
♥ Keep hands, feet, and objects inside the bus  
♥ Keep feet in front you, pointed at the floor  
♥ Exit the bus in an orderly way after the bus has stopped |
| I am PREPARED     | ♥ Enter classroom and unpack book bag and materials  
♥ Sign up for lunch  
♥ Put belongings in locker  
♥ Follow morning routine to prepare for class | ♥ Face forward  
♥ Keep your eyes on the line leader | ♥ Put books/backpack on your lap |
<table>
<thead>
<tr>
<th>Good Choice Pledge</th>
<th>Nurse's Office</th>
<th>Bathrooms</th>
<th>Cafeteria</th>
<th>I am RESPECTFUL</th>
<th>I am RESPONSIBLE</th>
<th>I am SAFE</th>
<th>I am PREPARED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I am RESPECTFUL</strong></td>
<td>Wait patiently in a chair</td>
<td>Follow directions the first time asked</td>
<td>Follow directions the first time asked</td>
<td>Select healthy foods</td>
<td>Walk in and out in an orderly manner</td>
<td>Stay seated, get up only with permission</td>
<td>Bring lunch, money, or snack to the cafeteria</td>
</tr>
<tr>
<td><strong>I am RESPONSIBLE</strong></td>
<td>Greet the nurse</td>
<td>Accept consequences without arguing or complaining</td>
<td>Accept consequences without arguing or complaining</td>
<td>Eat your own food, do not share food</td>
<td>Keep hands and feet to self at all times</td>
<td>Get utensils and all food before sitting at the table</td>
<td>Have your lunch card ready</td>
</tr>
<tr>
<td><strong>I am SAFE</strong></td>
<td>Say thank you</td>
<td>Accept consequences without arguing or complaining</td>
<td>Raise your hand if you need assistance</td>
<td>Not share food</td>
<td>Keep hands and feet to self at all times</td>
<td>Have your lunch card ready</td>
<td></td>
</tr>
<tr>
<td><strong>I am PREPARED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

- Use a quiet voice
- Respect privacy
- Keep bathroom clean
- Use one paper towel and throw used paper towels in the trashcan
- Use good table manners
- Talk nicely to others
- Clean up eating area
- Flush, then wash hands
- Walk carefully on any wet areas
- Report problems to the teacher
- Bring only necessary material into the bathroom
- Have your lunch card ready
<table>
<thead>
<tr>
<th>Good Choice Pledge</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Playground</th>
</tr>
</thead>
</table>
| *I am RESPECTFUL* | - Listen and work quietly  
- Use whisper voices if talking is allowed  
- Treat books and equipment carefully | - Keep your mouth closed  
- Listen, watch, and learn  
- Participate appropriately  
- Clap at the end of the program | - Share equipment  
- Take turns and play cooperatively  
- Include others |
| *I am RESPONSIBLE* | - Follow directions the first time asked  
- Accept consequences without arguing or complaining  
- Raise your hand if you need assistance | - Follow directions the first time asked  
- Accept consequences without arguing or complaining  
- Raise your hand if you need assistance | - Follow directions the first time asked  
- Accept consequences without arguing or complaining  
- Raise your hand if you need assistance |
| *I am SAFE* | - Walk quietly  
- Use equipment appropriately | - Walk to the front/empty seats  
- Stay in the listening position | - Use equipment properly  
- Stay in designated areas  
- Run only where permitted  
- Use hands and feet appropriately |
| *I am PREPARED* | - Bring borrowed books and required materials to class | - Get into the listening position  
- Wait patiently | - Bring equipment bag in and out of the building |
<table>
<thead>
<tr>
<th>CODE OF CONDUCT</th>
<th>1. CLASSROOM</th>
<th>2. HALLWAY</th>
<th>3. CAFETERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>✓ Raise hand to speak</td>
<td>✓ Refrain from inappropriate, negative language</td>
<td>✓ Speak in conversational tones</td>
</tr>
<tr>
<td></td>
<td>✓ Refrain from inappropriate and negative language</td>
<td>✓ Keep hallways neat and clean</td>
<td>✓ Refrain from inappropriate, negative language</td>
</tr>
<tr>
<td>RESPECTFUL</td>
<td>✓ Listen politely and speak respectfully</td>
<td>✓ Use conversational tones</td>
<td>✓ Maintain position in line</td>
</tr>
<tr>
<td></td>
<td>✓ Respect school property</td>
<td></td>
<td>✓ Keep eating area clean</td>
</tr>
<tr>
<td></td>
<td>✓ Keep classroom neat and clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am</td>
<td>✓ Arrive on time, prepared to work</td>
<td>✓ Walk directly to class</td>
<td>✓ Bring lunch and lunch money to the cafeteria</td>
</tr>
<tr>
<td>RESPONSIBLE</td>
<td>✓ Copy homework into agenda</td>
<td>✓ Use lockers at designated times</td>
<td>✓ Follow directions given by staff</td>
</tr>
<tr>
<td></td>
<td>✓ Follow all directions</td>
<td>✓ Walk to the right in the hallway</td>
<td>✓ Accept consequences without arguing</td>
</tr>
<tr>
<td></td>
<td>✓ Complete daily objective and assignments</td>
<td>✓ Follow directions given by staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Accept consequences without arguing</td>
<td>✓ Accept consequences without arguing</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAFE</td>
<td>✓ Keep hands, feet, and objects to myself</td>
<td>✓ Avoid physical contact</td>
<td>✓ Remain seated once food is purchased</td>
</tr>
<tr>
<td></td>
<td>✓ Stay in assigned seat</td>
<td>✓ Refrain from running</td>
<td>✓ Avoid physical contact</td>
</tr>
<tr>
<td></td>
<td>✓ Follow safety procedures:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Special areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exiting for emergencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CODE OF CONDUCT</td>
<td>4. LAVATORY</td>
<td>5. LIBRARY/COMPUTER LAB</td>
<td>6. BUSES</td>
</tr>
<tr>
<td>-----------------</td>
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<td>-------------------------</td>
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</tr>
<tr>
<td><strong>I am</strong></td>
<td>✓ Keep bathrooms neat and clean</td>
<td>✓ Use conversational tones at all times</td>
<td>✓ Respect school property</td>
</tr>
<tr>
<td><strong>RESPECTFUL</strong></td>
<td>✓ Respect privacy of others</td>
<td>✓ Respect school property</td>
<td>✓ Refrain from using inappropriate, negative language</td>
</tr>
<tr>
<td></td>
<td>✓ Respect school property</td>
<td>✓ Listen to others and work cooperatively</td>
<td>✓ Use conversational tones</td>
</tr>
<tr>
<td><strong>I am</strong></td>
<td>✓ Follow directions of staff</td>
<td>✓ Follow directions of staff</td>
<td>✓ Follow directions of staff</td>
</tr>
<tr>
<td><strong>RESPONSIBLE</strong></td>
<td>✓ Accept consequences without arguing</td>
<td>✓ Accept consequences without arguing</td>
<td>✓ Accept consequences without arguing</td>
</tr>
<tr>
<td></td>
<td>✓ Report vandalism to staff</td>
<td>✓ Use school property appropriately</td>
<td>✓ Arrive to bus on time</td>
</tr>
<tr>
<td></td>
<td>✓ Use bathrooms in an appropriate and timely manner</td>
<td>✓ Use internet for educational and academic purposes</td>
<td>✓ Keep bus card in a safe place and replace if lost</td>
</tr>
<tr>
<td></td>
<td>✓ Return materials on time</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>I am</strong></td>
<td>✓ Flush and wash hands</td>
<td>✓ Avoid physical contact</td>
<td>✓ Remain seated at all times</td>
</tr>
<tr>
<td><strong>SAFE</strong></td>
<td>✓ Avoid physical contact and horseplay</td>
<td>✓ Use equipment appropriately</td>
<td>✓ Avoid physical contact</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓ Report problems to bus driver or appropriate staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓ Keep hands and objects inside the bus</td>
<td></td>
</tr>
<tr>
<td>CODE OF CONDUCT</td>
<td>7. ASSEMBLIES</td>
<td>8. NEIGHBORHOOD</td>
<td></td>
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<td>-----------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>I am</strong></td>
<td>√ Listen attentively</td>
<td>√ Respect property of others</td>
<td></td>
</tr>
<tr>
<td><strong>RESPECTFUL</strong></td>
<td>√ Use applause appropriately</td>
<td>√ Be respectful of community members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>√ Recite the Pledge of Allegiance with respect</td>
<td>√ Avoid using inappropriate language</td>
<td></td>
</tr>
<tr>
<td><strong>I am</strong></td>
<td>√ Follow directions given by staff</td>
<td>√ Inform parents of problem situations</td>
<td></td>
</tr>
<tr>
<td><strong>RESPONSIBLE</strong></td>
<td>√ Accept consequences without arguing</td>
<td>√ Use public walkways at all times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>√ Avoid physical contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I am</strong></td>
<td>√ Walk in a single file line</td>
<td>√ Cross at intersections</td>
<td></td>
</tr>
<tr>
<td><strong>SAFE</strong></td>
<td>√ Remain seated with assigned class</td>
<td>√ Obey traffic signals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>√ Exit with assigned class in an orderly manner</td>
<td>√ Observe traffic patterns</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>√ Use visible, supervised walkways</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hallways</td>
<td>Bus Room</td>
<td>Lunch Room</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Respect Others</td>
<td>○ Speak kindly to and about others</td>
<td>○ Speak kindly to and about others</td>
<td>○ Speak kindly to and about others</td>
</tr>
<tr>
<td></td>
<td>○ Respect people's personal space</td>
<td></td>
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</tr>
<tr>
<td>Respect Property</td>
<td>○ Admire hallway displays, but show respect and responsibility toward them.</td>
<td>○ Respect others property by keeping hands to self</td>
<td>○ Help clean up your area — it's everyone's responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Help keep the hallways clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>○ Walk directly to class with your required materials</td>
<td>○ Practice self control</td>
<td>○ Choose your seat wisely and remain there</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>○ Stay to the right</td>
<td>○ Walk directly to your assigned area and stay there until dismissed</td>
<td>○ Return trays and throw away all trash and any uneaten food</td>
</tr>
</tbody>
</table>
THE TENETS of
KENWOOD PRIDE

Be There and Prepared
Live Responsibly
Uphold Integrity
Earn and Give Respect
<table>
<thead>
<tr>
<th>CLASSROOM</th>
<th>CAFÉ</th>
<th>HALL/STAIRS OUTSIDE</th>
<th>AUDITORIUM</th>
<th>AFTER SCHOOL</th>
<th>PARKING LOT</th>
<th>BATHROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be There And Prepared</td>
<td>- Be in seat before bell</td>
<td>- Be on time for lunch</td>
<td>- Move directly to class without lingering</td>
<td>- Report directly to and without lingering</td>
<td>- Parked by 7:40 a.m.</td>
<td>- Have your planner</td>
</tr>
<tr>
<td>- Start drill immediately</td>
<td>- Stay in designated area</td>
<td>- Keep your hands to yourself</td>
<td>- Sit in designated area</td>
<td>- Carry your I.D.</td>
<td>- Display parking permit</td>
<td></td>
</tr>
<tr>
<td>- Have materials: Paper, pencil, calculator, text, notebook</td>
<td>- Have lunch card or money</td>
<td>- Keep your hands to yourself</td>
<td>- Have your activity bus pass</td>
<td>- Stay with your advisor, teacher or coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Live Responsibly</td>
<td>- Keep assignment</td>
<td>- Keep to right</td>
<td>- Make sure trash gets in can</td>
<td>- Have your activity bus pass</td>
<td>- Park in student lot only</td>
<td>- Use proper pass</td>
</tr>
<tr>
<td>- Complete assignments to the best of your ability</td>
<td>- Get to class on time</td>
<td>- Wait quietly for program to begin</td>
<td>- East &amp; drink in designated areas only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Do homework &amp; study</td>
<td>- Dress appropriately</td>
<td>- Dress appropriately</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Uphold Integrity</td>
<td>- Tell the truth</td>
<td>- Display affection appropriately</td>
<td>- Promote harmony</td>
<td>- Report vandalism &amp; vandalism</td>
<td>- Obey school rules &amp; traffic laws</td>
<td>- Use passes in emergency only</td>
</tr>
<tr>
<td>- Do your own work</td>
<td>- Assist in keeping the peace</td>
<td></td>
<td>- Report unlawful or suspicious activity</td>
<td>- Report vandalism &amp; vandalism</td>
<td>- Report unlawful or suspicious activity</td>
<td></td>
</tr>
<tr>
<td>Earn &amp; Give Respect</td>
<td>- Keep a positive tone of voice</td>
<td>- Promote harmony</td>
<td>- Listen silently to speakers and performers</td>
<td>- Cheer positively</td>
<td>- Park in marked spaces only</td>
<td>- Refrain from smoking</td>
</tr>
<tr>
<td>- Use positive body language</td>
<td>- Use appropriate language &amp; volume</td>
<td>- Use appropriate language &amp; volume</td>
<td>- Be welcoming &amp; kind to others in heavy traffic</td>
<td>- Be kind to others in heavy traffic</td>
<td>- Flush</td>
<td></td>
</tr>
<tr>
<td>- Keep hands and feet to yourself</td>
<td>- Keep your hands to yourself</td>
<td>- Respond appropriately to the type of program</td>
<td>- Plan activities or stand silently during patriotic ceremonies</td>
<td>- Be kind to others in heavy traffic</td>
<td>- Refrain from writing on wall &amp; doors</td>
<td></td>
</tr>
<tr>
<td>- Use appropriate language</td>
<td>- Chew with mouth closed</td>
<td>- Say only kind things to and about others</td>
<td>- Dress appropriately</td>
<td>- Be kind to others in heavy traffic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STOP
and
THINK

Code of Conduct
I am respectful
I am responsible
I am safe
I am prepared

Hallway Rules
Walk silently
Follow directions
Hands at sides
Face forward

Chatsworth School
Respect yourself, others & property.

Falcons
Viking Code of Conduct

➢ Readiness
➢ Responsibility
➢ Respect
Systematic Teaching of Rules
(a.k.a. "PBIS Lesson Plans")

1. The "Foundation" - Meaningful, specific lesson plans are based on a well-developed behavioral expectations matrix. The mantra is: "What you list is what you teach." This is the benefit to keeping those school-wide rules "few and simple".

2. The basic 5 W's: Who, What, When, Where and Why?

Who teaches? - Ideally, the adult in charge in each setting teaches the behavioral expectations. The classroom teacher teaches the classroom rules, the cafeteria monitor covers the rules for the lunchroom, the PE teacher instructs on rules for the gym, etc. (You decide who is teaching the rules for the bathroom!)

What is taught? - Use scripted, standard lesson plans. Mrs. Smith's lesson plan for teaching "Responsibility" should be the same as Mr. Carmen's (since they are both classroom teachers). Mr. Muscle's lesson plan for teaching "Responsibility" in the gym, however, will be different because the behavioral expectations (as defined on the matrix) are different.

When to teach? - Develop a schedule for teaching the lessons. Most schools start the year with a heavy focus on teaching rules, with a second strong dose after the winter break. Springtime, prior to the heavy testing period, is another common time. In secondary schools, the schedule is often developed around periods/subjects (e.g., math teachers cover the lesson for "Respect" while LA teachers instruct on "Responsibility"). Daily teaching of expectations is embedded in how adults interact with students in terms of pre-corrections, protocol for correcting rule-violating behavior, and positively reinforcing appropriate behavior. More direct and explicit teaching of lessons, on a more regular basis, can be implemented for targeted groups of students "as needed."

Where to teach? - Ideally, within the context/setting in which the behaviors are expected to occur (e.g., in the cafeteria, on the playground, in the hallway). Not always easy, but a goal for which to strive.

Why teach the rules? - Teaching behavioral expectations is on the same plane as teaching academic skills. "If you want them to do it, teach it!" Not all students come to school knowing the "assumed rules for behavior" and how to comply with expectations.

3. Key Components of Lesson Plans - Clearly state the school-wide rule, provide at least two positively stated, observable behavioral indicators (e.g., walk in line with hands and feet to self, return lunch tray to kitchen), provide "non-examples" (e.g., poking the person in front of you in line, leaving lunchroom trash on the floor), and consider using role-play (for younger students) or self-reflective activities (for older students).
Note: Numerous commercial social skills curricula are available that could be used to "jumpstart" the development of school-specific PBIS lesson plans. It's highly unlikely that any of them will be a perfect match to your rules but could certainly be used as a basis for developing lessons. Your school's guidance counselor or psychologist may have materials available.

Center for Safe Schools and Communities, Inc. - resource

Project ACHIEVE - resource

Character Education - resource

Connecting With Others: Lessons for Teaching Social and Emotional Competence

Ready-to-Use Social Skills Lessons & Activities

101 Ways to Teach Children Social Skills

Peacezone: A Program for Teaching Social Literacy

The Tough Kid Social Skills series

Let's Work It Out! Conflict Resolution

Skillstreaming: New Strategies and Perspectives for Teaching Prosocial Skills
PBIS

Positive Behavior Interventions and Supports

Daily Teaching of School-Wide Rules

1) **Morning Pledge** - After the Pledge of Allegiance, have students recite the school's Behavior Pledge (e.g., "At High Hopes Elementary, I will be respectful, responsible, and ready to learn."). It reinforces the school-wide expectations for ALL students.

2) **Rule of the Week Competition** - Each week, focus on one of the school-wide rules (e.g., Being respectful in the halls means walking quietly and keeping hands to self.) Have classrooms at each grade level compete to earn the most "gotchas" for following that particular rule. Announce the winner on Fridays, and have a "traveling trophy" to be displayed in the classroom for the week.

3) **Gotcha, gotcha, gotcha!** - Distribute "gotchas" at a high frequency rate, and have staff repeat the specific rule for which it was earned.

4) **Closing Announcements** - At the end of the day, highlight one or two students' commendable behavior, always relating it to one of the school-wide rules.
PBIS
Positive Behavior Interventions and Supports

Teaching "New Students" PBIS "Smarts"

1) **Passport System** - Have a passport booklet for new students to complete on their first day of attendance. The booklet delineates key places/personnel for the student to visit (e.g., Mrs. Muscle, PE Teacher; Mrs. Heal, School Nurse; Mr. Biggs, Principal; etc.). Each of these individuals reviews the behavior matrix for their "domain" with the student, stamps the book, and gives them a "gotcha ticket" for being "responsible". By the end of his/her "trip around the building", the student will be acclimated to the school-wide rules, the behavior matrix, AND already have accumulated several positive reinforcements.

2) **Morning Announcement Pledge** - After the Pledge of Allegiance, have students recite the school's Behavior Pledge (e.g., At High Hopes Elementary, I will be respectful, responsible, and ready to learn." It reinforces the school-wide expectations for ALL students, and will quickly teach "new students" the school-wide rules.

3) **First Week Follow Up** - After a new student has been at the school for one week, have a faculty member meet with them, review how he/she is doing, and celebrate the number of "gotchas" he/she has received.
### General Lesson Format for Teaching School Rules and Behavioral Expectations

**When introducing rules and expectations, follow three basic steps.**

#### Step 1: Introduce the rule

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>A</td>
<td>Briefly outline for the group what you will be focusing on during the lesson, what activities you will be engaging in, and your expectations for them during the lesson.</td>
</tr>
<tr>
<td>B</td>
<td>Check for understanding by asking students to tell you what they will be working on and doing during the lesson.</td>
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<tr>
<td>C</td>
<td>State the rule and the rule definition.</td>
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</table>

#### Step 2: Demonstrate the rule

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<tbody>
<tr>
<td>D</td>
<td>Model at least two positive examples and two negative examples of the rule.</td>
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<td></td>
<td>Use another adult or a student to demonstrate these examples.</td>
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<td></td>
<td>Give students observation tasks such as,</td>
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<td></td>
<td>List all the things I did that “were safe.”</td>
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<tr>
<td></td>
<td>List all the things I did that “were not safe.”</td>
</tr>
<tr>
<td>E</td>
<td>Role plays: Choose 1-3 students to participate.</td>
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<tr>
<td></td>
<td>Require one student to demonstrate the skill in response to an example.</td>
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<td></td>
<td>Coach students on key expectations (skills) as needed.</td>
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</table>

#### Step 3: Provide Monitoring and Feedback

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<tbody>
<tr>
<td>F</td>
<td>Discuss the role play, focusing on the targeted skill for the lesson.</td>
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<tr>
<td></td>
<td>Use key words when discussing the role play,</td>
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<tr>
<td></td>
<td>(“that’s right, she walked facing forward, that was safe”).</td>
</tr>
<tr>
<td></td>
<td>Provide specific feedback to students during the discussion.</td>
</tr>
<tr>
<td>G</td>
<td>Use real situations throughout the day as examples for discussion.</td>
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</tbody>
</table>

**Be creative when selecting examples and remember to use Second Step/ Kelso’s Problem Solving Strategies!**

The following three pages provide specific lesson plans for each school rule in each specific setting.

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Guy Lee Elementary School

School-wide Self-managers
BE SAFE

Use examples listed on the school rules and behavioral expectations page for “Being Safe.”

<table>
<thead>
<tr>
<th>Step 1: Introduce the rule</th>
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<tbody>
<tr>
<td>A. Outline focus of the lesson. ‘Today, we are going to learn about being safe.’</td>
</tr>
<tr>
<td>B. Check for student understanding. ‘What are we going to learn about?’</td>
</tr>
<tr>
<td>C. Define being safe.</td>
</tr>
<tr>
<td><strong>Being safe means to be free from injury, to be healthy, and to be trustworthy.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Demonstrate the rule</th>
</tr>
</thead>
</table>
| D. 1. Model (or provide a story) positive examples of ‘being safe’ and negative examples of ‘not being safe’, using another adult or a student. Have students label the situation as ‘safe’ or ‘not safe’.
2. Ask 2-3 students to give an example of a situation in which they know how to be safe. |
| E. Role plays: some examples to use...
1. The recess bell rings and you need to get back to class fast. What is the safe thing to do?
2. You have a disagreement with a friend. What is the safe thing to do?
3. You spill your beverage at lunch. What is the safe thing to do? |

<table>
<thead>
<tr>
<th>Step 3: Provide Monitoring and Feedback</th>
</tr>
</thead>
</table>
| F. Discuss the role play
1. Ask student to indicate or show how they could be safe.
2. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses. |
| G. Use real situations as examples during class discussions.
1. Just before students transition to another activity outside of the classroom, ask them to tell you how they can Be Safe (precorrection).
2. When you see student(s) Being Safe, provide specific praise to the student(s).
3. When you see student(s) who are not being safe, stop them, state the rule and redirect, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback. |
BE RESPECTFUL

Use examples listed on the school rules and behavioral expectations page for "Being Respectful."

<table>
<thead>
<tr>
<th>Step 1: Introduce the Rule</th>
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<tbody>
<tr>
<td>A. Outline focus of the lesson. 'Today, we are going to learn about being respectful.'</td>
</tr>
<tr>
<td>B. Check for student understanding. 'What are we going to learn about?'</td>
</tr>
<tr>
<td>C. Define being respectful.</td>
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</tbody>
</table>

Being respectful means to be polite and cooperative with others.

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<thead>
<tr>
<th>Step 2: Demonstrate the rule</th>
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<tbody>
<tr>
<td>D. 1. Model (or provide a story) positive examples of 'being respectful' and negative examples of 'not being respectful', using another adult or a student. Have students label the situation as 'respectful' or 'not respectful'.</td>
</tr>
<tr>
<td>2. Ask 2-3 students to give an example of a situation in which they know how to be respectful.</td>
</tr>
<tr>
<td>E. Role plays: some examples to use...</td>
</tr>
<tr>
<td>1. You notice that someone in class has your pencil and you want it back. What is the respectful thing to do?</td>
</tr>
<tr>
<td>2. A friend of yours bumps you as you get your lunch tray and your tray drops to the floor. What is the respectful thing to do?</td>
</tr>
<tr>
<td>3. As you walk by, your best friend is sitting in the hall doing some work. You really want to tell her about something that happened earlier in the day. What is the respectful thing to do?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Provide Monitoring and Feedback</th>
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<tbody>
<tr>
<td>F. Discuss the role play</td>
</tr>
<tr>
<td>1. Ask student to indicate or show how they could be respectful.</td>
</tr>
<tr>
<td>2. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.</td>
</tr>
<tr>
<td>G. Use real situations as examples during class discussions.</td>
</tr>
<tr>
<td>1. Just before students transition to another activity outside of the classroom, ask them to tell you how they can Be Respectful (precorrection).</td>
</tr>
<tr>
<td>2. When you see student(s) Being Respectful, provide specific praise to the student(s).</td>
</tr>
<tr>
<td>3. When you see student(s) who are not being respectful, stop them, state the rule and redirect, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.</td>
</tr>
</tbody>
</table>
FOLLOW DIRECTIONS OF ALL SCHOOL ADULTS

Step 1: Introduce the Rule

A. Outline focus of the lesson. 'Today, we are going to learn about following directions of all school adults.'
B. Check for student understanding. 'What are we going to learn about?'
C. Define 'following directions of all school adults.'

When an adult at school asks you to do something, do it the first time.

Step 2: Demonstrate the rule

D. 1. Model (or provide a story) positive examples of 'following directions of all school adults' and negative examples of 'not following directions of all school adults', using another adult or a student. Have students label the situation as 'following directions' or 'not following directions'.
   2. Ask 2-3 students to give an example of a situation in which they know how to follow directions of all school adults.
E. Role plays: some examples to use...
   1. You are running down the hall and an adult you have never seen before asks you to walk, what do you do?
   2. Your teacher tells you to stay in for recess and you don't know why, what do you do?
   3. A substitute teacher asks you to move to a different desk for the day; your teacher had promised you to sit by your friend for the whole week.

Step 3: Provide Monitoring and Feedback

F. Discuss the role play
   1. Ask student to indicate or show how they could follow directions of all school adults.
   2. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.
G. Use real situations as examples during class discussions.
   1. Just before students transition to another activity outside of the classroom, ask them to tell you how they can follow directions of all school adults. (Pre-correction).
   2. When you see student(s) following directions of all school adults, provide specific praise to the student(s).
   3. When you see student(s) who are not following directions of all school adults, stop them, state the rule and redirect, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.
   4. Use these situations for examples during class discussions.
TEACHING THE FORMULA 4 SUCCESS

This packet includes lessons and drills for the first two weeks of school that will help you successfully implement the Formula 4 Success into your classroom.

Please feel free to improvise as necessary while using the provided scripts and lessons.

Suggested Schedule

Aug. 26: Sixth grade homeroom teachers use Lesson #1 during their first period class.
Aug. 27: Sixth grade homeroom teachers use Lesson #2 during their first period class.

Seventh and eighth grade homeroom teachers use Lessons #1 and #2 during their first period classes.
Aug. 28: All homeroom teachers use Lesson #3 during their first period class.
Aug. 29: Lesson #4
Aug. 30: Lesson #5

Sept. 3: Drill #1
Sept. 4: Drill #2
Sept. 5: Drill #3
Sept. 6: Drill #4
Definitions and Examples

RESPECT
--showing concern for others and their beliefs; treating people in a way that does not belittle or humiliate

- Offering constructive criticism without the addition of demeaning words
- Never using racial slurs, disparaging remarks about ethnic groups, or negative comments about religious views different from our own
- Providing encouragement and assistance until a person is successful
- Giving emotional support to others who receive put-downs
- Nurturing family members by supporting their learning
- Using humor that doesn't offend or hurt feelings
- Acknowledging that every person has unique gifts and talents
- Sharing an interest in the likes and beliefs of others
- Inquiring about the welfare of others
- Listening to others without interrupting

RESPONSIBILITY
--responding to people and circumstances with a sense of what is right; being held accountable

- Speaking up when someone is treated unfairly
- Contributing to complete a successful group assignment
- Paying bills
- Arriving on time for appointments
- Putting tools and materials away
- Fixing something that you broke
- Obeying rules and laws
- Keeping a promise
- Acknowledging a mistake
- Ignoring gossip and searching for truth
Definitions and Examples

**READY-TO-LEARN**
--demonstrating that you are prepared and ready to do your best

- Listening to the teacher and asking pertinent questions
- Paying attention to directions
- Staying quiet while someone is sharing his thoughts
- Coming to class on time
- Bringing all required materials to class
- Studying for assessments
- Reading assigned texts
- Completing classwork and homework assignments
- Redirecting classmates when they are disrupting the class
- Acting as a role-model for peers

**RE-THINKING**
--continuing to look for solutions for difficult situations and everyday problems

- Looking for misplaced or lost belongings
- Calling 911 in an emergency
- Saving money for something you wish to buy
- Using the "help" section on a computer program when something isn't working right
- Asking for someone's help or advice
- Brainstorming solutions to problems with friends or a trusted adult
- Thinking before speaking a statement that may be hurtful
- Checking and proofreading work before it is handed in
- Working out personal relationship problems and misunderstandings
- Not giving up until success is reached

RESPECT
RESPONSIBILITY
READY-TO-LEARN
+ RE-THINKING
FORMULA 4 SUCCESS
Lesson #1

Please use this script to explain the Formula 4 Success to your students.

"This is a brand new school year, which means all of us have a fresh start. Everything that happened last year is now in the past.

"I know that all of you would like to do your best and have a successful school year. How many of you are interested in knowing a 100% guaranteed recipe that will help you have a successful school year?"

[Discuss what a successful school year means.]

"What would you think if I told you I had a simple recipe to achieve this success? Well, I do. It's called the Formula 4 Success, and it's right here."

[Point to your Formula 4 Success poster or bulletin board.]

"It's really easy to remember, and it's even easier to use. The four pieces are right here—respect, responsibility, ready-to-learn, and re-think. Each piece starts with an 'R'; that's why it's easy to remember!

"Any student who remembers to practice the four R's will be successful. In fact, it's impossible for you NOT to have a successful school day as long as you are respectful, responsible, ready-to-learn, and willing to re-think all day long.

"Now let's talk about the four R's. When I say the word 'respect,' what do you think about?"

[Discuss the word "respect" with the class.]

"When I say the word 'responsibility,' what do you think about?"

[Discuss the word "responsibility" with the class.]

"When I say the words 'ready-to-learn,' what do you think about?"

[Discuss the words "ready-to-learn" with the class.]

"When I say the word 're-think,' what do you think about?"

[Discuss the word "re-think" with the class.]

"Great! Well, now you have some ideas and examples to think about for the Formula 4 Success. You're going to hear about the formula throughout the school year. Let's start off the first day of school by putting some of those ideas into practice."
Lesson #2

Please use this script to explain respect to your students.

"I'd like to focus on the first piece of the Formula 4 Success. Let's talk about the word 'respect.' What are some ways you can show respect to a person?"
[Discuss, and write student responses on the overhead or chalkboard.]

"What are some ways people are disrespectful to one another?"
[Discuss, and write student responses on the overhead or chalkboard.]

"Let's do some role-playing. Could I please have two volunteers?"
[Choose two students and ask them to stand at the front of the classroom. Ask one student to pretend to be a teacher instructing a class. Ask the other student to demonstrate what a "respectful" student would look like. Discuss with the class what behaviors the "respectful" student exhibited. Ask the two volunteers to reverse roles. Again, have one student pretend to be a teacher instructing a class. Ask the other student to demonstrate what a "disrespectful" student would look like. Discuss with the class what behaviors the "disrespectful" student exhibited.]

"The last thing I'm going to do is assess how well you understood what respect means."
[Pass out assessment.]

"This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of respect. If it is an example of respect, put a plus (+) sign next to it. If it's not an example of respect, put a minus (-) sign next to it."
[Discuss the assessment with the students when they have completed it.]

"You did a great job learning about respect. Please make certain you show respectful behaviors in all of your classes today."
### CAN YOU SEE RESPECTFUL BEHAVIOR?

#### Directions:
Read each of the actions carefully. If the action shows respectful behavior, put a plus (+) sign next to it. If the action does not show respectful behavior, put a minus (-) sign next to it.

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<tbody>
<tr>
<td>1.</td>
<td>_____ coming to class on time</td>
<td>6.</td>
<td>_____ cursing at someone you're mad at</td>
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<td></td>
</tr>
<tr>
<td>2.</td>
<td>_____ talking to a friend during class</td>
<td>7.</td>
<td>_____ praising someone's good work</td>
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<tr>
<td>3.</td>
<td>_____ raising your hand</td>
<td>8.</td>
<td>_____ ignoring someone who needs to talk to you</td>
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</tr>
<tr>
<td>4.</td>
<td>_____ saying thank you</td>
<td>9.</td>
<td>_____ asking permission for something you want</td>
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<tr>
<td>5.</td>
<td>_____ making fun of someone's mistake</td>
<td>10.</td>
<td>_____ talking about the person sitting in front of you</td>
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**Name:** ______________________  
**Date:** ______________________
Lesson #3

Please use this script to explain responsibility to your students.

"I'd like to focus on the second piece of the Formula 4 Success. Let's talk about the word 'responsibility.' What are some ways you can show responsibility to a person?"
[Discuss, and write student responses on the overhead or chalkboard.]

"What are some ways people show that they are not responsible?"
[Discuss, and write student responses on the overhead or chalkboard.]

"Let's do some role-playing. Could I please have four volunteers?"
[Choose four students and ask them to stand at the front of the classroom. Ask the four students to pretend to be working on a group project together. Ask the students to demonstrate what "responsible" students would look like. Discuss with the class what behaviors the "responsible" students exhibited. Next, ask the volunteers to demonstrate what "irresponsible" students would look like. Discuss with the class what behaviors the "irresponsible" students exhibited.]

"The last thing I'm going to do is assess how well you understood what responsibility means."
[Pass out assessment.]

"This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of responsibility. If it is an example of responsibility, put a plus (+) sign next to it. If it's not an example of responsibility, put a minus (-) sign next to it."
[Discuss the assessment with the students when they have completed it.]

"You did a great job learning about responsibility. Please make certain you show responsible behaviors in all of your classes today."
CAN YOU SEE RESPONSIBLE BEHAVIOR?

Directions: Read each of the actions carefully. If the action shows responsible behavior, put a plus (+) sign next to it. If the action does not show responsible behavior, put a minus (-) sign next to it.

1. ______ setting your alarm clock at night  
2. ______ making breakfast for your sister  
3. ______ arriving at school ten minutes late  
4. ______ washing the dinner dishes  
5. ______ forgetting to study for your math test  
6. ______ remembering your class schedule  
7. ______ not being able to recall your locker combination  
8. ______ coming to class with all of your supplies  
9. ______ coming home an hour past curfew  
10. ______ not keeping a promise

Name: ___________________________  
Date: ___________________________
Lesson #4

Please use this script to explain ready-to-learn to your students.

"I'd like to focus on the third piece of the Formula 4 Success. Let's talk about the words 'ready-to-learn.' What are some ways you can show you are ready-to-learn to a teacher?"

[Discuss, and write student responses on the overhead or chalkboard.]

"What are some ways students show that they are not ready-to-learn?"

[Discuss, and write student responses on the overhead or chalkboard.]

"Let's do some role-playing. Could I please have two volunteers?"

[Choose two students and ask them to stand at the front of the classroom. Ask one student to demonstrate what a "ready-to-learn" student would look like. Discuss with the class what behaviors the "ready-to-learn" student exhibited. Ask the other student to demonstrate what a student who was "not ready-to-learn" would look like. Discuss with the class what behaviors the "not ready-to-learn" student exhibited.]

"The last thing I'm going to do is assess how well you understood what ready-to-learn means."

[Pass out assessment.]

"This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of being ready-to-learn. If it is an example of being ready-to-learn, put a plus (+) sign next to it. If it's not an example of being ready-to-learn, put a minus (-) sign next to it."

[Discuss the assessment with the students when they have completed it.]

"You did a great job learning about being ready-to-learn. Please make certain you show that you are ready-to-learn in all of your classes today."
CAN YOU SEE READY-TO-LEARN BEHAVIOR?

Directions: Read each of the actions carefully. If the action shows ready-to-learn behavior, put a plus (+) sign next to it. If the action does not show ready-to-learn behavior, put a minus (-) sign next to it.

1. _____ starting the drill immediately
2. _____ talking to your neighbor
3. _____ coming to class late
4. _____ having your homework out
5. _____ writing a note to your friend
6. _____ opening your textbook to the correct page
7. _____ arguing with another classmate
8. _____ listening to the teacher's directions
9. _____ sitting quietly in the classroom
10. _____ daydreaming
Lesson #5

Please use this script to explain re-thinking to your students.

"I'd like to focus on the forth piece of the Formula 4 Success. Let's talk about the word 're-think.' What are some ways you can show you know how to re-think?"

[Discuss, and write student responses on the overhead or chalkboard.]

"What are some ways people show that they are not re-thinking?"

[Discuss, and write student responses on the overhead or chalkboard.]

"Let's do some role-playing. Could I please have two volunteers?"

[Choose two students and ask them to stand at the front of the classroom. Tell the students that one of them will pretend to be a student who is failing math class. This student is very concerned about this problem because he/she would like to attend a magnet high school. The "failing" student will assign the role to the second volunteer. The "failing" student may ask the second volunteer to pretend to be a teacher, a parent, a friend, or someone else. In this role-playing activity, the student will demonstrate how a person is able to "re-think" a solution to this problem by enlisting the help of another. Discuss with the class what behaviors the "re-thinking" student demonstrated.]

"The last thing I'm going to do is assess how well you understood what re-thinking means."

[Pass out assessment.]

"This worksheet has ten different actions on it. Read each action carefully and decide if it is an example of re-thinking. If it is an example of re-thinking, put a plus (+) sign next to it. If it's not an example of re-thinking, put a minus (-) sign next to it."

[Discuss the assessment with the students when they have completed it.]

"You did a great job learning about re-thinking. Please make certain you show that you know how to re-think in all of your classes today."
CAN YOU SEE RE-THINKING BEHAVIOR?

Directions: Read each of the actions carefully. If the action shows re-thinking behavior, put a plus (+) sign next to it. If the action does not show re-thinking behavior, put a minus (-) sign next to it.

1. _____ walking away from a fight
2. _____ asking a teacher for help
3. _____ punching the person you’re mad at
4. _____ making fun of someone you don’t know
5. _____ reading directions twice
6. _____ checking your homework
7. _____ tuning the teacher out when you don’t understand an assignment
8. _____ skipping a difficult class
9. _____ not studying for a test you think you’re going to fail
10. _____ proofreading an essay you wrote

Name: ____________________________ Date: ____________________________
Tara and Melinda were asked to represent their school by attending an assembly on respectful behavior. Tara was really excited to be chosen. She felt honored to represent her school, and she was interested in what the speaker would be saying. Melinda was also excited about attending the assembly. She was looking forward to missing a whole day of classes.

Tara arrived at the assembly ten minutes early. She wanted to get a good seat so she could focus on the speaker's words. Melinda arrived at the assembly ten minutes late. She stopped for food and noisily slurped her Coke as she chose a seat in the back of the auditorium. She planned on sleeping through the assembly.

As the speaker addressed the group, Tara focused on the speaker's face and listened intently to his words as he spoke. During the question and answer session, she raised her hand and waited to be called on before asking her question. She even thanked the speaker for his response.

Melinda noticed a cute boy two seats away from her. She yelled, "Hey!" to get his attention, and several people turned around to look at her. She spent the next few minutes trying to get his phone number but had to stop when a teacher looked at her and said, "Shh!" When she began to listen to the speaker, she found that she disagreed with one of his statements. She loudly yelled, "That's so stupid!"

Give examples of how Tara showed respectful behavior.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Give examples of how Melinda showed disrespectful behavior.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Drill #2

Directions: Read the following story carefully then respond to the prompt.

"Who was on the phone, Mom?" Jen asked.
"That was my boss. One of my co-workers called in sick, so I have to go to work," Jen's mom replied.
"Aw, Mom, I thought we were going out for pizza."
"Well, Jen, we'll have to wait until tomorrow. I'm only going in for four hours, and besides, we can use the money."
"I know, Mom," Jen said, "but I was really looking forward to that pizza."
"Tomorrow we'll go. I'm leaving in a few minutes, and I have some things to tell you before I go. First, I don't want any of your friends over."
"But Mom!" Jen protested.
"Jen, your sister hasn't been feeling well. I want you to make dinner for both of you, then I want you to make certain your sister sleeps for the rest of the evening."
"The rest of the evening?!" Jen protested again.
"Yes, so that means you have to keep quiet as she sleeps. No TV or stereo. Jen, I'm counting on you. Your sister needs her rest."
"Okay, Mom. I'll make dinner and stay quiet for the rest of the night."
"Thanks, honey. I'll be home at 10:30. Have a good night." Jen's mom kissed her good-bye then left.

A few minutes after Jen's mom left, the phone rang. It was Jen's best friend Louisa.
"Hi, Jen," Louisa said. "What's up?"
"Not much," Jen replied. "I'm babysitting my sister."
"Oh yeah? Your mom's not home? I'm coming over. You can hear my new J. Lo CD."

Describe what Jen will do for the rest of the evening if she is being responsible.
Drill #3

Directions: Read the following story carefully then respond to the prompts.

The students were surprised to see that their regular teacher was not in the classroom. In fact, no teacher was in the classroom at all. Immediately the kids began to goof around.

Instead of doing their drills, four girls headed to the bathroom to redo their hairstyles. Two boys were hanging out a window trying to catch a butterfly. Another two boys were looking through the teacher’s desk, which was strictly off-limits.

No one was doing the drill. The few students who were in their seats were talking loudly, giggling, or doodling. A minute after the bell rang, the teacher who was covering the class walked in. Even though this was one of the class’s favorite teachers, no one stopped what he or she was doing. Clearly, no one was ready-to-learn.

Give examples that show the students were not ready-to-learn.

Describe what the classroom would have looked like if the students had been ready-to-learn.
Drill #4

Directions: Read the following story carefully then respond to the prompts.

Jared had been having a lot of problems since he moved into the neighborhood. A gang of boys had been pressuring him to join them, but Jared didn't want to. He had always done well in school, and he wanted to excel at his new school.

He was walking to his language arts class when he felt a hand on his back. Before he knew it, he was shoved to the floor, and his books fell all around him. When he looked up, he saw the leader of the Bloods staring down at him.

"You think you're too good to join our gang? You better watch out." The boy laughed wickedly then walked away.

Jared's language arts teacher saw him in the hall as he was picking up his books. The teacher stopped to help him.

"Is everything okay, Jared?" Mr. Jackson asked.

Jared liked this teacher. Mr. Jackson had gone out of his way to make Jared feel welcome at his new school. He thought about confiding in his teacher. No, he decided, it wasn't a big deal.

"Everything is fine, Mr. Jackson," Jared stated.

It wasn't. For the next two weeks, at least one member of the Bloods harassed Jared each day. It wasn't so bad when he was home; his father was a police officer, so he felt safe at his house. School, however, was a different story.

Jared realized he was in the middle of a big problem when the Bloods started picking on his younger sister. He began to think of ways to get revenge; he wanted to punish the Bloods. However, he was afraid of getting in trouble, or worse, seriously hurt.

Not knowing what else to do, he walked into his language arts classroom after school.

"Mr. Jackson," Jared said, "I need your help."

Describe how Jared used re-thinking to deal with his problem.

Describe what you think Jared will say to Mr. Jackson that shows he is re-thinking.
Formula 4 Success

Respect
Responsibility
Ready-to-Learn
+ Re-thinking
Formula 4 Success

RESPECT
-showing concern for others and their beliefs; treating people in a way that
does not belittle or humiliate

RESPONSIBILITY
-responding to people and circumstances with a sense of what is right;
being held accountable

READY-TO-LEARN
demonstrating that you are prepared and ready to do your best

RE-THINKING
-continuing to look for solutions for difficult situations and every day
problems

The Formula 4 Success has been explained to me by my homeroom teacher homeroom teacher's name
I fully understand the expectations and agree to show a positive attitude and positive behaviors daily.

__________________________  ______________________
Student's signature                  Date
PBIS LESSON PLAN
Reading/Language Arts
Lesson Date: 8/26/02

LESSON OBJECTIVES
Students will:
- Define the word “respect”
- Identify examples of respectful behavior within the school setting
- Work in groups to categorize behaviors into different school environments
- Describe in writing an example of respectful behavior

MATERIALS
- Weekly warm-up sheets (if applicable)
- Notebook paper, pens/pencils
- Graphic organizer “School Environments and Respectful Behaviors” for each student
- Overhead copy of graphic organizer “School Environments and Respectful Behaviors”
- Exit slips

ACTIVITIES/ASSESSMENT
1. Upon entering the room, students are given 3 minutes to complete the warm-up activity written on the overhead/board (Warm-up: In your own words, define the word respect). When the timer sounds at the end of three minutes, students are given an opportunity to share responses. Teacher may then choose to present/discuss a definition from the school dictionary: “high or courteous regard or consideration”

2. Students are then asked to brainstorm examples of respectful behavior exhibited throughout a typical school day. The teacher records responses on the board (raising hand to speak, use positive responses, listen to others attentively, etc.). Be sure to cue students to think of all environments within the school building (classroom, cafeteria, restrooms, hallways, media center, outside campus, bus). Also be sure that responses are stated “positively” (“raise hand” instead of “don’t call out”). Guide students as needed. Allow approximately 7-10 minutes for this brainstorming activity.

3. Following the brainstorming activity, divide the class into 7 small groups. Assign one of the 7 school environments to each group
(classroom, cafeteria, restrooms, hallways, media center, outside campus, bus) and ask each group to write its assigned environment at the top of a piece of notebook paper. Students will have 10 minutes to choose those behaviors from the board that could be exhibited within their environmental category. Encourage students to examine each behavior carefully; some behaviors may be applicable in more than one environment. Set the timer for 10 minutes. As students are working, circulate the room, find those groups/students who are on task, and praise them using the specific behavior you observed within the praise (“I like the way you are cooperating as a group”, “This group is really on task”).

Note: Let this be the beginning of your commitment to changing unwanted behaviors by finding the students who are doing it right and praising them. It’s amazingly effective! 😊

4. When the timer rings, ask each group to choose a speaker in preparation for sharing responses. Give each student in the class the graphic organizer “School Environments and Respectful Behaviors”. Explain to the class that as each speaker shares his/her list of behaviors, each student in the class will be responsible for independently recording those responses on his/her graphic organizer.

5. Ask for a speaker to volunteer to present first. This speaker will list on the overhead copy of “School Environments and Respectful Behaviors” his/her group’s list of behaviors. Encourage each speaker to highlight any particularly interesting discussion that occurred during the group activity. Continue until all environments have been discussed and all students have completed their individual graphic organizers.

6. Once all groups have shared, allow students to return to their desks as you pass out the “exit slips”. Inform the students that they will have 8 minutes to follow the instructions on the exit slip in writing: “Select one behavior listed on the front board and describe in detail a situation in which you have exhibited this behavior in the past. How do you think your respectful behavior affected the outcome of this situation?”

7. After the 8 minutes a few responses may be shared briefly. Inform students that tomorrow they will expand upon today’s activities by writing short skits dealing with respectful behavior.

8. Exit slips may be handed to the teacher upon exiting the classroom.
<table>
<thead>
<tr>
<th>Outside Campus</th>
<th>Cafeteria</th>
<th>Hallways</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Restrooms</td>
<td>Media Center</td>
<td>Bus</td>
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<td></td>
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<tr>
<td>Classroom</td>
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<tr>
<td>Select one behavior listed on the front board and describe in detail a situation in which you have exhibited this behavior in the past. How do you think your respectful behavior affected the outcome of this situation?</td>
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</tbody>
</table>
Character Education #2—Responsibility

Time: 40 minutes
Group Size: 8-10 students
Materials: Activity sheet, Independent Practice sheet, school-home
link sheet, color pencils (optional)
Goal: To understand responsibility and how fulfilling responsibilities affects
you and those around you.

Directions:
Write on Board:
Lesson: Responsibility—
What?
Why?
When and Where?

1. Ask students to define responsibility. Write down suggestions in the
students' own words—or ask to make modifications. These answers go next to
"What" on the board.
2. Ask students why it is important to take responsibility. These answers go
next to "Why" on the board.
3. Have students give specific examples of when it may be important to show
responsibility. Get examples from different places, such as home, school,
work, etc. These answers go next to "When and Where" on the board.
4. Finish by reviewing the ART definition of Responsibility.

Responsibility—
A willingness to be accountable for your own actions without blaming others.

Guided Practice:

Read the following scenario to the class and ask the questions. Ask each
student to give their answer before proceeding to the next question.
Scenario:
When Derrick comes home from school, all he wants to do is relax, listen to music or watch TV. However, his parents expect him to vacuum, do the dishes, and fix dinner. His parents are at work from 6 in the morning until 6 at night.

Discussion Questions:
1. What are Derrick’s responsibilities at home?
2. If you were his parents, why would you expect Derrick to pitch in at home?
3. What would happen if Derrick watched TV and ate potato chips instead of cleaning up, and his mom brought her boss home for dinner?
4. What other Character Education trait could Derrick exhibit in this situation?
5. What do you think would happen if Derrick did not do his chores?
6. What do you think would happen if he did do his chores?
7. What would happen if Derrick hasn’t done his chores and wants to have friends over Friday night?
8. How do Derrick’s actions of fulfilling his responsibilities affect those around him?
9. How does the Character Education trait of Responsibility affect other aspects of his life?

Make sure students know the right answers and why.

In-Class Activity
Facilitator's Notes:
Decide whether you want students to work individually or in small groups of 2-4. Distribute In-Class Activity worksheet. Go over instructions as a group and check for understanding. Remind students that they only need to choose one task. When students complete the activity, discuss and share their ideas.

In-Class Activity

Character Ed #2 - Responsibility

Directions:
Choose a task for which you are responsible at school. Then complete the flow chart below:

I am responsible for...

I know I have fulfilled my responsibility when...

Benefits to others...

Benefits to me...

Character Ed #2 - Responsibility
Directions:

Choose a task for which you are responsible at home. Then complete the flow chart below:

I am responsible for...

I know I have fulfilled my responsibility when...

Benefits to others...

Benefits to me...

Internal

External

Comments/Discussion
School-Home Link
Character Ed #2- Responsibility

Directions:
Work together with your parents to complete the following chart. Help each other to remember at least 5 responsibilities that each of you has in your family. Then answer the questions at the bottom of the page.

<table>
<thead>
<tr>
<th>Responsibilities I have as a parent</th>
<th>Responsibilities I have as a child</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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</tbody>
</table>

What did you learn about each other that you didn’t already know?

Was there a responsibility that one of you has forgotten about? Did you remind them? What was it?

Comments/Discussion

_______________________________
Detach and return
Name:

_______________________________
Parent Signature:

Center for Safe Schools and Communities, Inc 2002
# Lesson Plan Timeline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lesson Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25-27</td>
<td>*Focus on modeling expected behaviors</td>
</tr>
<tr>
<td>Aug. 30-Sept. 3</td>
<td>*RESPECT</td>
</tr>
<tr>
<td></td>
<td>Day 1- Classroom</td>
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<td>Day 2- Cafeteria</td>
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<td>Day 3- Hallway</td>
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<td>Day 4- Playground</td>
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<tr>
<td></td>
<td>Day 5- Review of respect</td>
</tr>
<tr>
<td>Sept. 7-10</td>
<td>*RESPONSIBILITY</td>
</tr>
<tr>
<td></td>
<td>Day 1- Classroom</td>
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<tr>
<td></td>
<td>Day 2- Cafeteria</td>
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<tr>
<td></td>
<td>Day 3- Hallway</td>
</tr>
<tr>
<td></td>
<td>Day 4- Playground/Review of Responsibility</td>
</tr>
<tr>
<td>Sept. 13-17</td>
<td>*PREPARED</td>
</tr>
<tr>
<td></td>
<td>Day 1- Classroom</td>
</tr>
<tr>
<td></td>
<td>Day 2- Cafeteria</td>
</tr>
<tr>
<td></td>
<td>Day 3- Hallway</td>
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<tr>
<td></td>
<td>Day 4- Playground</td>
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<td>Day 5- Review of Prepared</td>
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<tr>
<td>Sept. 20-24</td>
<td>*SAFE</td>
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<td></td>
<td>Day 1- Classroom</td>
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<td></td>
<td>Day 2- Cafeteria</td>
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<td>Day 3- Hallway</td>
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<td>Day 4- Playground</td>
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<td></td>
<td>Day 5- Review of Safe</td>
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</tbody>
</table>

*Note: Sample of planned teaching of school-wide rules. Lesson plans for each were developed and distributed to teachers. (Winter Street Elementary in Washington County, Md.)*
**Name of Skill:**

*Conflict Management: Stop, Think, Act*

<table>
<thead>
<tr>
<th>Teacher Wording</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Cumulative Review:** *Yesterday, we began to learn about a conflict management strategy called Stop, Think, Act. Before we could learn the strategy, we had to define conflict. What is a conflict? (when two or more people disagree about something)* | + Two students want to use the same computer.  
+ Student and teacher know different answers  
+ Child and parent want to watch different tv shows  
+ Two students disagree about a game rule |
| **Introduction (Outcome):** *Today we are going to learn the first step in the Stop, Think, Act strategy. Stop.* | |
| **Skill Component Variations behaviors:** *After you determine that a conflict exists, there are many different ways to Stop … some of them are okay and others are not okay.* | + Take a deep breath  
+ Say "I think we don't agree."
+ Call the other person an arguer  
+ Ask to discuss later  
+ Ask an adult to help  
+ Walk away without saying anything  
+ Others? |
| **Can you give some examples of correct ways to stop?** | |
| **Model/Show:** *Watch me. When I am done I will ask you to tell me how I stopped when there was a conflict.* | + Two students want to use the same computer (Say: "We both want to use the same computer at the same time. We had a conflict")  
+ Student and teacher have different answers Ask the teacher for correct answer, |
## COOL TOOL OF THE WEEK

### Skill Name

*Teacher Attention*
(how to get attention from adults)

### Teaching Examples

1. You want to let the teacher know that you are done with your in-class social studies assignment, so you go to the teacher's desk and ask the teacher to check your answers.

2. Your group is done with its art activity and you'd like to ask the teacher for permission to visit the library, so you raise your hand. When the teacher sees your raised hand, the teacher asks what you want. You say your group is done with their project and would like permission to go the library.

3. You are walking down the hall with your friends and you see one of your teachers. When you get close to the teacher, you say "hi" and introduce your friends.

4. Your teacher is talking to another teacher before school. You want to ask your teacher about an assignment. You stand within view so your teacher knows you are waiting.

### Kid Activity

1. Ask 2-3 students to give an example of a situation in which they wanted attention from an adult.

2. Ask students to indicate or show how they could get attention from an adult.

3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.

### After the Lesson
(During the Day)

1. Just before students are about done with a task, direction, or activity, ask them to tell you how they could get your attention (precorrection).

2. When you see students are using inappropriate ways to get your attention, wait until they are quiet, then ask them to tell you a more appropriate way to get your attention (reminder).

3. Whenever a student gets your attention the correct way, provide specific praise to the student.
Willard School Wide Social Skill Program
Playground

BE KIND

Skill and Critical Rule

"Today, we are going to talk about ways to BE KIND to others on the playground."

- what are we going to talk about?

Ask students to define what BEING KIND means. Shape their responses into observable behaviors (e.g., if they say to be 'nice,' ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play..."

"There are several ways to BE KIND to others. For example, we can:

- invite others to join in our games
- include all who want to play
- accept skill differences/teach rules to others
- include others in your activities."

"What are some ways we can BE KIND on the playground?"

- Review above key behaviors and any other skills the students identify

Demonstration & Role Play

Demonstration

"I am going to show you some ways to BE KIND and some ways to BE UN-KIND. I want you to watch me and see if you can tell if I am BEING KIND.

- Following each demonstration, ask the students if you were BEING KIND. Ask what you might do instead during non-examples

Examples

1. Tell someone they can't play the game you are in.
2. Greet one of the students and ask if s/he would like to swing.
3. Make fun of someone who doesn't know how to play four square.
4. Review the rules of soccer with peers before start to play.
5. Ask a peer if they want to sit by you.
Behavior Lesson
Hallway & Restroom

Grades 4,5, & 6:

The lesson is divided in different activities:

1. An explanation of the expectations related to RESPECT and RESPONSIBILITY.

2. A WORD BANK for the written activity (fill in the blanks).

3. Short answer questions.

4. An optional reinforcement activity - a word search puzzle reinforcing vocabulary words used in the lesson.

To serve as an incentive to complete the activities, it is suggested that each homeroom have a drawing. Collect all completed activities and draw one at random. That student will receive a FREE ICE CREAM COUPON. At the conclusion of the drawing, please send the student's name to the Guidance Office.

Please file the lesson and related information in your staff notebook (in the section related to BEHAVIOR). Thank you!!
Hallway & Restroom Behavior Expectations

WORD BANK

walk cleanliness quiet inside disturb
careful respectful considerate friendly moving
appropriate privacy wash one trash can
planner
Hallway & Restroom Behavior Expectations

Respect: Self, Others & Property & Responsibility

1. Everyone needs to _________ in the hallway.

2. Walking on the RIGHT side of the hallway is important because ____________________________
   ____________________________

3. List examples of good manners that are appropriate in the hallway:
   ____________________________
   ____________________________
   ____________________________

4. Why is it important to use good manners in the hallway?
   ____________________________
   ____________________________
   ____________________________

5. It is everyone's responsibility to maintain _____________ in the hallways, restrooms and throughout the building.

6. When talking in the hallways/restrooms we should use _____________ or _____________ voices.

7. Horseplay, bullying and teasing cause problems in the hallways/restrooms. Explain how each is disrespectful.
   horseplay- ____________________________
   ______________________________________________________________________
   bullying- ____________________________
   ______________________________________________________________________
   teasing- ____________________________
   ______________________________________________________________________
Hallway & Restroom Behavior Expectations

8. How does it make you feel to be bullied or teased?

9. How does it make you feel when someone compliments you or uses good manners when walking/talking?

10. It is important not to ______________ classes while walking in the hallways or using the restrooms.

11. Be ___________ and ___________ of others when using lockers. Be especially careful when opening and closing lockers.

12. Some important reminders:
   Be ___________________
   Greet everyone in a ______________ manner
   Keep hallway traffic _____________

13. Running in the hallways is very dangerous. Explain why.

14. 4th & 5th graders have separate restrooms from the upper grade students. All students need to use the ____________ restrooms.

15. How does it make you feel to walk into the restroom and find it messy & unclean? ________________________________
Hallway & Restroom Behavior Expectations

16. List things you can do to maintain cleanliness in the restrooms:


17. To show consideration, everyone should respect _______ in the restrooms.

18. Good personal hygiene is very important. Always _______ your hands after using the restroom.

19. After washing your hands, you should use _______ paper towel to dry your hands and then place the used towel in the ____________.

20. Always use your ____________ when traveling throughout the building. Remember your ____________ is your hall pass. Arriving on time is important.

21. List your responsibilities when walking in the hallways or when using the restroom:


22. Showing RESPECT & RESPONSIBILITY for yourself, others and property means you have pride in yourself and pride in your school. Describe what our school would be like if EVERYONE was demonstrating RESPECT & RESPONSIBILITY.
Positive Reinforcement Systems

The systems used to reinforce appropriate social behavior are as varied as the individuals on school-based teams who help to establish them! There are no hard and fast rules; creativity prevails!

Keep in mind some guiding principles:

- rewards need to be directly related to expectations
- when possible, use naturally occurring reinforcement (such as verbal praise, social recognition, special privileges, etc.) to facilitate students “internalizing” the benefits of rule-abiding behavior and becoming “self-managers”
- keep the ratio of reinforcement to corrections high (a 5:1 ratio is recommended)
- rewards should be varied to maintain student motivation
- consider surveying students to obtain ideas for incentives
- includes systems for reinforcing staff/faculty
- increase reinforcement opportunities during “tough times” in the year (e.g., before breaks, during testing weeks, etc.)
- the goal is to move from frequent, concrete, tangible rewards to intermittent, non-tangible reinforcers that sustain expected behavior
## Example at G. Ikuma School

### Positive Reinforcement Procedures

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>By Whom</th>
<th>How Often</th>
<th>How many</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Office</td>
<td>Whenever a student provides an exemplary display of a school-wide</td>
<td>All staff</td>
<td>Each occurrence</td>
<td>5-6 per day per teacher</td>
<td>Anywhere at school</td>
</tr>
<tr>
<td>Referrals (see form)</td>
<td>behavioral expectations</td>
<td></td>
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<tr>
<td>Verbal praise</td>
<td>Continuously &amp; contingently whenever a student displays behavior</td>
<td>All staff</td>
<td>As often as</td>
<td>No maximum number</td>
<td>Anywhere at school</td>
</tr>
<tr>
<td></td>
<td>related to school-wide behavioral expectations</td>
<td></td>
<td>possible</td>
<td>per teacher</td>
<td></td>
</tr>
<tr>
<td>&quot;Gotchas&quot; (see slip)</td>
<td>Continuously &amp; contingently whenever a student displays behavior</td>
<td>All staff,</td>
<td>As often as</td>
<td>No maximum per teacher</td>
<td>Nonclassroom settings: hallways, bus</td>
</tr>
<tr>
<td></td>
<td>related to school-wide expectations in nonclassroom settings</td>
<td>but especially supervisors, teaching assistants, cafeteria workers, bus drivers, &amp; administrators</td>
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<td></td>
<td>loading areas, playgrounds, common areas,</td>
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<td></td>
<td>cafeteria, etc.</td>
</tr>
</tbody>
</table>
How are our “gotcha” tickets used?

1. 28 tickets are drawn each week for prizes (4 tickets drawn for each grade, PK-5th).
2. Names are drawn on Fridays, and prizes presented on Mondays. Students must be present for both the drawing and the prize distribution...our way of improving attendance on these days.
3. Monthly school-wide events (25 ticket “entry fee”). Activities such as structured outdoor play, board game day, movie/popcorn, ice cream sundaes, etc. will be announced in advance.
4. Students have a choice as to how to spend their tickets - put them in the lottery drawing buckets, save them for the monthly event or (if they're collecting “lotsa gotchas”), both!
5. The number of lottery drawings will be increased during the month of December to further encourage respectful and responsible behavior from students during this sometimes “trying” month.
6. One teacher and one parent treated to pizza (or other reward for teachers only) once a month.
### Rewards for PBIS - All

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Monthly</th>
<th>Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School Store-Students can spend earned Bee Cards every Friday in the cafeteria</td>
<td>• Drawings-Students in each grade level can turn in unspent Bee Cards for a monthly drawing held on the morning announcements</td>
<td>• Golden Table-Teachers will nominate 2/3 students to attend the Golden Table who have demonstrated the marking period’s selected school rule</td>
</tr>
<tr>
<td>• Grade Level Teams may determine additional weekly rewards for their students (ex: 10 Bee Cards = extra recess on Friday)</td>
<td>• Above and Beyond-Teachers can nominate colleagues for recognition and a chance to win a monthly prize</td>
<td>• Drawings-Parents who have earned Bee Cards for involvement will be entered into a marking period drawing</td>
</tr>
</tbody>
</table>

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*Note: Sample from Winter Street Elementary in Washington County, Md*
GOTCHA! Hallway Tickets

What is a Gotcha! ticket?

A Gotcha! ticket is an incentive for students to follow the Code of Conduct in the hallways.

How do students earn Gotcha! tickets?

Teachers should give out a number of Gotcha! tickets during class changes to the students they feel are following the Code of Conduct in the hallway.

What do students do with Gotcha! tickets?

Students should write their name on any ticket they earn and then place it in the appropriate grade level collection box in the cafeteria.

What do students get for Gotcha! tickets?

Drawings will be held weekly for Gotcha! ticket winners. Winners will be announced during afternoon announcements and will receive their prize at the end of the school day.

Why are we doing this?

We are doing this to teach the students the Code of Conduct for Hallway behavior.

What do I have to do as a teacher?

All you have to do is cut your Gotcha! ticket sheets up and distribute them during class changes. We suggest you give out no more than 3 tickets a day. If everyday teacher is out on the hall everyday, looking for positive students, we should have over a thousand tickets per week to draw from! Little actions count up!

Where do I get my Gotcha! Tickets?

Each Monday you will receive 2 sheets of Gotcha! tickets in your mailbox to use for the week.

Let’s reward those students that are successful in our school!
1. 'Bucky Bucks' are based on the Positive Behavioral Interventions & Supports Program (P.B.I.S.) incorporated schoolwide last school year around RESPECT.
2. The purpose of Bucky Bucks is to promote positive interaction with students by every staff member. (Daily incentive)
3. Each staff member will give a minimum of 10 Bucky Bucks per day to positively interact with any student.
4. Staff members must fill out the back of the Buck upon distribution. (Take Bucks and a pen everywhere!) Anyone interested in aprons???
5. Bucky Bucks will be color coded by month due to data collection.
   Students will redeem Bucky Bucks at a Bear Den which is located in each classroom (a drawer, a cabinet, etc...) every Friday.
7. Students must redeem all Bucky Bucks by the end of a month due to a new color of buck.
8. A "Golden Bucky Buck" will be awarded every afternoon to one student Mon.-Thurs. that is displaying exceptional respect all day. (A star student of the day) Golden Bucks are only given by homeroom teachers creating special positive interaction from teacher to classroom student.
9. The Golden Bucky Buck winner of the day will put their name in a special "honey pot" or box.
10. On Friday morning, before announcements, each homeroom teacher will randomly choose a Golden Buck from the pot. The PBIS rep. will be responsible for gathering classroom winners and randomly choosing one grade winner.
11. Each winner from the grade level will be announced on the Friday morning announcements. Each student may choose 1 friend to eat with them at the special Golden Bear Tables during lunch that Friday. (Weekly incentive)
12. PBIS reps. will save all possible Golden Buck winners (all names b4 a grade level winner was selected) for a whole month. One name per grade will be selected at the end of the month for a Happy Meal to be enjoyed during lunch at the Golden Bear Tables. This will not interfere with the student of the month lunch. (Monthly incentive)

Remember, the purpose is to promote positive interaction with our children from everyone!
Bucks Bucky Bucks
* daily incentive
* promote positive interaction with students by all staff
* based on RESPECT program
* recognizes random students in all settings.
* distribute minimum of 10 per day
* redeemed every Friday at Bear Den
* Verizon Pioneer sponsored once per month

Student of the Month
* monthly incentive
* Administrative & Guidance Program
* recognizes well rounded students
* enhances positive communication between student, parent, teacher and community
* chosen by teacher monthly

Golden Bucky Bucks
* weekly incentive
* promotes positive interaction between teacher & student
* based on RESPECT program
* recognizes exceptional student in classroom setting.
* distribute 1 at close of each day.
* weekly winner chosen on Friday.
* lunch at Golden Bear Table

B.U.G.
* bi-weekly incentive
* recognizes an action demonstrated by a student on their own initiative (without any teacher direction)
* based on Character Counts county program incorporating character education
* distribute anytime any student is “caught being good”
Deep Creek Middle School

Respect ☛ Responsibility ☛ Ready-to-learn ☛ Re-think

Formula 4 Success (Gotcha Tickets)/Incentive Program

Targeted Group:
Entire student body

Strategy:
1. Use of positive incentive system in place and working effectively.
2. Teacher determines if student behavior warrants a Gotcha ticket as a positive reinforcement.

Activities:
1. The teacher will assign a Gotcha ticket to reinforce good behavior.
   a. Teacher will name behavior and expectation
   b. Teacher will fill out ticket
   c. Teacher will give positive verbal/social acknowledgement
   d. Teacher will give ticket to student
   e. Student is reminded to turn ticket into central location.
2. Students in each grade level will turn slips into designated boxes.
   a. Boxes will be located outside lunchroom.
   b. Students will drop tickets in boxes on the way into lunchroom.
3. Assigned administrator/guidance counselor will draw winning Gotcha tickets during 6th, 7th and 8th grade lunch periods.
   a. Daily prize drawings will take place during each lunch period.
   b. One weekly drawing will take place during each lunch period.
4. Assigned teachers will collect and analyze Gotcha tickets on a weekly basis.
5. Modifications to incentive program will be made based upon data derived from Gotcha ticket and office referral analysis.
6. Additional incentives will be included in the program in order to recognize students with 5 or more Gotcha tickets in one week who may not have been recognized during prize drawings.
7. Additional incentives will be included in the program in order to recognize students who are among the targeted group (receiving high amounts of office referrals or warning discipline forms) and may not have been recognized during prize drawings.
Deep Creek Middle School

Respect ◇ Responsibility ◇ Ready-to-learn ◇ Re-think

### Formula 4 Success

#### Gotcha Ticket

**Presented to:**

<table>
<thead>
<tr>
<th>Location</th>
<th>![Location Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>☐</td>
</tr>
<tr>
<td>Hallway</td>
<td>☐</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>☐</td>
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<tr>
<td>Bus</td>
<td>☐</td>
</tr>
<tr>
<td>Other</td>
<td>☐</td>
</tr>
</tbody>
</table>

| ☐ Respect         | ☐ Responsibility  |
| ☐ Ready to learn  | ☐ Re-think        |

**Given by (please print):**

| Date: / / | Student's Team Name: |

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Welcome to Western Heights Middle School, a learning community committed to every student’s success. We strive to support all students and staff by teaching and promoting positive behavior school wide. We have three rules, which are reinforced daily and in all areas of the school.

**RESPECT**

1 BEAR = Being caught doing something good.

1 BEAR = Wearing the Character Counts color on the first Friday of the month.

20 BEARS = Perfect attendance for the month.

10 BEARS = No unexcused tardies for the month.

10 BEARS = Make honor roll every six weeks (A’s & B’s).

20 BEARS = Make distinguished honor roll every six weeks (all A’s).

10 BEARS = Make behavior honor roll every six weeks (no referrals, incident slips, detentions).

20 BEARS = Rising/Shining STAR every twelve weeks.

20 BEARS = Character Counts student of the month.

3 BEARS = Win the weekly planner drawing.

1 BEAR = “Golden Trashcan Award”. Award given to the cleanest classroom weekly.

**RESPONSIBILITY**

**READINESS**

When the rules are followed, students have an opportunity to be recognized for their efforts by receiving BEARS. When school rules are not followed, specific consequences result.

**How can students earn BEARS?**

**BEAR DAYS (30 BEARS each):**

- October: Fun Activities
- November: Ice Cream Social
- December: Movie*
- February: Dance/Game Time*
- March: Movie*
- May: Carnival

*Popcorn and drink served at each movie! *Game Time for Grade Five only.

**CARNIVAL:**

Fun, school-wide carnival to be held during the month of May. Number of BEARS needed to enter will be determined at a later date.

**SCHOOL STORE (1 BEAR):**

For the first six weeks of school 1 BEAR will equal 10 cents at the school store.

**POPCORN FRIDAY’S (5 BEARS):**

One Friday a month BEARS can be traded in for popcorn at lunch.

**GRIZZLY GENERAL STORE:**

BEARS can be used to make purchases at the Grizzly General Store, open Friday’s at lunch.

*Note: WHMS is located in Washington County, Md.*
Rewards: Falcon Coupons

Teachers recognize acts of respect for self, property, and others with Falcon Coupons

- Ratio of 6-8 positive to 1 negative adult-student interaction
- Small monthly awards for individual students and staff
- Monthly award for the advisory with the most Falcon Coupons in a month
Rewards: Character Education Assembly

- A huge celebration of student achievement
- Awards for GPA, attendance, displaying good character traits, and special projects
- Performances by the band, chorus, drama skits, dance team and step club
- Prize drawings
Rewards: Falcon Coupons

Falcon Coupon

Presented to

Awarded by

Teacher Copy

CAUGHT IN THE ACT

Presented to:

Location
☐ Classroom
☐ Auditorium
☐ Gym & Locker Rooms
☐ Hallway & Bathroom
☐ Media Center
☐ Cafeteria & Outside Eating Area

Behavior
☐ Respect Others
☐ Respect Property
☐ Respect Self

Awarded By:  

Student Copy

Date:
Viking of the Month

The Viking of the Month (VOM) program has been established to recognize the many ways that students strive to uphold the Viking Code of Conduct (Readiness, Responsibility, and Respect). Teachers nominate students, on a monthly basis, whom they feel best exemplify one or more of those areas.

All students who are nominated are recognized over the announcements and are provided certificates to acknowledge this accomplishment. The VOM Committee will then select one student from the list of nominated individuals to be the Viking of the Month; that student will receive a special certificate and an appropriate reward. Their picture is also displayed in the front lobby for all faculty, students, and visitors to see.

Note: Sample taken from Lansdowne High School, Baltimore County, Md.
To: Faculty  
From: Viking of the Month Committee  
Re: Viking of the Month for September 2004

The Viking of the Month program has been set up to recognize the many ways our students strive to uphold the Viking Code of Readiness, Responsibility, and Respect. We are asking teachers to nominate a student whom you feel exemplifies one or more of these areas. The following are suggested areas of nomination:

**Readiness**
- Improved attendance
- Active participation in class activities
- Effort and initiative
- Preparation for each class

**Responsibility**
- Honesty
- Academic Improvement
- Following School Rules

**Respect**
- Compassion
- Courtesy
- Cooperation and helpfulness
- Tolerance toward others

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Please complete all information below.

Nominee (print) ___________________________ Grade _____ Homeroom _____

Recommended by (print) ___________________________

Signature ___________________________

Circle: Readiness   Responsibility   Respect

Please indicate the reason(s) you are nominating this individual. Your comments are necessary and helpful in our selection. Use the back of this form if necessary.


Thank you for taking time to complete this nomination form and for making VOM possible! Please return to Mike Lawson's mailbox NO LATER than 2:30 on 10/1/04.
Explanation of V Bucks

V Bucks are awarded by teachers to students who exemplify the Viking Code of Conduct on a daily basis in the classroom, the hallways, the cafeteria, and other areas of the building. V Bucks are awarded to encourage and reinforce positive behaviors among our students. Teachers can award V Bucks to students, whether they teach them or not.

Teachers complete the form, giving one copy to the student they are recognizing and retaining one copy for their records. Students are responsible for placing their copy of the V Buck in the appropriate box in the front office.

Each week completed V Bucks will be gathered and entered in a data tracking system. A drawing will be held and a gift awarded to the student and the teacher named on the winning form.

All slips collected throughout the month will be entered in a drawing and the identified student and teacher will receive a gift of greater value.

All slips collected throughout the quarter will be entered in a drawing and the identified student and teacher will receive a gift of greater value.

Students have the option of “trading in” 5 “I Noticed” forms for 1 V Buck. This will take place one time each week.
<table>
<thead>
<tr>
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<th>Respect</th>
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<tr>
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<td>Homework</td>
<td>contribution</td>
<td>Accountability</td>
</tr>
</tbody>
</table>

Steps
1. Identify behavior and expectation.
2. Fill out slip.
3. Give positive verbal/social acknowledgment.
4. Give slip to student.
5. Remind student to place in box in office.

Given by: ____________________________  Date: __________  Time: __________

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Steps
1. Identify behavior and expectation.
2. Fill out slip.
3. Give positive verbal/social acknowledgment.
4. Give slip to student.
5. Remind student to place in box in office.

Given by: ____________________________  Date: __________  Time: __________
Explanation of “I Noticed” form

These forms may be used by the individual teacher, at their discretion, as a student motivator:

Ex: “I noticed that you have really improved over the last few weeks”

Or as a tool of encouragement:

Ex: “I noticed that you haven’t been completing your homework lately, can I help?”

Teachers are encouraged to add their own personal “touch” along with the form, such as an extra bathroom pass, candy, or pencil.
Positive Behavioral Interventions & Supports
PBIS – Kenwood High School
Reward Systems

Marci Cooke
Sharnell Fletcher
Russ Huckler

"PBIS is a systems approach to enhancing the capacity of schools to adopt and sustain the use of effective practices for all students." For PBIS to work at Kenwood High School, students and staff need to be recognized and rewarded for practicing positive behavior. The PBIS committee has designed the following school-wide procedures that provide behavior support to all students and staff.

Weekly: Each week completed "Gottcha" slips will be gathered and data entered into the SWIS system. A drawing will be held and a gift awarded to the student and the teacher named on the "Gotcha" slip.

Monthly: All slips collected throughout the month will be entered in a drawing and the identified student and teacher will receive a gift of greater value.

Quarterly: All slips collected throughout the quarter will be entered in a drawing and the identified student and teacher will receive a gift of greater value.

At the end of the quarter/semester, all "Gottcha slips will be disposed of and a new competition will begin."
Incentives for Students
(Ideas to Consider)

Activities/Privileges
Assist P.E. teacher for a class/day
Games
Puzzles
Movie and popcorn for the class
Free time
Choosing group activity
Tutoring younger children
Helping the teacher/custodian/secretary
First in line
Choose friend to do an activity with
Special projects
Take care of class pet
Monitor jobs
Take a special classroom toy home
Read a special book
Cooking activities
Computer time
Tape recording voice
Teach a lesson to the class
Lead a discussion
Assist the principal
Work on a hobby
Building blocks
Outdoor activity for the class
Fast food lunch with a friend
Board game period for the class
Snack 'n Chat period
Basketball period
Roller Skate/Blade & Skateboard period w/beverage
Bronze, Silver, Gold Club (depending on # of coupons earned) and names listed in the PTA Newsletter
Basketball/volleyball game with principal, faculty, etc.
"Wall of Fame" - students names put on display for "Gotcha Referrals"
Special Medal - students "of the week" wear a special medal and receive social recognition from everyone
Use a local band to put on a concert for a period
Karaoke Party
"Out of Class Pass"
Sno-Cone party, "Popcorn Friday"
"Nature walk” complete with trail mix snack
Bingo party with prizes
Positive note/phone call home
Tangibles

Special edible treats (e.g., breakfast donuts for the class)
Craft supplies (markers, paint/brushes, glitter glue, etc.)
School supplies
Sports equipment (basketball, football, soccer, etc.)
Sports paraphernalia (jersey, pendants, posters)
Comic books
Model kits
Collectible cars (Hot Wheels, NASCAR)
Books
Jewelry, Make-up, Fingernail polish
Movie passes
Passes to skating rink, bowling, etc.
Dolls
Small pets (goldfish, bowl, food)
Video
Mall gift certificates
Games
Play Dough sets
Special lunch with a friend (pizza, fast food)
Outdoor play equipment (hoola-hoops, bubbles, etc.)
No homework passes
Teacher-issued free bonus points on assignments/tests
Goodie baskets (themes such as food, art supplies, glamour products)
Donated items for an auction
Ice cream treats
"Mystery Prize" grab bag
Gasoline certificates (for older students who drive)
Limo ride with friends (older students like this)
School store gift certificates
Fast food certificates
School yearbook, t-shirt, sweatshirt, sport event tickets, etc.
Family pizza dinner (2 large pizzas for the student’s family)
Novelty store gimmicks (artificial scars, fake melted ice cream cone,
disappearing ink, etc.)

Costume shop accessories
Temporary tattoos
"Out-of-Class Pass"
Small toys (yo-yo, Beanie Babies, Hackey Sack, stuffed animals)
Bubble blowing set
Candid pictures (taken during lunchtime w/digital or polaroid) and
"purchased" by students with their "gotchas"

Food items from the cafeteria
50 REWARDS THAT DON'T COST MUCH MONEY OR ROT YOUR TEETH

Sit at the teacher's desk.
Be the zookeeper and take care of the animals.
Have lunch with your favorite person.
Join another class for indoor recess.
Get a free milk.
Have bread and peanut butter at snack time.
Have the teacher phone your parents to tell them what a great kid you are.
Draw on the chalkboard.
Use the clay during free time.
Chew sugar-free gum for the day.
Be the first in line.
Do only half the math assignment.
Choose any class job for the week.
Choose the music for lunch. Bring in a record or tape.
Take a tape recorder home for the night.
Use colored chalk at the board or on a piece of paper.
Do all the class jobs for the day.
Invite a lunch visitor from outside the school.
Work on a mural.
Get a drink whenever you want to.
Use the pencil sharpener any time.
Make a bulletin board.
Put fifteen marbles in the group reward jar.
No early morning work.
Be a helper in another room with younger children.
Help Ms. Parker, the custodian.
Stay in at recess to play a game with a friend.
Use stamps and ink pad.
Write in ink for the day.
Invite a friend from another class into the room for lunch.
Use the teacher's rocker instead of a desk chair.
Work in the lunchroom.
Take home a class game for the night.
Sit by a friend for the day.
Move your desk to the chosen location.
Keep an animal on your desk—stuffed or not stuffed.
No homework pass.
Lunch with Ms. Beveridge.
Operate the filmstrip projector.
Use the couch or beanbag chair for the day.
Choose any of the rewards that you want.
Go to another class for lunch.
Use the typewriter.
Be the first to eat.
Use the tape recorder and tape a story.
Have a special sharing time to teach something to the class,
set up a display, etc.
Be leader of a class game.
Extra center time or extra recess
Read to a younger child.
Read to someone else.
PBIS
Positive Behavior Interventions and Supports

Non-Tangible Student Reinforcers

"Hall of Fame" bulletin board or display area where students' names and exemplary behavior are displayed.

"Student of the Week" (chosen via a lottery of "gotcha tickets") wears a medal and receives recognition from faculty & other students.

Morning/Afternoon announcements highlight exemplary behavior.

List of students in the PTA Newsletter.

Pictures and names on a special bulletin board.

Bronze, Silver & Gold Club = students earn membership in each according to how many "gotchas" they received.
PBIS
Positive Behavior Interventions and Supports

Incentives for Faculty
(Ideas to Consider)

1. Principal's parking space for a month
2. Administration provides coverage for a period = extra planning time
3. Grade level team allowed to go off campus for lunch, with extended time
4. Traveling trophy to be displayed on desk
5. Gift certificates for stores, restaurants, etc.
6. "The Spotlight is on ..." Bulletin Board
7. "Students Commend ..." Bulletin Board
PBIS
Positive Behavior Interventions and Supports

Cafeteria Behavior Management Ideas

1) Red/Yellow/Green
   Red, yellow, and green stadium cups are used at the end of each table to provide feedback to students regarding behavior, and to indicate level of cafeteria privileges. At the end of each lunch period, the color is recorded and reinforcement is provided.

2) Golden Table Award
   Classes earn the privilege of eating at the Golden Table (based on their cafeteria behavior for the week or month), at which a special treat is provided. The table is generally adorned with a gold table cloth, flowers, etc., to make it stand apart from the rest.

3) Individual Recognition Program
   Each class has a ticket bin at the end of their table. Cafeteria supervisors hand out “gotchas” to individual students who exhibit rule-abiding behavior. Those tickets are then in a weekly drawing to have lunch at a special table on Friday, with a designated staff member who has a treat to share.

4) Golden Trash Can Award
   The Golden Trash Can Award (a large trash can sprayed metallic gold and decorated with jewels) is awarded to the table at which students demonstrate “respect and responsibility” by having the cleanest eating area. (The night custodian can use a classroom version of the Golden Trash Can Award to reinforce school-wide rules.)
Substitute Teachers - "Isn't that special!?"

Substitute teachers are faced with the challenges of walking into unknown classroom structures, and having to establish themselves as authority figures - but only for the day ... until the next time they visit. It is often the case that students attempt to "break all the rules" under these circumstances.

Why not empower substitute teachers via your PBIS positive incentive program? The school creates special folders for substitute teachers that briefly describe the school-wide rules and reinforcement system. Substitute "gotcha tickets" are of a different color, and worth MORE than those handed out by regular staff! The regular classroom teacher can even specify particular students in her class to whom the substitute should be especially attentive and on the lookout for appropriate, rule-abiding behavior.

It works, and substitute teachers will appreciate your recognition of, and response to their unique needs.
Good Morning,

Welcome to Bester. Thanks for joining us here today as we continue our efforts to help students thrive in their education. As part of this effort, we are providing you with an exciting opportunity to participate in our school-wide positive behavior program. This program has been in place since the beginning of the school year and the response has been tremendous.

Inside this folder you should find approximately 100 positive behavior “tickets.” If you find less than 50 or none at all, please ask one of the secretaries to page Mr. Zellman. He will provide you with any additional tickets.

Once students begin entering your room and throughout the entire day, distribute tickets to students who are demonstrating “respectful and responsible” behavior. Hand out as many as you want, the students know that they need tickets for future prizes and special events.

**PLEASE NOTE: GREAT NEWS!**

Because your tickets are a different color, their value is doubled. Our expectation is that students will demonstrate appropriate positive behaviors for you as they “work” a little harder for these “special” tickets. As you hand out tickets, students will know what do with them.

If you have any questions regarding this program, please see another teacher or ask for Mr. Zellman.

Thanks in advance for your participation in this program. We hope that your experience at Bester will be a positive one for you and our students.

Have a great day! **Bester Staff**

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*Note: A sample letter placed in folders for substitute teachers.*
Parks Pride

class

has earned 50 Parks Pride Slips.
A Beary Special Thanks

Who would you like to recognize: ____________________________________________

Your name: ____________________________________________________________

Briefly describe the act you would like to thank the person for doing:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

(Please give one copy to the individual and put the other in the Beary Special drawing)
Character Counts
&
The "HOPPY" Cards

"Hoppy" Cards are a positive behavior reinforcement indicator that is given to students by any adult at Spring Ridge Elementary School (SRES). The Hoppy Card System uses the qualities of Character Counts, the SRES Kangaroo and the SRES Rights and Responsibilities to "Catch Kids Being Good!"

IN THE CAFETERIA

Students are "Being Good" when they exhibit the qualities of Character Counts - Caring, Trustworthiness, Respect, Responsibility, Citizenship, Fairness or by following the SRES Rights and Responsibilities (School Rules). When a student is caught "Being Good" in the cafeteria, an adult will write their name on a "Hoppy Card" and deposit it in the "Hoppy Card" box in the cafeteria. Every Friday there will be a separate table set up in the cafeteria for the "Hoppy Card" gang to sit and eat lunch with an adult (the school counselor).

IN THE CLASSROOM
&
IN THE HALLWAYS

Hoppy Cards for the rest of the school will be placed in the Hoppy container located in the Media Center. Names will be drawn once a week on the morning announcements. Those students will have a certificate of achievement sent home and their name will be added to the "Pillar of Character" in the front hallway. Staff will also be recognized for their nominations!

For more information about our school-wide behavior system, contact one of the PBIS Team members.

School Phone:
240-236-1600

Laura Guthrie - Principal
Kate Krietz - Assistant Principal
Pam Niziolek
Sandy Johansen
Karen Yoder
Randy Perrell
Jane Mackley

Spring Ridge Elementary School
Positive Behavior Interventions & Supports

We're "Hoppy!"
Go For Green

School Rules:
1. Listen while others speak
2. Follow Directions
3. Speak with kind words
4. Use materials and equipment safely
5. Keep hands and feet to self

A stoplight is placed in each classroom as well as the cafeteria, office, guidance office and behavior support room. In each classroom, students have their name on a clothespin (clip). Their clip is moved when appropriate following the steps listed.

“Go For Green Steps”

All students start every morning on green.

1st warning: Stay on GREEN.

2nd warning: Move clip to YELLOW. Student states the rule broken.

STRIKE ONE

3rd warning: Stay on YELLOW. Student completes a Problem Solving Sheet.

STRIKE TWO

4th warning: Move to RED. Teacher contacts the parents. Response Cost administered.

STRIKE THREE

5th warning: Following parent contact, continued inappropriate behavior will result in a referral.

OUT

- Teacher completes DOCUMENTATION FORM when the steps progress for each strike.
- Teacher completes REFERRAL for “out”

GO FOR GREEN AWARDS

At the end of each month, for each homeroom:

1. Teachers will use the GREEN record card to check off students who have stayed on green.
2. Teachers will complete pre-made certificates with the students’ name and months they have stayed on green.
3. Teachers will put the record sheet and certificates in the principal’s mailbox for her signature.
4. Student’s names will be announced on the morning announcements.
5. Students will then receive their certificates.

Sample Award:

You’re a STAR!
3 months on Green

To: SAMPLE STUDENT

For: August – October

Teacher ____________  Principal ____________
List of Project Target School's Incentives

Possible Student Incentives:

- 28 smiling faces given out every Monday morning
- Monthly School Wide events (25 tickets for the privilege)
- One teacher and one parent treated to pizza or other rewards (for teacher) once a month
- Kids can trade in 5 slips for following the school rules for: a school pencil, certificate for a meal or sundae from local restaurant
- Picture posted on school wall of fame
- Each student that receives 5 slips will have their name announced on the morning announcements
- Good news card-rewards student who has an accomplishment to share with someone outside the classroom-kids get 5 mins of celebration time
- Certificates and pencils presented to kids at assembly where they tell why they were recognized
- Examples of rewards: free ice cream, hot chocolate with marshmallows, edible sculptures, games, clown day and bus tickets
- Shining star bulletin board- pictures of students on board
- Tokens to exchange for pencils, free drinks, stickers, and badges
- Half hour of free time Friday afternoon
- Class of month prizes given to good cafeteria behavior. Prizes include lunchtime movie, ice cream party, extra computer lab time, extra recess or game recess. Banner hung near classroom
- Exchange tickets for prizes: 25=pencil, 50=pencil bag, 75=pennant, 100=plaque or banner
- Kids who receive 75-100 tickets will have their award presented at the PTA meeting
- Student of the month
- Weekly raffle-3 kids picked-one for each rule. Winners are announced over PA system, get to wear a key for a week, get their picture taken for display on bulletin board in lobby and classroom, and letter home to parents, and they get certain privileges in classroom like being paper passer
- Students choose a prize for themselves and for who nominated them (teacher or staff person)
- Bus Bravos tickets are given out to students by the bus drivers and a student of the week is selected from these tickets only.
- Students who get there parent to come to parent/teacher conferences get to watch a movie with the principal.
- Substitute teacher tickets are worth double normal ticket value
- Golden trashcan award is given by the janitor to the class who kept their room the cleanest each week
- Good behavior phone calls made home on special office phone
- Part of ticket is tore off and sent home and the other half is entered into a drawing at end of week

Possible Staff or Teacher Incentives:

- Manicures for teachers
• Teacher of the month- picture posted with students and prize given out at PTA meeting
• All Staff members who gave out a winning student ticket receives a prize
• Staff prizes include gift certificates from local restaurants (PBIS team members were in charge of soliciting local businesses for these), “Books are Fun” salesman five gift certificates for free books, “Duty Free Pass”-AP or guidance counselor covers teachers duty
• Extra period of planning time
Where to Find Novel Reinforcers

Interesting and unique reinforcers may be found in a variety of places. Some of the more popular places with examples of what they offer are listed below:

<table>
<thead>
<tr>
<th>Costume Shops</th>
</tr>
</thead>
<tbody>
<tr>
<td>• costume accessories</td>
</tr>
<tr>
<td>• make-up</td>
</tr>
<tr>
<td>• masks</td>
</tr>
<tr>
<td>• wigs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flea Markets and Teachers' Attics/Basements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• old clothes for &quot;dress up&quot;</td>
</tr>
<tr>
<td>• sports equipment</td>
</tr>
<tr>
<td>• toys, books, comic books, games</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Magic or Trick Shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>• &quot;mind bender&quot; puzzles and games</td>
</tr>
<tr>
<td>• simple magic tricks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Novelty Stores</th>
</tr>
</thead>
<tbody>
<tr>
<td>• artificial scars</td>
</tr>
<tr>
<td>• broken glass decals</td>
</tr>
<tr>
<td>• disappearing ink</td>
</tr>
<tr>
<td>• fake melted ice cream bar</td>
</tr>
<tr>
<td>• flavored toothpicks</td>
</tr>
<tr>
<td>• hand buzzer</td>
</tr>
<tr>
<td>• plastic ants</td>
</tr>
<tr>
<td>• plastic ice cube with fly in it</td>
</tr>
<tr>
<td>• rubber vomit</td>
</tr>
</tbody>
</table>

Mrs. King noticed that Sherry, Ben, and Michael spent their free time coloring with magic markers on detailed posters which she had made available. Once she saw how popular the activity was, she began to make the use of the markers contingent upon appropriate behavior. For each instructional session in which students earned eight out of ten possible behavior points, they could color with markers on their posters for three minutes.

Asking is also an important step in assessing reinforcers. While in some cases students may have a hard time thinking of things they would like to earn, many students will be able to give the teacher ideas. It is certainly worth the teacher's time to simply ask the student what he/she would like to earn. Above all, the Tough Kid's teacher must learn to think like a Tough Kid in order to select effective reinforcement.

Reinforcer checklists are another means of determining effective reinforcement for individual students. The checklists contain lists of potential reinforcers which are generally listed according to categories such as edible, material, social, etc. A reinforcer checklist may be teacher-made or purchased commercially (Cautela & Brion-Meisels, 1979; Gelfand & Hartmann, 1975; Clement & Richard, 1976). Students are simply asked to check the items which they would like to earn. For students who cannot read, the teacher can interview the student and read the lists to him/her, marking the selections.

A variation of a reinforcer checklist is a reinforcer menu (see Figure 2-1). This approach may be particularly useful with students who have difficulty communicating their needs and wants. A menu is simply a list of pictures (cut from magazines or drawn) of known reinforcers that the student likes. In selecting a reinforcer, the student has only to point to the item of choice. The items can be changed or updated peri-
Figure 2-1
Reinforcer Menu

- Soda Pop
- Computer Time
- French Fries
- Gum
- Pencil
- Doughnuts
- Popcorn
- Time to Yourself
- Color
- Free Time Pass
- Recess Equipment
- Shoot Baskets
Suggestions for Material Reinforcement

- Address book
- Art supplies
- Badges
- Ball
- Balloons
- Bean bags
- Book
- Bookmark
- Bubble blowing set
- Calendar
- Audio cassette tapes
- Chalk
- Clay or play dough
- Colored paper
- Coloring books
- Comics
- Cosmetics
- Crayons
- Eraser
- Games
- Good Student certificates
- Grab-Bag; toys, candy, decals
- Hackey Sack
- Jacks
- Jewelry
- Jump rope
- Key chains
- Magic markers
- Marbles
- Miniature cars
- Model kits
- New pencil
- Paintbrushes/paints
- Play money
- Positive note home
- Positive phone call home
- Posters
- Puzzles
- Real money
- Rings
- School supplies
- Seasonal cards
- Self-stick skin tattoos
- Stickers
- Stuffed animals
- Surprise treats or rewards (random)
- Toiletries
- Toys
- Wax lips and teeth
- Yo-yo

level of social reinforcement that effective classroom management for these students requires.

Assessing and Selecting Reinforcement

It is a mistake for teachers to assume that they automatically know what will serve as reinforcement for Tough Kids. The rule of thumb for teachers is to try the potential reinforcer; if the behavior increases, then it is reinforcement. Many teachers assume that if they like something, or similar students like something, then a particular Tough Kid will also find that something reinforcing.

It is not unusual to hear a teacher say, “I tried positive reinforcement, but it didn’t work!” Remember, if the behavior did not actually increase, there was no positive reinforcement. There are several practical steps in assessing potential reinforcement for Tough Kids.

First, it is important to watch and try. By watching Tough Kids, it is possible to determine what they like to do. The activities that students engage in are generally reinforcing. Students can be observed during free time, transition times, leisure time, and even class time. The activity the student voluntarily engages in or the item frequently asked for are likely to be reinforcing.

Examples:

In one junior high class of Tough Kids, several of the students would always rush to use the snack machines in the lunchroom. When the teacher observed how popular this activity was, she made the use of the machines (with the students’ own money)
**Box 2-3**

**Suggestions for Natural Positive Reinforcement**

- Access to lunchroom snack machines (student supplies money)
- Attend school dances
- Attend school assemblies
- Be first in line (to anything)
- Be team captain
- Care for class pets
- Choose activity or game for class
- Class field trips
- Decorate the classroom
- Eat lunch in cafeteria rather than in classroom
- Extra portion at lunch
- Extra P.E., recess, or break time
- Free time to use specific equipment/supplies
- Give the student a place to display work
- Have the use of a school locker
- Help custodian
- Omit certain assignments
- Pass out paper
- Run errands
- Run film projector or video player for class
- Serve as class or office messenger or aide
- Sharpen class pencils
- Sit at teacher's desk for a specified period
- Sit by a friend
- Time with a favorite adult or peer
- Tutor in class, or with younger students
- Use of playground or P.E. equipment
- Use of class "walkman" or tape recorder
- Use of magic markers and/or art supplies
- Visit the principal (prearranged)
- Visit the school library (individual or group)
- Water class plants
- Work as a lunchroom server
- Write on chalkboard (regular or colored chalk)

---

**Edible Reinforcement**

This refers to the providing of foods students like to eat. Generally, edible reinforcement is equally effective with both elementary and secondary populations. Some common forms of edible reinforcement are candy, ice cream, pop, pizza, french fries, pretzels, chips, and juice. Interestingly, in a recent study of five-to-twelve-year-old Tough Kids, their highest rated edible reinforcer was french fries (Dewhurst & Cantela, 1980).

It should be noted that some students with severe disabilities like to eat nonnutritive substances such as cigarette butts, buttons, rocks, dirt, and chalk. It would be erroneous to assume that these items do not serve as reinforcement for the students who eat them. If the substance that a student eats increases or maintains a behavior, then it serves as reinforcement. However, for most Tough Kids it is not difficult to identify appropriate, edible reinforcement.

The same teacher who convinced her junior high class that it was great to earn zucchinis as a reward also had them believing that earning a "Wally's donut" was sheer ecstasy. When she planned to make Wally's donuts available as a reinforcement, she began ahead of time announcing what day she would be bringing them and what was needed to earn one. She would
Discipline Practices

Procedures for responding to problem behaviors should be designed to inform students, staff, and family members what behaviors represent violations of school-wide behavioral expectations. Severity, consequences, and behavioral supports should be indicated.

Guidelines

1. Define and teach directly rule violations in observable terms, with examples, and along a continuum of increasing severity. (Typically, this is embedded in PBIS-related lesson plans.)

2. Develop clear distinctions between problem behaviors that are managed by staff/classroom teacher and by office/administrative staff.

3. Develop an office discipline referral, behavior incident recording sheet, or tracking system that provides minimum information about
   a. Who violated rule (name, grade)
   b. Who observed and responded to the rule violation
   c. When (day, time) the violation occurred
   d. Where the rule violation occurred
   e. Who else was involved in the problem situation
   f. What was the possible motivation or purpose of the problem behavior
   g. What school-wide behavioral expectation was violated

4. Establish procedures for preventing and responding to students with repeated rule violations (i.e., yellow- and red-zone students)
   a. Data-decision rule for initiating more intense positive behavior support (e.g., students with 4 or more discipline referrals)
   b. Pre-referral intervention/behavior support team
   c. Pre-correction intervention to prevent future occurrences of problem behavior
   d. Formal procedures for teaching, practicing, and reinforcing pro-social behaviors to replace problem behavior
   e. Adult mentor/advocate

5. Assign corrective consequences based on the purpose/motivation (function) of the problem behavior
   a. Gain attention, activities, objects, etc.
   b. Escape/avoid attention, activities, tasks, etc.
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive Personal Environment</strong></td>
<td><strong>Productive Classroom Environment</strong></td>
<td><strong>Orderly Environment</strong></td>
<td><strong>Safe Environment</strong></td>
</tr>
<tr>
<td><strong>Behaviors that affect only the student:</strong></td>
<td><strong>Behaviors that interfere with others' learning:</strong></td>
<td><strong>Behaviors that affect an orderly environment:</strong></td>
<td><strong>Behaviors that cause harm or are illegal:</strong></td>
</tr>
<tr>
<td>- Not prepared</td>
<td>- Talking out</td>
<td>- Talking back to adult</td>
<td>- Actions that cause harm</td>
</tr>
<tr>
<td>- Out of seat</td>
<td>- Visiting/talking</td>
<td>- Throwing things</td>
<td>- Stealing</td>
</tr>
<tr>
<td>- Breaking pencils</td>
<td>- Inappropriate noises</td>
<td>- Teasing</td>
<td>- Fighting</td>
</tr>
<tr>
<td>- Not following directions</td>
<td>- Tattling</td>
<td>- Lying</td>
<td>- Drugs</td>
</tr>
<tr>
<td>- Whining</td>
<td>- Touching</td>
<td>- Cheating</td>
<td>- Weapons</td>
</tr>
<tr>
<td>- Playing in desk</td>
<td>- Poking</td>
<td>- Forgery</td>
<td>- Punching</td>
</tr>
<tr>
<td>- Not doing classwork</td>
<td>- Standing on furniture</td>
<td>- Cussing</td>
<td>- Biting</td>
</tr>
<tr>
<td>- Bubbles while washing hands</td>
<td>- Constant talking</td>
<td>- Tantrums</td>
<td>- Throwing furniture</td>
</tr>
<tr>
<td>- Not in line</td>
<td>- Out of seat and interfering with others' learning</td>
<td>- Cutting others' hair</td>
<td>- Stealing</td>
</tr>
<tr>
<td>- Sleeping</td>
<td>- Crawling on floor and interfering with others' learning</td>
<td>- Bathroom climbing</td>
<td>- Threatening to do injury to person or property</td>
</tr>
<tr>
<td>- Copying behavior</td>
<td>- Inappropriate chair manners</td>
<td>- Bathroom-looking under stalls</td>
<td>- Sexual Harrassment</td>
</tr>
<tr>
<td>- Not Listening</td>
<td>- Consistently not following directions</td>
<td>- Pushing</td>
<td></td>
</tr>
<tr>
<td>- Leaning in chair</td>
<td></td>
<td>- Disrespect to adults</td>
<td></td>
</tr>
<tr>
<td>- Refusing to work</td>
<td></td>
<td>- Disrespect to children</td>
<td></td>
</tr>
<tr>
<td>- Crawling on floor</td>
<td></td>
<td>- Leaving room without permission</td>
<td></td>
</tr>
<tr>
<td>- Not taking responsibility for action</td>
<td></td>
<td>- Name calling</td>
<td></td>
</tr>
<tr>
<td>- No homework</td>
<td></td>
<td>- Hallway behavior</td>
<td></td>
</tr>
</tbody>
</table>

**Level 1**

Consequences may include:
- Looking
- Proximity
- Discussion/talking
- Verbal warning
- Timeout in room
- Study Hall
- Parent contact

**Level 2**

Consequences may include:
- Looking
- Proximity
- Discussion/talking
- Verbal warning
- Timeout in room
- Timeout in another room
- Study Hall
- Loss of part of recess
- Parent contact
- Behavior contract
- Office referral
- Adm/parent/student/teacher conference
- In-school suspension

**Level 3**

Consequences may include:
- Looking
- Proximity
- Discussion/talking
- Verbal warning
- Timeout in room
- Timeout in another room
- Study Hall
- Loss of part of recess
- Parent contact
- Behavior contract
- Office referral
- Adm/parent/student/teacher conference
- In-school suspension
- Suspension

**Level 4**

Consequences may include:
- Per Charles County Board of Education Policies
# Maryland Examples

## Procedures for Rule Violations at South Frederick

### Level One Behaviors

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that:</td>
<td>* refusing to follow directions</td>
<td></td>
</tr>
<tr>
<td>1. <strong>do not require</strong> administrator involvement</td>
<td>* crying</td>
<td>1. Inform student of rule violated</td>
</tr>
<tr>
<td></td>
<td>* yelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* talking in class during an individual assignment</td>
<td>2. Describe expected behavior</td>
</tr>
<tr>
<td>2. <strong>do not significantly violate the rights of others</strong></td>
<td>* refusing to do class work</td>
<td>3. Contact parent if necessary</td>
</tr>
<tr>
<td></td>
<td>* not paying attention in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* using inappropriate language (an isolated incident)</td>
<td>4. Debrief and reteach school-wide behavioral expectation</td>
</tr>
<tr>
<td>3. <strong>do not appear chronic</strong></td>
<td>* making inappropriate noises</td>
<td></td>
</tr>
</tbody>
</table>

### Level Two Behaviors

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that:</td>
<td>* arguing with teacher/talking back</td>
<td></td>
</tr>
<tr>
<td>1. <strong>significantly violate the rights of others</strong></td>
<td>* throwing materials on the floor</td>
<td>1. Inform student of rule violated</td>
</tr>
<tr>
<td></td>
<td>* talking on a regular basis</td>
<td>2. Describe expected behavior</td>
</tr>
<tr>
<td>2. put others at risk or harm</td>
<td>* refusing to follow directions on a regular basis</td>
<td>3. Complete Documentation Form</td>
</tr>
<tr>
<td></td>
<td>* continued use of inappropriate language</td>
<td>4. Contact parent</td>
</tr>
<tr>
<td>3. are chronic Level One behaviors</td>
<td></td>
<td>5. Submit Documentation Form to Student Support</td>
</tr>
</tbody>
</table>
Harman Elementary School
Problem Solving Sheet
Primary

Name______________________________________________

Date_____________ Teacher________________________________

Time_____________ Place________________________________

The rule that I did not follow:
____ Respect myself
____ Respect others
____ Respect property

My explanation of the problem

How I plan to solve this type of problem the next time.

Student signature_____________________________________

Parent signature_____________________________________

Comments:
Harman Elementary School
Problem Solving Sheet
Intermediate

Name ____________________________________________

Date ___________ Teacher ____________________________________________

Time ___________ Place ____________________________________________

The rule that I did not follow:

____ Respect myself
____ Respect others
____ Respect property

My explanation of the problem

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

How I plan to solve this type of problem the next time.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________

Student signature ____________________________________________

Parent signature ____________________________________________

Comments: ____________________________________________
Dealing with and Documenting Problem Behavior Events

1. Follow the procedure for Dealing with Problem Behaviors (see page 10)
2. Use the No Can Do Problem Behavior Report Form for documenting problem behavior events as specified on page 11.
3. Use the following definitions for the listed Problem Behaviors

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Verbal messages that include swearing, name calling or use of words in an inappropriate way.</td>
</tr>
<tr>
<td>Overt Defiance</td>
<td>Refusal to follow directions, talking back and/or socially rude interactions.</td>
</tr>
<tr>
<td>Disruption</td>
<td>Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.</td>
</tr>
<tr>
<td>Fighting/physical aggression</td>
<td>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>Harassment</td>
<td>Student delivers disrespectful messages (verbal or gestural) to another person that include 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>Other</td>
<td>Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.</td>
</tr>
</tbody>
</table>

Note: This sample taken from an elementary school that has a Toucan as a mascot. Their positive reinforcement "gotcha" tickets are called "Can Do's".
Procedure for Dealing with Problem Behavior

1. Observe problem behavior
2. Problem solve with student
3. Determine natural consequence
4. Is behavior inapp. lang., fighting, physical aggression, overt defiance, disruption, or harassment? NO → Deliver natural consequence YES → Write No Can Do
5. File No Can Do with classroom teacher and administrator TODAY
6. Do you need further administrative action? NO → Classroom teacher follow-up with student; student brings signed No Can Do back; teacher acknowledges future efforts YES → Escort student to the office with completed No Can Do
7. Administrator reviews student data weekly SST & EBS teams review at meeting

Edison Elementary School
Eugene, Oregon
### No Can Do

**Name:** 
**Date:** 
**Time:** 
**Teacher:** 
**Grade:** 
**Referring Staff:**

**Location**
- □ Playground
- □ Library
- □ Cafeteria
- □ Bathroom
- □ Hallway
- □ Arrival/Dismissal
- □ Classroom
- □ Other 

---

**This student was not acting**
- □ Safe
- □ Responsible
- □ Respectful

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Possible Motivation</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Inappropriate language</td>
<td>□ Obtain peer attention</td>
<td>□ Loss of privilege</td>
</tr>
<tr>
<td>□ Fighting/physical aggression</td>
<td>□ Obtain adult attention</td>
<td>□ Time in office</td>
</tr>
<tr>
<td>□ Overt defiance</td>
<td>□ Obtain items/activities</td>
<td>□ Conference with student</td>
</tr>
<tr>
<td>□ Disruption</td>
<td>□ Avoid Peer(s)</td>
<td>□ Parent Contact</td>
</tr>
<tr>
<td>□ Harassment</td>
<td>□ Avoid Adult</td>
<td>□ Individualized instruction</td>
</tr>
<tr>
<td>- <em>verbal</em> □ racial</td>
<td>□ Avoid task or activity</td>
<td>□ In-school suspension</td>
</tr>
<tr>
<td>- <em>sexual</em> □ physical</td>
<td>□ Don't know</td>
<td>(____ hours/ days)</td>
</tr>
<tr>
<td>□ Other</td>
<td>□ Other</td>
<td>□ Other</td>
</tr>
</tbody>
</table>

**Others involved in incident:**
- □ None
- □ Peers
- □ Staff
- □ Teacher
- □ Guest teacher
- □ Unknown
- □ Other

If peers were involved, list them

__________________________

**Other comments:**

__________________________

- □ I need to talk to the student’s teacher
- □ I need to talk to the administrator

**Parent Signature:** ___________________________  **Date:** ___________________________
GO FOR THE GREEN

School Rules
1. Listen while others speak.
2. Follow directions.
3. Speak with kind words.
4. Use material & equipment safely.
5. Keep hands and feet to self.

"Go For The Green" Steps

All students start every morning on green.

1\textsuperscript{st} Warning: Stay on GREEN.

2\textsuperscript{nd} Warning: Move to YELLOW. Student states the rule broken.
   (STRIKE ONE)

3\textsuperscript{rd} Warning: Stay on YELLOW. Student completes a Problem Solving Log.
   (STRIKE TWO)

4\textsuperscript{th} Warning: Move to RED. Teacher CONTACTS PARENT.
   Response Cost administered.
   (STRIKE THREE)

5\textsuperscript{th} Warning: Following parent contact, continued inappropriate behavior will result in a referral.
   (OUT)

*Teacher completes DOCUMENTATION FORM for each "strike."
*Teacher completes REFERRAL for "out."

Pbis/ Forms/GO FOR THE GREEN
## Student Documentation Form

**Student Name:** ____________________________  **Date:** ______________

**Teacher's Name:** ____________________________

### Strike ONE

**School Rules Broken:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen while others speak</td>
<td>Comments</td>
</tr>
<tr>
<td>2. Follow Directions</td>
<td></td>
</tr>
<tr>
<td>3. Speak with kind words</td>
<td></td>
</tr>
<tr>
<td>4. Use equipment and materials safely</td>
<td></td>
</tr>
<tr>
<td>5. Keep hands and feet to self</td>
<td></td>
</tr>
</tbody>
</table>

**Between Strikes Comments:**

### Strike TWO

**School Rules Broken:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen while others speak</td>
<td>Comments</td>
</tr>
<tr>
<td>2. Follow Directions</td>
<td></td>
</tr>
<tr>
<td>3. Speak with kind words</td>
<td></td>
</tr>
<tr>
<td>4. Use equipment and materials safely</td>
<td></td>
</tr>
<tr>
<td>5. Keep hands and feet to self</td>
<td></td>
</tr>
</tbody>
</table>

**Other Comments:**

### Contact with Parent

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted contact</td>
<td>Dates</td>
<td>Times</td>
</tr>
<tr>
<td>1:1 Conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Visit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary of Conversation**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**White - Administrator**  **Yellow - Parent**  **Pink - Teacher**  **KY 3-14-02**
## SPRING RIDGE ELEMENTARY STUDENT REFERRAL FORM

<table>
<thead>
<tr>
<th>Activity/Location:</th>
<th>Antecedents/Motivation (before)</th>
<th>Behavior of Concern</th>
<th>Immediate Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter / Exit building</td>
<td>STUDENT:</td>
<td>Abusive / Inappropriate / Foul Language</td>
<td>Verbal redirection</td>
</tr>
<tr>
<td>In room / assigned to work</td>
<td>□ Was asked to do something</td>
<td>Defiance / Disrespect / Non-compliance</td>
<td>Physical redirection</td>
</tr>
<tr>
<td>Working with peers in room</td>
<td>□ Resisted transition</td>
<td>Disruption</td>
<td>Required to continue activity</td>
</tr>
<tr>
<td>Transition between rooms</td>
<td>□ Was emotional or upset</td>
<td>Fighting / Physical Aggression inv. Peers</td>
<td>Ignoring</td>
</tr>
<tr>
<td>Transition between activities in room</td>
<td>□ Was provoked by another student</td>
<td>Harassment / Tease / Taunt</td>
<td>Time-out (duration:________________)</td>
</tr>
<tr>
<td>Outside, interacting with peers</td>
<td>□ Other</td>
<td>Leave Area without Permission</td>
<td>□ Within room</td>
</tr>
<tr>
<td>Restroom</td>
<td>MOTIVATION:</td>
<td>Lying / Cheating</td>
<td>□ To another room / office</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>□ Avoid adult</td>
<td>Physical Assault on Staff or Adult</td>
<td>Interruption / Blocking</td>
</tr>
<tr>
<td>Dismissal</td>
<td>□ Avoid peer</td>
<td>Property Damage</td>
<td>Separation of students</td>
</tr>
<tr>
<td>Special Activity (specify)</td>
<td>□ Avoid task / activity</td>
<td>Theft / Forgery</td>
<td>Gave student additional task</td>
</tr>
<tr>
<td>□ Other</td>
<td>□ Obtain adult attention</td>
<td>Weapons (incl. look-alike)</td>
<td>Response cost:</td>
</tr>
<tr>
<td></td>
<td>□ Obtain peer attention</td>
<td></td>
<td>□ Lost time on recess</td>
</tr>
<tr>
<td></td>
<td>□ Obtain item / activity</td>
<td></td>
<td>□ Lost access to activity</td>
</tr>
<tr>
<td></td>
<td>□ Other (specify)</td>
<td></td>
<td>□ Lost access to items</td>
</tr>
<tr>
<td>Additional Comments / Description by Referring Person:</td>
<td></td>
<td>Other, specify:</td>
<td></td>
</tr>
</tbody>
</table>

### ADMINISTRATOR USE ONLY: Subsequent Actions Taken and Date

<table>
<thead>
<tr>
<th>CONFERENCE WITH:</th>
<th>Date</th>
<th>REFERRAL TO:</th>
<th>Date</th>
<th>STUDENT ASSIGNMENT</th>
<th>Date</th>
<th>COMMUNICATION</th>
<th>Date</th>
<th>Detention:</th>
<th>Date</th>
<th>Suspension:</th>
<th>Total Days:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td>SST</td>
<td></td>
<td>Letter or Summary</td>
<td></td>
<td>Parent</td>
<td></td>
<td>□ Recess</td>
<td></td>
<td>In-School</td>
<td></td>
</tr>
<tr>
<td>All Students Involved</td>
<td></td>
<td>Guidance</td>
<td></td>
<td>Loss of Privilege</td>
<td></td>
<td>Teacher</td>
<td></td>
<td>□ After school</td>
<td></td>
<td>Out of school</td>
<td></td>
</tr>
<tr>
<td>Teacher / Staff</td>
<td></td>
<td>School Support</td>
<td></td>
<td>Contract</td>
<td></td>
<td>Pupil Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td>CASS</td>
<td></td>
<td>Individual Instruction</td>
<td></td>
<td>School Psychologist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All of the above</td>
<td></td>
<td>Mental Health</td>
<td></td>
<td>Call Parent</td>
<td></td>
<td>Elementary Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SCHOOL RULE BROKEN:
- [ ] Listen while others speak.
- [ ] Follow directions.
- [ ] Speak with kind words.
- [ ] Use equipment safely.
- [ ] Keep hands and feet to self.

Administrator Comments: ____________________________

Administrator's Signature: ____________________________

Date: ____________

Parent's Signature: ____________________________

Date: ____________

Revised 2/02

White = Administrator's Copy
Yellow = Parent's Copy
Pink = Teacher's Copy
Deep Creek Middle School

Respect ◇ Responsibility ◇ Ready-to-learn ◇ Re-think

School-Wide Warning/Consequence System

Targeted Group: Entire student population

Strategy:
1. Automatic office referral for flagrant inappropriate behavior
2. Steps to be taken for less severe behavior

Activities:
1. The assigned teacher utilizes recommended intervention log and procedures within the classroom:
   a. Redirect behavior
   b. Change of environment
   c. "Private" teacher/student conference
   d. Rethink time/in class (5 minutes maximum)
   e. Rethink time/out of class (5 minutes maximum)
   f. Phone call home
   g. Letter home
   h. Parent conference
   i. Detention (before/after school)
2. Alternative interventions are utilized to provide non-behavioral support to the student:
   a. Referral to guidance
   b. Referral to nurse
   c. Teacher conference w/inclusion specialist
   d. Behavior contract
   e. Referral to team leader
   f. Referral to PST
3. Team conference:
   a. Warning discipline forms indicate concerns that require a conference with parent/and/or student
   b. Documentation of outcome kept with team leader (parent conference may be a phone conference)
   c. Conference with student must be followed by parent notification
      i. Warning discipline form issued after 3 or more of the above-suggested interventions have been implemented but the student continues to elicit the inappropriate behavior(s)
      ii. Issuing teacher retains the pink copy and the white and yellow copies are retained by the team leader
      iii. Team leader records the student(s) number of warning discipline forms accumulated
3. After 4 warning discipline forms have been issued a conference is scheduled with the team members and the student/parent to inform the student/parent of the student's danger in violating the warning discipline policy
Deep Creek Middle School

Respect  ♦  Responsibility  ♦  Ready-to-learn  ♦  Re-think

v. The team leader will determine whether a change in behavior has occurred following the conference thereby changing the 5 warning policy

vi. The warning discipline policy states that when a student accumulates 5 warning discipline forms an office referral will be automatically issued by the team leader

Final Determination:

1. Fifth warning discipline form issued after the conference becomes an automatic office referral
Warning Discipline Form

Student: _______________ IEP: ___________ 504: ________ FBA: ___________

Referring Teacher: __________________________________________

Date: ___________ Time: ___________ Destination ______________________

Description of Inappropriate Behavior: ____________________________
________________________________________________________________
________________________________________________________________

Referring Teacher's Interventions to Address Behavior (Follow-up):

☐ Student/Team Conference

☐ Assigned Detention: ☐ Lunch  ☐ After School  ☐ Before School

☐ Called Parent

☐ Letter Mailed Home

☐ Conference Scheduled

☐ Other: ____________________________________________
GRADE ___ - TEAM NAME: ________________

TEAM LEADER: ________________

To The Parents/Guardians of: _______________________

This letter is to inform you that your son/daughter has accumulated 4 Warning Discipline Forms on the ________________ Team. The Warnings your child has received are for violations in the Formula 4 Success categories listed on the reverse side of this letter. Your son/daughter’s team of teachers would welcome the opportunity to arrange a conference with you to discuss this matter in more detail. The Deep Creek Middle School’s Warning Discipline Policy states that if your son/daughter receives a fifth (5) Warning Discipline Form an Office Referral will automatically be administered. In an effort to avoid this from happening your son/daughter’s team of teachers would appreciate your support and cooperation in assisting your son/daughter in improving their behavior so that they may achieve academic success. When this situation is successfully resolved your son/daughter will enjoy the opportunity to begin again with a “clean slate” as a student in a quality learning environment designed to promote their personal growth and academic success.

Your son/daughter’s aforementioned Team Leader may be contacted at school (410-887-0112) to arrange a conference time that is convenient for everyone. Our team of teachers thanks you for your support and cooperation in this matter. We are all partners in enabling your son/daughter to meet with success.

Sincerely,

The ________________ Team
Deep Creek Middle School

Respect ◊ Responsibility ◊ Ready-to-learn ◊ Re-think

Top Eight Percent

Targeted group:
Students receiving 3 office referrals or 10 warning slips (equals 2+) referrals for inappropriate/chronic behavior in a 2-3 week period

Strategy:
1. Use of positive incentive system and warning/consequence system is in place and being used effectively and consistently
2. Administrator will determine whether the Formula 4 Success point sheet has the ability to be effective
   a. If NO: other administrative alternative interventions will be utilized
   b. If YES: the administrator will use the referrals to determine which of the 4R's needs to be addressed and assign an adult to work with the student (counselor, inclusion specialist, aide, etc.)

Activities:
1. The assigned adult will meet with the administrator for briefing on the student
   The assigned adult will meet with the student
   a. a. Identify the goal to be practiced
   b. The goal will be defined and described to facilitate mutual understanding
   c. The point sheet procedure will be explained including
      i. appearance
      ii. duration
      iii. incentive
   d. Agree on goals and procedures for distribution and review of point sheet
3. Point sheet procedures
   a. The point sheet is broken into seven columns representing class periods
   b. If the student successfully demonstrates the targeted goal for each period, the classroom teacher marks that period with a [★] on the point sheet.
   c. If the student did not successfully demonstrate the targeted goal during that class period, the classroom teacher marks that period with a [✓] on the point sheet.
   d. Any time a teacher issues a [✓], there is an immediate, but brief, discussion of the reason why and appropriate, alternative behaviors are identified.
   e. Every two periods with a [★] will result in a Formula 4 Success Gotcha Ticket
   f. Outstanding behavior or improvement will result in a positive referral to the administrator for praise and possible reinforcement
   g. Results will be directed to team leaders by the adult, including any success or suggestions to improve student/teacher relationships

Final Determination:
1. Decrease in problematic behaviors and increase in achievement of incentives
2. Continued problem behavior followed by a referral to the counselor
Deep Creek Middle School

Respect ◇ Responsibility ◇ Ready-to-learn ◇ Re-think

Formula 4 Success
Point Sheet

Name: ____________________________  Date: ____________________________

Goal (select one)

☐ Respect

☐ Responsibility

☐ Ready-to-learn

☐ Re-think

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
</table>

Discussion Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Monitor: ____________________________
Kenwood High School

Student Behavior Management Process

Observe problem behavior

Problem solve with students

Use classroom consequence

Complete minor incident report

Is behavior office managed?

NO

Write referral to office

YES

Classroom Managed vs Office Managed

Classroom Managed
- Language
- Lateness
- Preparedness
- Calling Out
- Put down
- Throwing
- Refusing to work
- Minor dishonesty
- Touching
- Tone/Attitude
- Smoking outside the building (refer to the SRO)
- Inappropriate comments
- Electronic devices
- Dress code
- Food or drink

Office Managed
- Weapons
- Fighting or aggressive physical contact
- Chronic minor infractions
- Aggressive language
- Threats
- Harassment (of students or teachers)
- Major dishonesty
- Truancy
- Smoking inside the building
- Vandalism (significant)
- Alcohol
- Drugs
- Gambling

Administrator determines consequence

Administrator follows through on consequence

Administrator provides teacher feedback

SIDEBAR on Minor Incident Slips

- Issue slip when student does not respond to precorrection, redirection or verbal warning
- Once written, notify parent with phone call or letter
- Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, clean desks)
- When possible have the corrective action correspond to the behavior being corrected.
IDEAS FOR PARENT INVOLVEMENT

1) Develop a handout to send home to each family that briefly describes your school-wide rules and reinforcement system. Ask parents to review behavioral expectations with their children, and sign a receipt verifying they received the information. Place those receipts in a drawing for a prize to increase return rate.

2) One school sends a letter home for each student that received a “gotcha” that week, with the “gotcha” ticket attached. Each student receives a certificate that recognizes them for exhibiting appropriate behavior.

3) For schools using a lottery system, draw one extra “gotcha” per month and send a prize home to the student’s family.

4) Have a regular blurb in the PTA newsletter that informs parents of the rules and also keeps them apprised of successes and/or challenges related to behavioral expectations.
Positive Behavior Interventions and Support (PBIS)

Hello Parent/Guardian,

Bester Elementary School has a new and exiting program this year called Positive Behavior Interventions and Supports (PBIS). What is PBIS? Put simply, it is a proactive approach to school-wide discipline. The program is meant to reinforce the positive behaviors of students doing what is expected of them as well as reinforcing students who need extra support to reach the school wide expectations of respect and responsibility. Your child will earn a positive “Gotcha Ticket” when a teacher catches him or her exhibiting either responsible or respectful behavior. This could happen in the classroom, halls, cafeteria, or any other area on the school grounds, including the bus. The students then may use this “Gotcha Ticket” and enter it into a raffle that is drawn weekly by grade. At the end of the month your child can also use saved “Gotcha Tickets” to go to a planned activity such as an ice cream and recess celebration.

Parents/guardians also can win a reward. Your child can bring their tickets home to share with you what they have achieved in school. While celebrating your child’s success we would ask you to sign the left-hand side of the ticket and return it with your child to school. At the end of each month we will select one parent through a random drawing and that person also wins a reward!

PBIS is truly a win-win program for all involved. Our hope is that all stakeholders of Bester will become as supportive and enthusiastic with this program as we have become! I hope this gives you a quick glimpse into one of the new programs that will continue to help make Bester a world class school!

Thank you,

The PBIS Committee
Dear Parent(s),

Congratulations! Your name was selected in a drawing at school as part of our PBIS (Positive Behavioral Interventions and Supports) monthly celebration. At some time within the last month, your child has been “caught” being respectful and responsible. The ticket that your child received as a result was then signed by you and returned to school. To encourage and reward all positive interaction-and participation, we randomly select a parent ticket at the end of each month.

Your prize for being this month’s winner is a pizza dinner. Enclosed, you will find a gift certificate for two large pizzas each with two toppings that will be delivered to your home at your convenience. It is our way of thanking you for your support of our program and for being a great parent.

Enjoy this token of our appreciation and thanks for being one of many who feel that together we are making a difference in the lives of our children and the entire Bester community.

Sincerely,

PBIS Team and
Bester Staff
September 16, 2002

Dear Parents and Guardians:

Over the past few years, Dr. Rayner Browne Elementary School (DRBES) has seen a significant increase in our overall academic performance on statewide and national achievement tests. Last year, we began a school-wide Character Education program to increase social skills and improve the school climate.

Since July, the DRBES, with assistance from the Maryland State Department of Education and Sheppard Pratt Health Systems has been working to develop a school wide code of conduct. It is important that you discuss the 3 “R”s, with your children. Rayner Ravens are: Respectful, Responsible, and Ready. It is also important that they understand that inappropriate behavior will result in disciplinary action, which may include suspension from school. Students who display positive behaviors will be able to earn “Raven Bucks” which they will be able to use to purchase items from our new school store. Please remember to ask your child how many “Raven Bucks” he or she has earned each day.

Once you have reviewed the attached information with your child, please test your knowledge by taking the Parent/Child Knowledge Test and return the signed form indicating that you have discussed the plan with your child. Return the signed form to your child’s classroom teacher by September 22nd. We welcome your comments regarding our new plan to improve our school climate.

With your continued support, students at DRBES will continue to excel in a safe, respectful, and nurturing environment which is conducive to learning.

Sincerely,

Charlotte M. Williams
Principal.

Louis Barnett
School Social Worker

Michael Robinson
Guidance Counselor
# DBES Behavior Expectations

<table>
<thead>
<tr>
<th>School Expectations</th>
<th>Respect Ourselves</th>
<th>Respect Others</th>
<th>Respect Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom/All Settings</td>
<td>Be on task.</td>
<td>Respect authority.</td>
<td>Recycle.</td>
</tr>
<tr>
<td></td>
<td>Give your best effort.</td>
<td>Be kind.</td>
<td>Clean up after yourselves.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hands and feet to yourselves.</td>
<td>Use only what you need to use.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share.</td>
<td>Take care of your own belongings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use appropriate voice level.</td>
<td></td>
</tr>
<tr>
<td>Hallways &amp;Walkways</td>
<td>Walk.</td>
<td>Use whisper voices in the hallways.</td>
<td>Keep hallways and walkways clean.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use normal voices on walkways.</td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td>Have a plan.</td>
<td>Play safe.</td>
<td>Pick up litter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Include others.</td>
<td>Use equipment properly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share equipment.</td>
<td>Use garbage can for litter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take turns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No put downs.</td>
<td></td>
</tr>
<tr>
<td>Bathrooms</td>
<td>Wash your hands.</td>
<td>Respect privacy.</td>
<td>Keep the bathroom clean.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use soft voices.</td>
<td></td>
</tr>
<tr>
<td>Lunchroom</td>
<td>Eat your own food.</td>
<td>Practice good table manners.</td>
<td>Pick up and clean around your table.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If you want something from another student, ask politely.</td>
<td>Stay seated, get up only with permission.</td>
</tr>
<tr>
<td>Library &amp; Computer Lab</td>
<td>Follow directions.</td>
<td>Use whisper voices.</td>
<td>Take care of books, magazines, and computers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Push in chairs.</td>
</tr>
<tr>
<td>Assembly</td>
<td>Sit in one spot.</td>
<td>Active Listening.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate applause.</td>
<td></td>
</tr>
</tbody>
</table>
Dr. Rayner Browne Elementary School
1000 N. Montford Avenue
Baltimore, MD 21205
(410) 396-9239

PROJECT RESPECT

PURPOSE: Dr. Rayner Browne Elementary School is a community of learners. We are all here to learn, grow, and become good citizens.

WE ARE: Respectful
Responsible
Ready

GUIDING PRINCIPLES

Project Respect is designed to help create a climate of cooperation, academic excellence, respect, and safety at Dr. Rayner Browne Elementary School. Project Respect is based on seven guiding principles. We believe that these principles will help create a positive learning environment for the students at DRBES.

The guiding principles are as follows:

I. Clear expectations for student behavior.

II. Clear and consistent strategies for teaching appropriate behavior.

III. Clear and consistent strategies for encouraging appropriate behavior.

IV. A support system and individual behavioral programs for students with unique or exceptional needs.

V. Clearly designed methods for evaluating and revising Project.

VI. Clear and consistent consequences that discourage inappropriate behavior.

VII. The characteristics and philosophy of the behavior plan will be communicated to students and parents.
Dr. Rayner Brown Elementary School
1000 N. Montford Avenue
Baltimore, MD 21205
(410) 396-9239

TEST YOUR KNOWLEDGE
PARENT/CHILD

1. Our school purpose states that "We all are to ____________________________
and become good ____________________________.

2. DRBES' three "R"s are: ____________________________
______________________________
______________________________

3. Project Respect is based on seven guiding principles. List the three principles that you believe to be the most important.

______________________________
______________________________
______________________________

4. List three ways you can show respect for yourself at school.

______________________________
______________________________
______________________________

5. List two expectations for when you are moving through the building or walkways.

______________________________
______________________________

6. Inappropriate behavior is classified into ____________________________ levels.

Parent Signature: ____________________________

Student Signature: ____________________________

Each student who returns this completed test will receive a treat from Mr. Barnett.

PLEASE RETURN BY SEPTEMBER 22ND.
Note: A sample postcard (front and back) used to communicate positive news to parents.

Winter Street School
59 Winter Street
Hagerstown, Md. 21740

WINTER STREET ELEMENTARY

To Parent/Guardian of ___________________________

I am writing to you today for a special reason. I wanted to let you know that I am very proud of your child for the following reason:

I am delighted your child has decided to be responsible, be respectful, be prepared, and be safe so that they can be the best that they can be. Thank you for your support in helping your child be successful in school.

Sincerely,
Woodlawn Middle School
3033 St. Lukes Lane
Baltimore, Maryland 21207

Date: ____________________

To the Parents/Guardian of: ________________________________________

I am writing this note home to you today for a special reason. I wanted to let you know that I am very proud of your child for the following reason:

______________________________________________________________

Academic success at Woodlawn Middle School occurs when children take responsibility of their actions by following the Code Of Conduct and by completing their schoolwork. Your child is to be congratulated for this achievement. Thank you for your support in helping your child to meet with success at our school.

Sincerely,

______________________________________________________________
Our goal is to help each child develop self-discipline. Together the home and school share the responsibility for developing good citizens. Parents, teachers, and students must work together to maintain a safe learning environment.

The PBIS program is based upon our philosophy of recognizing positive contributions of students. Each teacher has a classroom discipline plan that informs students of classroom rules, consequences, and rewards.

Cooperative learning standards will be used in all classroom and nonclassroom settings. Behavior checklists will be used in every classroom. We encourage you to look at the checklist and sign it every Thursday evening.

We will continue to award bees every week. A monthly drawing will occur during every lunch shift on the last Friday of the month. We will once again hold the grand finale Bee-Havior Assembly in June.

The staff at Sandy Hill Elementary encourages parent and community involvement. If you have any suggestions which might improve our program, please see Mr. Nagel or Mrs. Teat.

---

**YOU are responsible for Your behavior!**

---

**Sandy Hill Elementary School Rules**

1. Be prepared.
2. Respect others and their property.
3. Keep hands and feet to yourself.
4. Stay in assigned area.
5. Follow directions.
6. Participate and do your best.

---

The Dorchester County Board of Education does not discriminate in admission, access, treatment, or employment in its programs and activities on the basis of race, color, sex, age, national origin, religion, disability, or any other basis prohibited by law.

Questions regarding this information may be directed to Mr. George Harper or Mrs. Angela Whitaker, 504 Coordinators.

---

**Schoolwide Behavior Contract**

Please read, sign, and return to your child's teacher on or before Tuesday, September 3rd, 2002.

I have read and discussed the Sandy Hill Schoolwide Behavior Contract with my child.

__________________________
Parent Signature

__________________________
Student Signature
A Dozen Activities to Promote Parent Involvement!

Research shows that children are more likely to succeed academically and are less likely to engage in violent behavior if their families are involved in their education. Many parents say, however, that they feel unwelcome or uncomfortable in their children's schools. Teachers often feel under attack by parents who are highly involved. Learn how to bridge the gap! Included: A dozen activities to promote parental involvement and ten tips for involved parents!

"By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children."

-- Goals 2000: Educate America Act

The following quote comes from Fathers' Involvement in Their Children's Schools, a 1997 report from the National Center for Education Statistics. "School-aged children in both two-parent and single-parent families are more likely to get mostly A's, to enjoy school, and to participate in extracurricular activities and are less likely to have ever repeated a grade and to have ever been suspended or expelled if their fathers or mothers have high as opposed to low levels of involvement in their schools."

Additional studies have found that parental involvement is more important to student success, at every grade level, than family income or education. However, Strong Families, Strong Schools, a report that reflects 30 years of research on family involvement in education, stated the sad fact that "in many instances parents don't feel as if we welcome them in school."

BUILD A BRIDGE
4. Print and send home:
   - In September: As a Parent, I Promise...
   - In October: Testing
   - In November: How to Make Parent-Teacher Conferences Work for Your Child
   - In December: Helping Your Student Get the Most Out of Homework
   - In February: Parent Involvement = Student Success
   - In March: Education World's Tips for Involved Parents
   - In April: 10 Tips for a Successful Parent-Teacher Conference
   - In May: 8 Ways Parents Can Promote Reading at Home

5. Initiate a classroom volunteer program.

6. Create a parent resource center. Provide materials on issues of concern to parents, such as child development, health and safety, drug education, special education, and so on. Include information about local parenting and social services agencies. If possible, provide sample textbooks, extension activities, software, and audio and videotapes.

7. Create a classroom Web site and include a parent page. (See some advice from teachers who have built their own Web pages.)

8. Set up a homework hotline students or parents can call to get forgotten or missed assignments.

9. Invite parents to present talks and/or demonstrations about their specialized knowledge or skills.

10. Following conference or report card time, offer workshops on improving grades and study skills.

11. Maintain regular communication by sending home
    - Weekly folders of student work.
    - Monthly calendars of special events to be celebrated or taught.
    - A regular class newsletter.
    - Weekly work sheets containing activities students and families can do together.

12. Compile a wish list that includes both goods — from craft sticks to carpet squares to software — and services — from stapling newsletters to chaperoning field trips to coordinating special events — that parents might provide. Be sure the list includes many free or inexpensive items and activities that do not
Budget Items to Consider in PBIS Planning

___ Summer Institute Training for 5
___ Incentives for students AND faculty
___ Staff development/guest speakers
___ Bus driver training
___ PBIS Leadership Team meeting time
___ Additional summer planning time for team members
___ Printing (tickets, posters, parent material, etc.)
___ SWIS fee
PBIS
Positive Behavior Interventions and Supports

Money Resources — County Level

1. Safe and Drug Free Schools
2. Discretionary Grants
3. Character Ed.
4. Capacity Building Grants
5. Drop Out Prevention

Funding Resources — School Level

1. Community businesses
2. Box Tops for Education monies
3. PTA support
4. School-based grants
5. Organized fund-raisers
6. ________________
7. ________________

Some Miscellaneous Notations

When soliciting funds, provide data that highlights the successes of PBIS programming.

Consider using a Cost-Benefit analysis as supporting evidence (see attached).

When businesses donate, recognize their support (PTA newsletter, have students write thank-you notes, have a plaque in the front office that lists contributors, etc.)


EE: Achieving Goals!
Total Referrals 00/01 v. 01/02 v. 02/03

- SY01-02 = 598
- SY02-03 = 275
- Difference = 323
- Reduction = 54.02%

---

EE: Cost/Benefit Analysis
Grand Totals

<table>
<thead>
<tr>
<th></th>
<th>SY01/02</th>
<th>SY02/03</th>
<th>Days Saved</th>
</tr>
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<tr>
<td>Admin</td>
<td>8,970</td>
<td>4,125</td>
<td>13.45</td>
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<tr>
<td></td>
<td>minutes</td>
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<td>Student</td>
<td>26,910</td>
<td>12,375</td>
<td>40.38</td>
</tr>
<tr>
<td></td>
<td>minutes</td>
<td>minutes</td>
<td>6hr days</td>
</tr>
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ODR: Student/45 min. Admin/15 min.
Developing a Powerpoint Presentation

1) Keep in mind your intended audience. Are you training your own staff on the PBIS initiative in your school, presenting PBIS to other schools that are considering implementing, or "dazzling the BOE" with your accomplishments?

2) PBIS "big ideas" should be a part of nearly every presentation. They set the stage, and provide the context for PBIS practices and systems. May need to provide only a brief overview if time is limited.

3) If you are presenting to other schools, use demographic data to describe your student population, staff, and unique challenges/assets. It helps others relate to your specific situation and make relevant connections to their own school.

4) All audiences need to hear specific examples of how the critical features of PBIS translate into day-to-day practices and management strategies. For example, "positively reinforcing appropriate behavior" means "students frequently receive gotchas, or specific verbal praise for following the school-wide rules." "Data driven decision making" means "once a month a team analyzes office discipline referral (ODR) data, and develops intervention strategies to address needs."

5) Always use data. The data you share will depend on the purpose of the presentation. If you want staff input to solve a problem, use data to define the situation (e.g., "The majority of ODR's are for disrespect, or occur between 1:30-1:45, or __________. Any insights or suggestions for addressing this specific issue?"). To celebrate successes, show data that highlights the positive impact of PBIS programming. To solicit financial support, use data that (again) shows the success of PBIS and the cost:benefit ratio for your specific school.
6) Pictures, bar charts, and other graphics enhance a presentation. Use computer technology to take digital pictures, scan, copy, cut, and paste school-specific "artifacts" that exemplify PBIS programming in your school.
PBIS
AT
SOUTH FREDERICK
ELEMENTARY

[Diagram of bar graph]

[Diagram of suspension data]

[Additional diagrams and notes]
Non-Classroom Systems
- Teaching expectations and routines
  - Active supervision (M.I.S.)
  - Management
  - Instruction
  - Training
  - Pro-Action and Reminder
  - Positive Reinforcement
  - Project Achievement Skills

Individual Student Systems
- County-wide Administrative Team
- Higher-level competence
- Teacher-based behavior support
- Plan
- Taped Learning Project Achievement Skills
- Inter-agency planning
- Individualized instructional and curricular modifications

Administrative Teaming
- Principal and Administrative Assistant
- Guidance Counselor
- Instructional Support
- Behavior specialist
- School Psychologist
- Student-Teacher
- Special Education
- Home-school Liaison
- Implicit research liaison
MacArthur Middle School

PBIS
2003-2004

Focus: School-Wide System

MacArthur Middle School
Eagle Code
- Be Responsible
- Respect Yourself
- Respect Others
MacArthur Middle School's Eagle Code

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Classroom Hallway</th>
<th>Cafeteria</th>
<th>Bus</th>
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<tbody>
<tr>
<td>Be Responsible</td>
<td>On time</td>
<td>Never run</td>
<td>Arrive at the right time</td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>Do your best</td>
<td>The lunch</td>
<td>Treat others with respect</td>
</tr>
<tr>
<td>Respect Others</td>
<td>Talk in turns</td>
<td>Keep hands, feet, and objects to yourself</td>
<td>Follow directions</td>
</tr>
</tbody>
</table>

Eagle Tickets

MacArthur Middle School
EAGLE TICKET
6TH GRADE

Respectful Respect Yourself Respect Other

Student: Jessica
Teacher: Ms. Friend

Rewards and Prizes

- Weekly drawings – Items have been donated from Staples, Hollywood Video, warehouse, Safe and Drug Free Schools.
- 4,000 assemblies
- "Special" Prize Box
Social Skills Lessons

- Lessons are developed based on data and needs perceived by teachers.
- Lessons have included introduction to the Eagle Code, responsibility, respect, bullying, and fighting.
- Lessons are conducted for 20 minutes and rotate among the core subjects.
- Lessons provide teachers with options including a script.

Data

Student Data

- 3% of our students have 54% of the referrals.
- 35 students have 284 referrals.
- 5 of those students are no longer at the school due to alternative placements.
- 18% of the students have received one or more referrals. 82% of the students have not received a referral at all!
Using Our Data

Our data is used to:

- Increase supervision in particular areas or at particular times of the day
- Create social skills lessons
Oakdale Middle School

Positive Behavioral Interventions & Supports

Oakdale's PBIS Committee:

Nancy Beach
Keri Grossnickle
Marie Haney
Pam Ketterer
Janet Shipman
Karen Shomaker
Kathy Sizzi
Sally Smith
Coach: Mary Malone

Created by
Keri Grossnickle
Oakdale Middle School

Positive Behavioral Interventions & Supports

Oakdale's PBIS Coordinators
Mary Boone
Karl Gravellie
Matt Greenby
John Satterly
Jared spices
Eric Bouchard
Erika May
Kelly Sack
Candice Wiser

FCPS BACKGROUND INFORMATION...

Oakdale Middle School is located in Frederick, Maryland

School system serves 40,000 students
(Rural area—about 45 minutes from Baltimore, MD, and Washington, DC)

Everybody on Board...

- Team leaders meeting to introduce PBIS Information
- Team leader survey of team members to rate interest level
- Teachers completed an interest survey that assessed the comfort level for implementing the PBIS program
- All staff on board by Spring 2002
What do teachers have to do to prepare for the PBIS program?

- The answer is easy!
- The PBIS team simply needs teachers to "buy into" the program. Teachers don't need to change their personal management systems in order to adopt PBIS.
- PBIS allows for more consistency among school personnel.
- Students should expect the same procedure of consequences in every school setting.

OMS Motto

Our motto focuses on two pillars of character, responsibility and respect.

"Responsible behavior means respecting O.P.Y."

O = Others
P = Property
Y = Yourself

OMS Goals

1. Establish school-wide behavioral expectations.
2. Teach & model behavioral expectations in conjunction with academics.
3. Collect & utilize data to improve school-wide behaviors.
Weekly Lesson Plans Through Home Base

MS Home Base Lesson Schedule - Term 1
- Lesson 1 - Homebase
- Lesson 2 - Lectures
- Lesson 3 - Handouts
- Lesson 4 - Reference
- Lesson 5 - Field Trip
- Lesson 6 - Cafeteria
- Lesson 7 - Computers
- Lesson 8 - Media Center
- Lesson 9 - Assemblies
- Lesson 10 - Review
- Lesson 11 - Boarding/Unloading Bus

THE OPY PROCESS

@Verbal warning (s)
@OPY slip #1
@OPY slip #2
@Parent contact via note or phone call
@After school detention and/or
@Referral (depending on offense)

OAKDALE'S "OPY SLIP"

"Responsible behavior means respecting O.P.Y.
Respect=O-OTHERS
=PROPERTY
=YOURSELF
Name: ____________________________
Explain which of the school rules you were not following.
______________________________________________________________
Explain how you will change your behavior in the future.
______________________________________________________________
Classroom O.P.Y. Folder

- In order to maintain consistency from class to class, the PBIS Committee has created an O.P.Y. folder that will be used in all classrooms settings.
- The folder contains the following:
  - O.P.Y. Process Sheet
  - O.P.Y. Sign-in Sheet
  - O.P.Y. Slip (in duplicate)

Responsible and Respectful Behavior Looks Like...
Math

- Come to class on time
- Bring materials for class
- Respect other people's answers
- Do your best work

Language Arts

- Use the correct heading for all papers
- Don't laugh at other students' ideas
- Try your best
- Come to class on time
- Respect the teacher
- Do your own work

Cafeteria

- Clean up after yourself
- Put away lunch trays
- Be nice to the lunch ladies
- Compliment the food
- Keep hands and feet to yourself
Hallway

- walk on the right side of the hallway
- hold your books in the hallway
- be nice to the teachers
- keep hands and feet to self
- be kind to other students
- help pick up other's books

In-School Retention/Detention

Positive Behavior Intervention & Support

So, Oakdale, how is it going?

By Kelvin Osmundson
What All OMS Staff Should Know

- All substitute plans should contain generic OPY information, including extra OPY slips and directions regarding the process.
- All one-classroom adults should give the yellow OPY copy to the team leader.
- If some bus teachers are behind with the OPY chart lessons, they should double-up and complete them on another day of the week.
- A parent signature "dissolves" the OPY. However, if a student is consistently receiving OPY slips and getting them signed, the student should be brought up at student concerns.

PBIS Survey

Please take a few minutes to complete this survey. Thank you for your help in making PBIS a success at OMS.

1. Please rate the use of PBIS lessons in your homeroom and in your classroom (Excellent, Satisfactory, Needs Improvement)
   S 2 S 3 S 4 S

2. How many OPY's have you issued?
   0 1 2 3 4 5 6 7 8 9 10 11 12

3. Of the OPY's you have issued, approximately how many have been returned with parent signatures?
   0% 20% 40% 60% 80%

4. How many students have received two OPY's from you?
   0 1 2 3 4 5 6 7 8 9 10 11 12

5. Please prioritize the reasons you have issued OPY's (Select answers)
   [ ] Not requesting sharing
   [ ] Not requesting property
   [ ] Not requesting self
   [ ] Not refusal, please list specific examples of behavior exhibited by student who have received OPY from you

Staff Survey Results

• The majority of OPY slips that have been issued have been for disrespectful behavior, most towards others.
• Remember, OPY slips should not be issued for physical altercations. Referrals should be written for physical offenses.
What's Next?

- The next step in the PBIS process is providing an incentive for those students who are modeling the behavior we are looking for.
- Oakdale's incentive is "Wings" which will start the second quarter (November 3rd).

All About Wings

- Wings can be given to all students from all adults in the building.
- Karen will work with the SGA so that kids have a voice in what prizes will be awarded.
- Students can do the following with their Wings:
  - Place them in drop-boxes for certain prizes
  - Cash them in to teachers (teacher discretion)
  - Cash them in for grade level prizes (to be determined by teams)

What Do We Need From You?

- The next PBIS meeting is October 24th.
- The committee would like to have grade level ideas for ways kids can earn and lose wings.
- We want to be consistent while respecting each teacher's personal style.
- Thank you for your support! ☺
Quotes From Teachers

- "It's hard to say how successful we are right now but I feel like it gives the students clear cut guidelines."
- "Some kids have really bought into it and seem to let this process guide their behavior."
- "It makes discipline so much easier...the parameters are clear cut and easily taught."
Respecting Others

Respectable Behavior

Responsibility

Property

Respectable Means


Respect for classmates who work cooperatively

Communicates with parents

Is kind and courteous to other students and the teacher

Speaks in turn

Takes responsibility

Equally shares

Respects property

Respectful behavior protects the property

Respectful behavior respects and completes

Takes care of math and school supplies

Uses calculators

Adequately

Appropriate location and appropriate supplies to

In original condition

Asks permission

Works on time and effort in

Math work

Applies work and effort in

Adequate

Math assignments

Works prepared for class with all materials

In absent work when absent

Activities

Submits math book covered
Vikings are Successful

Lansdowne High School
PBIS
2004-5
The Viking Code

Proactive Approach to School-wide Discipline

➤ Provide a clear system for all expected behaviors
➤ Create and maintain a productive, safe environment
➤ Establish clear expectations
➤ Enhance student academic & social success
Why PBIS at LHS?

➢ School discipline as a tool for academic & social success
➢ Behavior management as instruction
➢ Data-based decision making
➢ Continuum of behavior support

What is PBIS?

➢ Positive Behavior Interventions & Support
➢ Systems Approach
➢ Data-Driven Approach
What is a "systems approach?"

- Creating a positive behavioral environment
- School-wide management, in and out of classrooms
- Consistent problem-solving

Where did the data come from?

- From You!
- Staff Survey
  
  September 2003, January 2004, June 2004

- Targeted Behavior Survey
- Based on needs as we see them
Components

➢ Common approach
➢ Clear, positive expectations
➢ Procedures to teach expected behaviors
➢ Range of ways to encourage and discourage
➢ Means to collect data & monitor

LHS Belief Statements

➢ Students achieve greater success in a safe, comfortable, and orderly environment
➢ Students are capable of learning, achieving, and behaving appropriately
➢ Excellence, modeled in an environment of trust and encouragement, inspires student achievement
Viking Code of Conduct

➢ Readiness
➢ Responsibility
➢ Respect

Vikings aRe

Successful
Procedures for Encouraging Positive Behavior

➢ Viking of the Month
➢ "I Noticed"
➢ Posters throughout school
➢ Display of winners on V-Board
➢ Regular announcements of winners

V-Bucks

➢ Awarded by teachers to students who exemplify the Viking Code of Conduct on a daily basis in the classroom, the hallways, the cafeteria, and other areas of the building.
➢ Awarded to encourage and reinforce positive behaviors among our students.
➢ Teachers can award V-Bucks to students whether they teach them or not.
Incentives for students and staff

➢ Homework Passes
➢ Ice Cream Passes
➢ Target Gift Certificates
➢ Wal-Mart Gift Certificates
➢ McDonald's Coupons
➢ Dance Passes
➢ Movie Passes
➢ Game Passes
➢ Bags/Freebies
➢ Six Flags Passes

Morning Announcement Reinforcement

➢ Students in LHS Drama and Broadcasting classes wrote and performed "public service announcements" that have been played on the morning announcements.

➢ Students throughout the school have received them very well.
Procedures for Discouraging Problem Behaviors

- Minor Incident Report
- Office Referral
- Teacher-managed vs. Office-managed behaviors
- Consistency vs. Discretion
- Intervention Flow Chart

Minor Incident Report

- Minor Incident Report
- Name of Student: [Name]
- Location:
  - Classroom
  - Gym
  - Library
  - Hallway
  - Cafeteria
  - Bus
- Grade: 9  10  11  12
- Loading Zone: [Zone]
- Date: [Date]
- Time: [Time]
- Other:
- Referring Staff:
- Problem Behavior:
- Possible Motivation:
- Consequence:
- Check one specific problem behavior: Inappropriate Language, Minor Verbal Aggression, Harassment, Misuse of Minor, Minor Theft/Stealing, Disorderly Conduct, Damage, Disrespectful, Disobedience, Disruptive, Disruptive/Disrespectful
- Add: [Additional Information]
- Other:
- Understood:
- Contacted parent/guardian about this incident on
Teacher-Managed vs. Office-Managed

- Language
- Lateness
- Preparedness
- Refusing to work
- Tone/Attitude
- Electronic Devices
- Dress Code Violations

- Weapons
- Fighting or aggressive physical contact
- Aggressive Language
- Smoking
- Harassment of students or teachers
- Major dishonesty

Intervention Flow Chart

- Used to guide behavior intervention
- Page 2-10 of binder
Procedures for Monitoring and Evaluation

➢ MIR's entered into SWIS database
➢ Office Referrals
➢ Data tracking system for V-Bucks
➢ Administrator support
➢ 9th Grade Team Leaders

Procedures for Teaching Expected Behaviors

➢ Opening week lesson plans

➢ Staff Development

➢ Public Service Messages
Initial Staff Training

- Overview presentation
- Positive Consequences/Rewards
- Negative Consequences/MIR's
- Lesson Plans
- Staff rotated through four presentations
- Staff was divided based on several factors
- Evaluations and questions taken at the end of the day

"To be good is noble, but to teach others how to be good is nobler and less trouble."

~Mark Twain
Recommendations for Book Studies or Staff Development

1) The Tough Kid Book: Practical Classroom Management Strategies by Ginger Rhode, William Jenson, Kenton Reavis (approx. $20.00).

2) Comprehensive Classroom Management: Creating Communities of Support and Solving Problems by Vernon F. Jones, Louise S. Jones, and Louise Jones (approx. $62.00).

3) Instructional Classroom Management: A Proactive Approach to Behavior Management by Craig Darch, Edward Kameenui, and Edward J. Kame'enui (approx. $32.00).

4) The First Days of School: How To Be An Effective Teacher by Harry Wong, Rosemary Wong, and Rosemary Tripi Wong (approx. $30.00).

5) Effective Elementary Classroom: Managing for Success by Geoffrey Colvin & Mike Lazar.


7) The “Safe & Civil School Series” by Randall Sprick (a series of books, videos, cd’s etc. that can be purchased separately and address issues of school-wide behavior management strategies, teacher training modules, paraprofessional support materials, etc.). Go to www.safeandcivilschools.com.
Resources for Staff Development

Maryland’s website: www.pbismaryland.org (includes PBIS tutorial). Often it has the presentations and materials used at all MD PBIS training activities (Summer Institute, Coaches’ Mtgs., High School Forums, etc.)

MSDE’s PBIS State Leadership Team - can provide speakers on numerous topics, or link you to a specific, local resource.

Rosanne Torpey (Sheppard Pratt) - presentation for staff on de-escalating student anger/aggression

Betsy Gallun (MSDE) - presentations related to Cooperative Discipline for classroom management ideas, and also one on “team-building” for staff

Exemplary PBIS Schools in MD - sometimes the best “overview of PBIS” is hearing/seeing how it has been successfully implemented in other schools
A Checklist for Planning Staff Development

Identifying Needs – A Target for Training

☐ 1. What needs are identified by data?

☐ 2. Have teachers been involved in identifying needs?

Designing Training Activities

☐ 3. Is content verified by research to improve student achievement?

☐ 4. Has a clear, research-based rationale been presented as a part of training?

☐ 5. Have the number of new strategies been limited to one or two in order to facilitate practice and reduce anxiety?

☐ 6. Are multiple training sessions planned two to three weeks apart?

☐ 7. Have presentation, demonstration, practice, and feedback been part of training session activities?

☐ 8. Have teachers been given adequate “nuts and bolts” to enable them to implement?

Rehearsal and Elaboration of Training

☐ 9. Between training sessions, have arrangements been made to allow teachers to visit each other’s classrooms?

☐ 10. Between training sessions, have there been opportunities for teachers to discuss their learning and observations?

☐ 11. Have teachers been given the opportunity to question, clarify, and express doubts?

Assessment of Training

☐ 12. In what ways will you evaluate the training for implementation, quality of implementation, and effect on student achievement?

NSDC Standards for Staff Development:
Context – Content – Process
Planning Framework for Staff Development Agendas

1. Purpose (Check one.)
   ▶ Develop Awareness of ____________________
   ▶ Build Knowledge of ____________________
   ▶ Translate Knowledge into Practice of ____________________
   ▶ Practice of ____________________
   ▶ Reflection of ____________________

2. Meeting Outcome/s

3. Ground Rules (Optional)

4. Physical Comfort (e.g. breaks, food, seating arrangement)

5. Time Schedule

6. Variation of activities

7. Variation in size or type of groups

8. Next Steps

9. Meeting Evaluation

Department of Mentoring and Staff Development
### General Data Decision Rules

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<tr>
<th>IF....,</th>
<th>FOCUS ON....</th>
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<tbody>
<tr>
<td>• &gt;40% of students received 1+ ODR&lt;sup&gt;3&lt;/sup&gt;</td>
<td>School-wide System</td>
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<tr>
<td>• &gt;2.5 ODR/student</td>
<td></td>
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<tr>
<td>• &gt;60% of referrals come from classroom</td>
<td>Classroom System</td>
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<tr>
<td>• &gt;50% of ODR come from &lt;10% of classrooms</td>
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<tr>
<td>• &gt;35% of referrals come from non-classroom settings</td>
<td>Non-Classroom Systems</td>
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<tr>
<td>• &gt;15% of students referred from nonclassroom settings</td>
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<tr>
<td>• &gt;10-15 students receive &gt;5 ODR</td>
<td>Targeted Group Interventions</td>
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<td>• &lt;10 students with &gt;10 ODR</td>
<td>Individualized Action Team Systems</td>
</tr>
<tr>
<td>• &lt;10 students continue rate of referrals after receiving targeted group support</td>
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<tr>
<td>• Small # students destabilizing overall functioning of school</td>
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2 Sprague, Sugai, Horner; & Walker (2000)
3 ODR = Office Discipline Referral