Carmen Arace Intermediate, Bloomfield

Arabic Expectations at Awsaj Academy Elementary 2011-2012

Wolf Power!

Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>All Settings</th>
<th>Hallway(s)</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>-haired, clean, walk, talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cursing</td>
<td>bloody</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Respect</td>
<td>respect</td>
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</tr>
<tr>
<td>Others</td>
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<tr>
<td>Use normal</td>
<td></td>
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</tr>
<tr>
<td>volume, walk, talk is right.</td>
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</tr>
<tr>
<td>Play safe</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Include others, share resources.</td>
<td></td>
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</tr>
<tr>
<td>Listen/Watch</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Appropriately, respectfully.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take a quiet moment. Stay in your seat.</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Expectations

1. Social Skill
2. Natural Context
3. Behavior Examples

RAH – at Adams City High School
(Respect – Achievement – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time; stand regularly; follow class rules.</td>
<td>Keep location neat, keep to the right, keep noise at a minimum, allow others to pass.</td>
<td>Put trash in cans, push in your chair, be courteous to staff and students.</td>
<td>Keep area clean, put trash in cans, be mindful of others’ personal space, flush toilets.</td>
</tr>
<tr>
<td>Achievement</td>
<td>Do your best on all assignments and assessments, take notes, ask questions.</td>
<td>Keep track of your belongings, monitor time to get to class.</td>
<td>Check space before you leave, keep track of your belongings.</td>
<td>Be a good example to other students, learn the room better than you found it.</td>
</tr>
<tr>
<td>Honor</td>
<td>Do your own work, tell the truth.</td>
<td>Do a job of your own, never cut corners.</td>
<td>Keep your own place clean, maintain personal boundaries.</td>
<td>Report any graffiti or vandalism.</td>
</tr>
</tbody>
</table>
Expectations & behavioral skills are taught & recognized in natural context
**Classroom Expectations**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Group work</th>
<th>Desk work</th>
<th>Quizzes and tests</th>
<th>Arrival</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Offer ideas Complete all tasks</td>
<td>Sit with feet on the ground Get up and stretch if necessary</td>
<td>Get all tests by Friday Lock belongings in locker</td>
<td>Check on homework Pack necessary materials</td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Keep eyes on your own paper Keep phone off and in bag</td>
<td>Keep desk area clean Close locker doors quietly</td>
<td>Move out of the way in the hall</td>
<td>Let others sit with you on the bus Hold doors for those with tags</td>
<td></td>
</tr>
<tr>
<td><strong>Ready to Learn</strong></td>
<td>Keep materials organized Move desks quickly</td>
<td>Keep desk area clean Use scrap paper</td>
<td>Close locker doors quietly Move chairs quietly</td>
<td>Push chairs under desks Walk in the hallways</td>
<td></td>
</tr>
</tbody>
</table>

**Typical Contexts**

- Teacher Lecture
- Independent
- Responsible
- Homework
- All Times
- Lesson
- Solving
- Entering & Classroom
- Transit
- "I Need Assistance"
- Teacher Lecture
- Independent & Lab Work
- Problem Solving

**Classroom Routines**

<table>
<thead>
<tr>
<th>Classroom Routines</th>
<th>Example</th>
<th>Pattern</th>
<th>Value</th>
<th>Procedure</th>
<th>Lecture</th>
<th>Independent</th>
<th>Turning in Work/Exiting the Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamakaeqiq</td>
<td>Respect</td>
<td>Keep self-organized with one desk chair in your personal space</td>
<td>Keep self-organized personal space</td>
<td>Keep self-organized personal space</td>
<td>Have self-organized others around you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insuutaqtat (Kayapayeqiq)</td>
<td>Responsibility</td>
<td>Keep desk area clean</td>
<td>Keep desk area clean</td>
<td>Keep desk area clean</td>
<td>Have self-organized others around you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savagqatigiiyujiq</td>
<td>Cooperation</td>
<td>Keep desk area clean</td>
<td>Keep desk area clean</td>
<td>Keep desk area clean</td>
<td>Have self-organized others around you</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**High School Example**

- Entering & Exit: Quietly
- Teacher/Lecture: Ready to Learn
- Homework: Respect Others
- Requesting Materials: Respect Self
- Independent Study: Respect Others

**Swathiqiiyujiq School**

- Cooperation
- Respect
- Responsibility
- Respect Others
- Engagement:
  - Get ready to learn
  - Take notes
  - Specific tasks
  - Try 1 more time
  - Specific outcomes

**Shishmaref School AK, Lyon Johnson, Aug 9, 2011**
SW & Home

EXPECTATIONS

<table>
<thead>
<tr>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “good morning”</td>
<td>Try your best</td>
<td>Use your words</td>
<td>Say “thank you”</td>
<td>Say “good night”</td>
</tr>
</tbody>
</table>

Responsibility

| Put clothes in washer | Put backpack & homework by backdoor | Put toys away | Wash hands | Brush teeth |

Safety

| Return food to refrigerator | Put homework in backpack | Put toys in room when done | Keep chair legs on floor | Put toys on shelf |

Home Example

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>After School</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Mealtime</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Bedtime</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Linking Positive Behavior at School & Home

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Driving</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Mealtime</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>With Friends</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Expectations

- Honor diversity
- Finish homework before e-games
- Be supportive bystander
- Be safe
- Be respectful
- Be ready to learn

Safety

- Return food to refrigerator
- Put homework in backpack
- Put toys in room when done
- Keep chair legs on floor
- Put toys on shelf

Respect

- Say “good morning”
- Try your best
- Use your words
- Say “thank you”
- Say “good night”

Responsibility

- Put clothes in washer
- Put backpack & homework by backdoor
- Put toys away
- Wash hands
- Brush teeth

Home Example

- Tooborac Public School, BC

High School Home Example

<table>
<thead>
<tr>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>*</td>
<td>* Honor diversity</td>
</tr>
<tr>
<td>Driving</td>
<td>*</td>
<td>Finish homework before e-games</td>
</tr>
<tr>
<td>Mealtime</td>
<td>*</td>
<td>Eat dinner with family</td>
</tr>
<tr>
<td>With Friends</td>
<td>*</td>
<td>Be supportive bystander</td>
</tr>
</tbody>
</table>

Acknowledgement & Recognize

- Be safe
- Be respectful
- Be ready to learn

- The Ring of Honor
“GOLDEN PLUNGER”
- Involve custodian
- Procedure
  - Custodian selects one classroom/hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall

“G.O.O.S.E.”
- “Get Out Of School Early”
  - Or “arrive late”
- Procedures
  - Kids/staff nominate
  - Kids/staff reward, then pick

“FREE PERIOD”
- Contributing to safe, caring, effective school environment
- Procedures
  - Given by Principal
  - Principal takes over class for one hour
  - Used at any time

“DINGER”
- Reminding staff to have positive interaction
- Procedures
  - Ring timer on regular, intermittent schedule
  - Engage in quick positive interaction

OCDE Newsletter
Spring 2008

9849 less ODRs
× 30 min/ODR
= 295,470 min
= 821 days
EXAMPLE: Classroom Continuum

PBIS: Classroom Behavior Management Practices & Systems

Effective Classroom Behavior Management

1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Teach Behavior like Academic

1. Positively reinforce
   Individual & Group
   Verbal & Non-verbal
   Positive > Negatives
   Developmental, Cultural, Contextual
   Public & Private
   Academic & Social

2. Actively supervise
   Move
   Model
   Scan
   interact
   Reinforce

3. Precorrect
   Identify triggers, maintainers in problem context
   Remove & minimize triggers & maintainers
   Strengthen & practice replacement responses
   Add reinforcers for approximations
**Classroom Management - 5 minutes**

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Basic classroom management practices used in most (80%) of classrooms throughout school day?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Plan exists for teaching school-wide social skill expectations in classrooms?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Plan for teaching &amp; encouraging use of basic classroom management practices?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Planned &amp; practiced procedures for crisis situations?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
</tr>
</tbody>
</table>

**Concluding Comments**

https://storyboardfitmn.wistia.com/medias/mdpc5bljr
http://www.pbis.org/newevents

**BIG IDEAS**

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
2. BEHAVIORAL SCIENCES serve as useful theory of action/change
3. Positive, doable, effective PRACTICES exist to maximize academic/behavioral success
4. Implementation SYSTEMS needed for students to experience & benefit from effective practices
5. DECISION-based DATA systems to inform actions
6. Consideration of CULTURE needed to guide decisions & actions
Upcoming Events

New England PBIS
Nov 14-15, 2018
Norwood, MA

Association of PBS
Mar 28-30, 2018
San Diego, CA

PBIS Forum
Oct 3-5, 2018
Chicago, IL

Save the date, March 28 – 31, 2018 for the...
San Diego, California
Manchester Grand Hyatt

Pre-Conference Workshops:
MARCH 28

Skill-Building Workshops:
MARCH 31

Breakout Sessions
Networking
Posters
Exhibits
Exhibits

For more information,
go to:
conference.apbs.org

Universal*
Targeted*
Intensive*
Universal*
Targeted*
Intensive*

Dec 7, 2007

Problem
Cooperative
Play
Adult

Anger
Management
Attendance
Peer

Independent

Label*behavior…..not*kids*

Self-regulation
Homework

Technology

Common% Vision/Values%

Common% Language%

Common% Experience%

Quality Leadership

Effective’Organizations’

Classroom
School
District
State

RobH@uoregon.edu
Lewistj@missouri.edu
George.sugai@uconn.edu
www.pbis.org
www.neswpbis.org