

O'Neill Elementary School

PBIS Staff Handbook 2016-17



O'Neill Elementary Behavioral Expectations

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

Handbook version: 2.0, July 1, 2016

An electronic copy of this handbook is available at the O'Neill Public Schools Website under staff resources.

Compiled by:

Dan Woodle, Principal, O'Neill Elementary, 2015-16 in conjunction with O'Neill Elementary staff in determining expectations and infraction levels.

Reviewed and edited by NPBiS Team:

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Introduction

June 8, 2015

Dear O'Neill Elementary Eagles,

My thanks go out to all the staff that participated in the initial planning stages of this implementation with developing expectations, identifying areas of focus, and major/minor infractions. Getting all the pieces of PBIS Tier 1 in place was a long process that took a great deal of work. It is because of all of you and your desires to see our elementary school be as great as possible that this program is why this program is at it's current point.

The positive approach of PBIS ensures that our students will be taught the behaviors that we expect. They will be rewarded when they succeed, and corrected when they make mistakes. I expect all of our staff at O'Neill Elementary to take the responsibility to learn and use the techniques in this document. It is up to all of us as a team to work to make our school safe, and respectful. We want all our students to show fairness, responsibility, citizenship, trustworthiness, caring and respectfulness.

Lets help our Junior Eagles soar!

Dan Woodle
Principal

What is Schoolwide PBIS?

PBIS provides a positive focus to encouraging desirable student behaviors. Sets of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, and safety. Intervention and strategies are implemented to teach and reinforce these expectations. These include:

- Periodic direct instruction in specific student behaviors that demonstrate respect, responsibility and safety in various locations in the school.
- Generous quantities of positive adult/teacher attention and other kinds of reinforcement to students for demonstrating positive behaviors, especially specific behavior expectations identified by the school.
- Predictable consequences for behavior infractions that are delivered consistently by all staff in a professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistake and to accept responsibility for the choices that he or she made. The consequences are provided on a continuum matched to the intensity of the misbehavior.

A PBIS school incorporates a few simple systems practices that are crucial in sustaining the program over time. These include:

- The establishment of a school-based PBIS team with a strong administrative presence and support. The PBIS team uses the “framework” of school-wide PBIS to design that schools unique set of practices.
- PBIS activities are embedded into existing school activities such as school improvement and student assistance teams.
- The school establishes a system of using behavioral data (e.g., office discipline referrals or some other method of incident reporting). These data are analyzed and used in a robust way to guide the design and implementation of additional behavior supports, especially at the targeted and intensive levels.

So why implement behavioral strategies for all students if only a few seem to have problems?

For some reasons: First, even if students don't have major discipline problems, they can benefit from instruction in positive behavior expectations and positive acknowledgements. PBIS is a skill building approach that will strengthen the repertoire of social skills for any student. Secondly, educators who work in school that implement PBIS report a high level of satisfaction with it, citing the positive effects of getting on the “same page” with their colleagues, improved school climate, and increased time for instruction. Thirdly, fewer students will rise to the second and third tiers when universal best practices are implemented, and the specialized strategies implemented for those students will likely be more effective when implemented within the context of school-wide PBIS. Fourthly, students become effective models for each other; a culture of respect, order, and safety will become more pervasive.

The Tiers (A Basic Understanding)

Tier 1- The majority of your students (80% rough estimate)

- Teach school-wide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management

Tier 2- Those in need of more targeted help/intervention (10-15% rough estimate)

- Target social skills instruction
- Simple behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom Management support

Tier 3- Most intensive need of help and intervention (5-10% rough estimate)

- Functional behavior assessments and individual behavior plans
- Parent Collaboration and education
- Collaboration with student's physician or mental health professional
- Intensive academic support
- Review of student placement/Special Education options

Specific Practices and Supports

Clearly Defined Behavior Expectations

- Behavior matrix
- Behavior indicators
- Procedures

System of Acknowledging Appropriate Behavior

- Strategies of acknowledging behaviors
- Assemblies
- Student Certificates/Tickets

System of Correcting Inappropriate Behavior

- Strategies for Correcting Behavior
- Office Discipline Referral

Supports for Educators

- PBIS Leadership Team
- Administration

The 2016-2017 NPBiS Team Members

Purpose

This team will support staff in identifying areas of assistance needed in academic and behavioral achievement for all students.

Team Members & Role Description (will change each year)

<u>Team Member</u>	<u>Position</u>
Mindee Hilker	Guidance Counselor
Dan Woodle	Principal
Jody Fox	Special Education Teacher
Lynae Hilker	General Education Teacher
Deb Sawyer	Developing Eagles Director
Jana Sobotka	Parent Representative
Malinda Martinez	Parent Representative

2016-2017 PBIS Team Meeting Dates 4:00pm

- August Tues, Aug. 9 (Team Only)
- September Wed. Sept. 14 Team Mon. Sept. 19 Staff
- October Wed. Oct. 12 Team Mon. Oct. 17 Staff
- November Wed. Nov. 16 Team Mon. Nov. 21 Staff
- December Wed. Dec. 14 Team Mon. Dec. 19 Staff
- January Wed. Jan. 11 Team Mon. Jan. 16 Staff
- February Wed. Feb. 15 Team Mon. Feb. 20 Staff
- March Wed. Mar. 15 Team Mon. Mar. 20 Staff
- April Wed. Apr. 19 Team Mon. Apr. 24 Staff
- May Wed. May 10 Team Mon. May 22 Staff

Behavioral Expectations

Behavioral expectations: O’Neill Elementary has three behavioral expectations for all students: Be Safe, Be Respectful, Be Responsible. We strive to meet these behavioral expectations everyday and will work so that all students can recite these expectations clearly and concisely.

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

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

Procedures: specific ways for students to complete tasks. An example of this is how to behave during transitions: 1. Clean up your area. 2. Stand and push your chair in, 3. Eyes are on me.

Schedule for Teaching Behaviors (Expectation Lessons)

August 17, 2016

- All school watch PBiS Expectations Video in classroom
- Teachers review behavioral matrix with written expectations for building
- Create and teach classroom behavioral expectations/matrix, as many times as possible during class time

August 22, 2016- September 16, 2016

- Teach school-wide and classroom behavioral expectations 3 times per week
- Instruct Social Skills Lessons as shared by Mrs. Fox with each teacher during intervention time for first 3 weeks of instruction beginning Monday, August 22nd

September 19, 2016- December 22, 2016 (End of 2nd Quarter)

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

January 4, 2017- March 16, 2017

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

March 16, 2016- May 19, 2016

- Teach school-wide and classroom behavioral expectations as needed

Review/Reteach School-wide and Classroom Behavioral Expectations:

Each of these days expectations will be instructed during intervention time

- November 28, 2016 (After Thanksgiving Break)
- January 4, 2017 (After Winter Break)
- April 18, 2017 (After Easter Break)

Lesson Plans

The following pages include all the lesson plans for behavior that is Safe, Respectful, and Responsible in non-classroom areas and events.

These lesson plans are templates for you to utilize in instructing in each of these environments. They are not mandatory to be followed, but a formula to help you guide your instruction.

Be Safe Lesson Plan- O'Neill Elementary School

Setting: Bathrooms

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

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

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate bathroom behavior

- using restroom as intended
- washing hands with soap and water
- cleaning up after oneself if mess is made
- going only with teacher permission

Inappropriate bathroom behavior

- playing in toilet/sink
- not washing hands
- leaving a mess behind
- going to bathroom without asking

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to use one or two pumps of soap?
- Is it ok to splash the water?
- Is it okay to use one or two paper towels?
- Is it ok to turn the water off after washing your hands?
- Is it okay to walk in the bathroom?
- Is it ok to forget to flush the toilet?
- Is it okay to wash your hands when finished?
- Is it okay to flush the toilet?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and unsafe bathroom behavior, appropriate and safe behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Respectful Lesson Plan- O'Neill Elementary School

Setting: Bathrooms

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

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

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as waiting your turn)

Today we are going to focus on:

Appropriate bathroom behavior

- cleaning up after yourself
- keeping hands and feet to yourself
- Keep your eyes to yourself so that others may have privacy
- Waiting patiently to use toilet or sink

Inappropriate bathroom behavior

- dropping paper towels on the floor
- touching others
- looking over or under the stalls or through the cracks
- cutting in line

Check for Understanding:

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

For example, it could sound like this:

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

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and disrespectful bathroom behavior, appropriate and respectful behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Responsible Lesson Plan- O'Neill Elementary School

Setting: Bathrooms

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

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

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate bathroom behavior

- going back to class when you're finished
- keeping your voice at low level
- picking up your own trash
- report vandalism to an adult

Inappropriate bathroom behavior

- hanging out in the bathroom
- yelling
- throwing trash on the floor
- do damage to the bathroom

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to go back to class right away when you're finished?
- Is it ok to yell in the bathroom?
- Is it okay to throw your paper towels in the trash?
- Is it ok to pick up your own trash?
- Is it okay to walk in the bathroom?
- Is it ok to report if someone damages something in the bathroom?
- Is it okay to damage items in the bathroom?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and irresponsible bathroom behavior, appropriate and responsible behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Safe Lesson Plan- O'Neill Elementary School

Setting: Lunchroom

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

"Today we are going to talk about ways to be safe in the lunchroom. What are some ways to be safe?"

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate lunchroom behavior

- hands to yourself
- voice level appropriate
- walking to your destination
- follow in-line procedures
- eating just your food/not sharing
- finish you food before getting up

Inappropriate lunchroom behavior

- touching others
- yelling or inappropriate level
- running in the lunchroom
- cutting in food line/dumping line
- sharing food/eating others food
- still eating and drinking while dumping

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to walk in the lunchroom?
- Is it ok to get up for condiments/seconds without permission?
- Is it okay to dump your tray with your mouth empty?
- Is it ok to follow in-line procedures to get food and dump your tray?
- Is it okay to run in the lunchroom?
- Is it ok to forget to clean up your space when you are finished?
- Is it okay to get everything you need the first time through the line?
- Is it okay to keep your voice at the appropriate level?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and unsafe lunchroom behavior, appropriate and safe behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Respectful Lesson Plan- O'Neill Elementary School

Setting: Lunchroom

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

"Today we are going to talk about ways to be respectful in the lunchroom. What are some ways to be respectful?"

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate lunchroom behavior

- wait your turn
- say please, thank you, may I
- respect those around you/personal space
- follow staff directions the first time

Inappropriate lunchroom behavior

- speaking loudly above level or yelling
- cutting in line
- not using manners
- not raising hand/or waiting for teacher permission to get up
- disrespecting another's personal space

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to raise your hand and wait for help?
- Is it ok to wait patiently for the teacher to respond?
- Is it okay to say please, thank you and may I, when you have a request?
- Is it ok to yell or speak loudly to your table or another table?
- Is it okay to clean up your own mess?
- Is it ok to throw food?
- Is it okay to wait your turn in lines patiently?
- Is it okay to stay in your own personal space?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and disrespectful lunchroom behavior, appropriate and safe behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Responsible Lesson Plan- O'Neill Elementary School

Setting: Lunchroom

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

"Today we are going to talk about ways to be responsible in the lunchroom. What are some ways to be responsible?"

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate lunchroom behavior

- waiting patiently
- staying in your space
- cleaning up after yourself
- reporting issues/versus tattling

Inappropriate lunchroom behavior

- getting up and walking around
- being impatient and cutting in line
- leaving trash behind, dropping trash
- telling without trying to work things out

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to pick up trash and throw it away?
- Is it ok to cut in line?
- Is it okay to try to resolve an issue on your own first before telling an adult?
- Is it ok to stay in your seat?
- Is it okay to talk nicely to the people at your table?
- Is it ok to get up and walk around without permission?
- Is it okay to eat your food on your own plate?
- Is it okay to wait your turn patiently?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and irresponsible lunchroom behavior, appropriate and responsible behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Safe Lesson Plan- O'Neill Elementary School

Setting: Hallway

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

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

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate hallway behavior

- traveling on the right side
- stay together with your class
- hands, feet and objects in personal space
- walking

Inappropriate hallway behavior

- walking to the left or middle of hallway
- not following class
- touching items, people, things not yours
- running, skipping, walking backward

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to walk in the hallway?
- Is it ok to walk in the left?
- Is it okay to jump and touch items on the wall?
- Is it ok to keep your own personal space?
- Is it okay to walk with your class?
- Is it ok to run, skip or walk backward in the hallway?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and unsafe hallway behavior, appropriate and safe behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Respectful Lesson Plan- O'Neill Elementary School

Setting: Hallway

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

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

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate hallway behavior

- voices are silent
- voices at a whisper
- waving to friends or nod head
- hats off
- close lockers quietly

Inappropriate hallway behavior

- speaking loudly or yelling
- whistling/singing
- shouting out to friends or high fives
- wearing hats
- slamming lockers

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to wave silently to friends?
- Is it ok to talk loudly or yell?
- Is it okay to nod to a friend that walks past you (or, how do we acknowledge friends in a respectful and silent way as they walk past)?
- Is it ok to whisper in the hallway?
- Is it ok to take your hat off when you enter the hallways?
- Is it okay to close your locker quietly?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and disrespectful hallway behavior, appropriate and safe behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Responsible Lesson Plan- O'Neill Elementary School

Setting: Hallway

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

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

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate hallway behavior

- enjoying wall displays with your eyes
- having our mouths empty
- in hallways with permission
- reporting issues or damage to an adult

Inappropriate hallway behavior

- touching or removing wall displays
- damaging wall displays
- chewing gum, candy, or food
- not reporting damage or issues to adult

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to look at wall displays?
- Is it ok to touch wall displays?
- Is it okay to have our mouths empty?
- Is it ok to stay in your seat?
- Is it okay to damage, remove or touch things in the hallway?
- Is it ok to tell a teacher if something wrong in the hallway?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and irresponsible hallway behavior, appropriate and responsible behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Safe Lesson Plan- O'Neill Elementary School

Setting: Playground

Skill and Critical Behavior Indicator: How to be safe on the playground

"Today we are going to talk about ways to be safe on the playground. What are some ways to be safe?"

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate playground behavior

- hands, feet and objects to yourself
- follow equipment use instructions
- follow snow play procedures
- say in designated areas

Inappropriate playground behavior

- pushing
- throwing snow
- walking up the slide
- jumping off the slide
- jumping off other equipment
- going outside approved playground area

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to play in own personal space?
- Is it ok to walk up the slide?
- Is it okay to slide down the slide on your bottom?
- Is it ok to sit on the swings?
- Is it okay to slide down two at a time?
- Is it ok to wait for someone to get all the way down before sliding down?
- Is it ok to stay on the assigned playground area?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and unsafe playground behavior, appropriate and safe behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Respectful Lesson Plan- O'Neill Elementary School

Setting: Playground

Skill and Critical Behavior Indicator: How to be respectful on the playground

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

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate playground behavior

- follow directions the first time
- treat supervisors with respect
- play fair and appropriate games
- use appropriate language
- take turns when using equipment
- use any voice level

Inappropriate playground behavior

- ignoring supervisor instructions
- talking back to supervisor
- playing inappropriate games
- swearing
- cutting in line to get on equipment

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to yell at recess?
- Is it ok swear at recess?
- Is it okay to wait your turn for the equipment?
- Is it ok to whisper at recess?
- Is it ok to ignore the supervisor at recess?
- Is it okay to use nice words with others
- Is it okay to play fair games?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and disrespectful playground behavior, appropriate and safe behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Responsible Lesson Plan- O'Neill Elementary School

Setting: Playground

Skill and Critical Behavior Indicator: How to be responsible on the playground

"Today we are going to talk about ways to be responsible on the playground. What are some ways to be responsible?"

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate playground behavior

- following snow play procedures
- pick up trash
- wait patiently for your turn
- use talk, walk, report for issues
- report injuries to supervisor

Inappropriate playground behavior

- going in snow with tennis shoes on
- throwing snow
- leaving trash on the ground
- arguing, fighting or tattling
- ignoring a hurt classmate

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to talk, walk, and then report an issue?
- Is it ok to throw snow?
- Is it okay to pick up trash you find on the playground?
- Is it ok to wait patiently for the equipment?
- Is it okay to go in the snow in your tennis shoes?
- Is it ok to push other students?
- Is it ok to report an injury to a supervisor?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and irresponsible playground behavior, appropriate and responsible behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Safe Lesson Plan- O'Neill Elementary School

Setting: Arrival/Dismissal

Skill and Critical Behavior Indicator: How to be safe during arrival/dismissal

“Today we are going to talk about ways to be safe when arriving and dismissing from school. What are some ways to be safe?”

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate arrive/dismiss behavior

- walk when entering or leaving
- stay on sidewalks and crosswalks
- know your after school plan w/parents before arriving each day
- use crossing guard crossings
- listen to adults on supervision

Inappropriate arrive/dismiss behavior

- running from building
- cutting across grass/snow areas
- not knowing where to go after school
- crossing random areas of driveways
- ignore directions of adult on duty

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to walk when you arrive to and leave school?
- Is it ok to stay on the sidewalks when you arrive to and leave school?
- Is it okay to cross the driveway anywhere you want?
- Is it ok to use the crossing guards to cross the driveways?
- Is it okay to know where you are supposed to go after school before you arrive each day?
- Is it ok to listen to the adults on duty?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and unsafe arrival/dismissal behavior, appropriate and safe behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Respectful Lesson Plan- O'Neill Elementary School

Setting: Arrival/Dismissal

Skill and Critical Behavior Indicator: How to be respectful during arrival/dismissal

"Today we are going to talk about ways to be respectful during arrival and dismissal. What are some ways to be respectful?"

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate arrive/dismiss behavior

- use appropriate/positive language
- remove hats upon arrival in school
- follow directions given the first time
- follow white board directions in lunchroom when arriving

Inappropriate arrive/dismiss behavior

- talking inappropriately
- wearing hat in the school building
- ignoring or talking back to adult
- not reading or ignoring instructions on the white board when arriving

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to be a positive person when you come to school?
- Is it ok to use appropriate language when arriving or dismissing school?
- Is it okay to wear your hat when arriving to or leaving school?
- Is it ok to check the white board on what to do each morning as you arrive?
- Is it ok to ignore the supervisor on duty when arriving or dismissing?
- Is it okay to use inappropriate language when arriving or dismissing?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and disrespectful arrival/dismissal behavior, appropriate and safe behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

Be Responsible Lesson Plan- O'Neill Elementary School

Setting: Arrival/Dismissal

Skill and Critical Behavior Indicator: How to be responsible during arrival/dismissal

“Today we are going to talk about ways to be responsible during arrival and dismissal. What are some ways to be responsible?”

Shape student responses into observable behaviors (eg. If they say to be nice, ask for examples of being nice that equate to observable skills such as cleaning up after yourself)

Today we are going to focus on:

Appropriate arrive/dismiss behavior

- arrive to school on time
- help younger students to assigned area
- keep personal items (backpacks)with you or in assigned area at all times
- arrive at school dressed appropriately for the weather

Inappropriate arrive/dismiss behavior

- arrive to school tardy
- not helping a younger student
- placing personal items (backpack) in a random location
- coming to school unprepared for the weather

Check for Understanding:

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

For example, it could sound like this:

- Is it okay to be at school ready to learn by 8:00 am.?
- Is it ok to help a younger student to the correct area?
- Is it okay to put your personal items (backpack) wherever you want?
- Is it ok to dress for the weather outside each day?
- Is it okay to come to school late?
- Is it ok to come to school without a coat in the winter?

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

Demonstrate and Role Play:

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

Role Plays: Inappropriate and irresponsible arrival/dismissal behavior, appropriate and responsible behavior.

Review: Review key behaviors periodically through the year. Use your professional judgment in deciding how many examples are covered in one sitting.

System for Acknowledging Expected Behavior

This section is up for discussion during opening in-service as to implementation.

At the individual student level:

- Adults in the building acknowledge appropriate student behavior with *Eagle Earnings* and/or positive, specific verbal praise
- Left half of the coupon goes to student and home
- Right half can be redeemed for a prize or saved for a larger prize

At the classroom level:

- Each teacher will create their own Classroom Expectations guided by the overall school expectations and have a classroom goal or target to work toward in each individual classroom for positive behavior
- The those that received Eagle Earnings will be recognized
- The RTI Team will help coordinate a wall display to show how many Eagle Pride Cards each grade level has earned

At the school level:

- Soaring Eagle Award Winners will be selected weekly by classroom teachers to recognize those students that are leading by example in their classrooms with being safe, respectful and responsible
- Monthly Eagle Earning drawings will be conducted of redeemed earnings to receive a special prize and recognition
- Quarterly or Semester school wide reward celebrations will be scheduled to recognize the hard work of students and staff at improving behavior in the building

Acknowledgement Guidelines

Adult behavior when providing acknowledgment is:

- Positive
- Specific, clear
- Applied immediately
- Adult initiated
- Focused on improvement

The continuum of strategies to acknowledge behavior:

<u>Free & Frequent</u>	<u>Intermittent</u>	<u>Strong & Long Term</u>
Verbal praise	Token economy	Group contingency
Smile	Phone calls home	Field Trip
Sticker	Special privileges	Special Project
Rubber stamp	Computer/ipad time	Recognition
Thumbs up	Social/Free time	Ceremonies
Notes Home	Special seat	Honor Roll

Menu of Rewards- Additional Handout in Binder

Possibly add the free rewards page here or include that in the binder as well for teachers. It was a great set of resources.

Pre K-1	Grades 2-3	Grades 4-6
Pencil	Pencil	Pencil
Erasers	Erasers	Erasers
Stickers	Sticker	Sticker

Coupons:	Coupons:	Coupons:
First in line for the day	First in line for the day	First in line for the day
Teacher positive call home	Teacher positive call home	Teacher positive call home
Read aloud to the class	Read aloud to the class	Read aloud to the class
Lunch with a teacher	Lunch with a teacher	Lunch with a teacher
Teacher read aloud a book	Perform a skit or joke	Perform a skit or joke
Ipad for 15 minutes	Ipad for 15 minutes	Teachers assistant for lesson
		Ipad for 15 minutes

Special Rewards:	Special Rewards:	Special Rewards:
Being teacher's assistant	Eat lunch with the principal	Eat lunch with the principal
Eat lunch in classroom	Eat lunch in classroom	Eat lunch in classroom
		Assistant Principal half hour
	Lunch with invited adult	Lunch with invited adult
		PE assistant for lower grade

System for Correcting Behavior- (Additional Handout in Binder)

Correction Guidelines

Adult behavior when providing correction is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

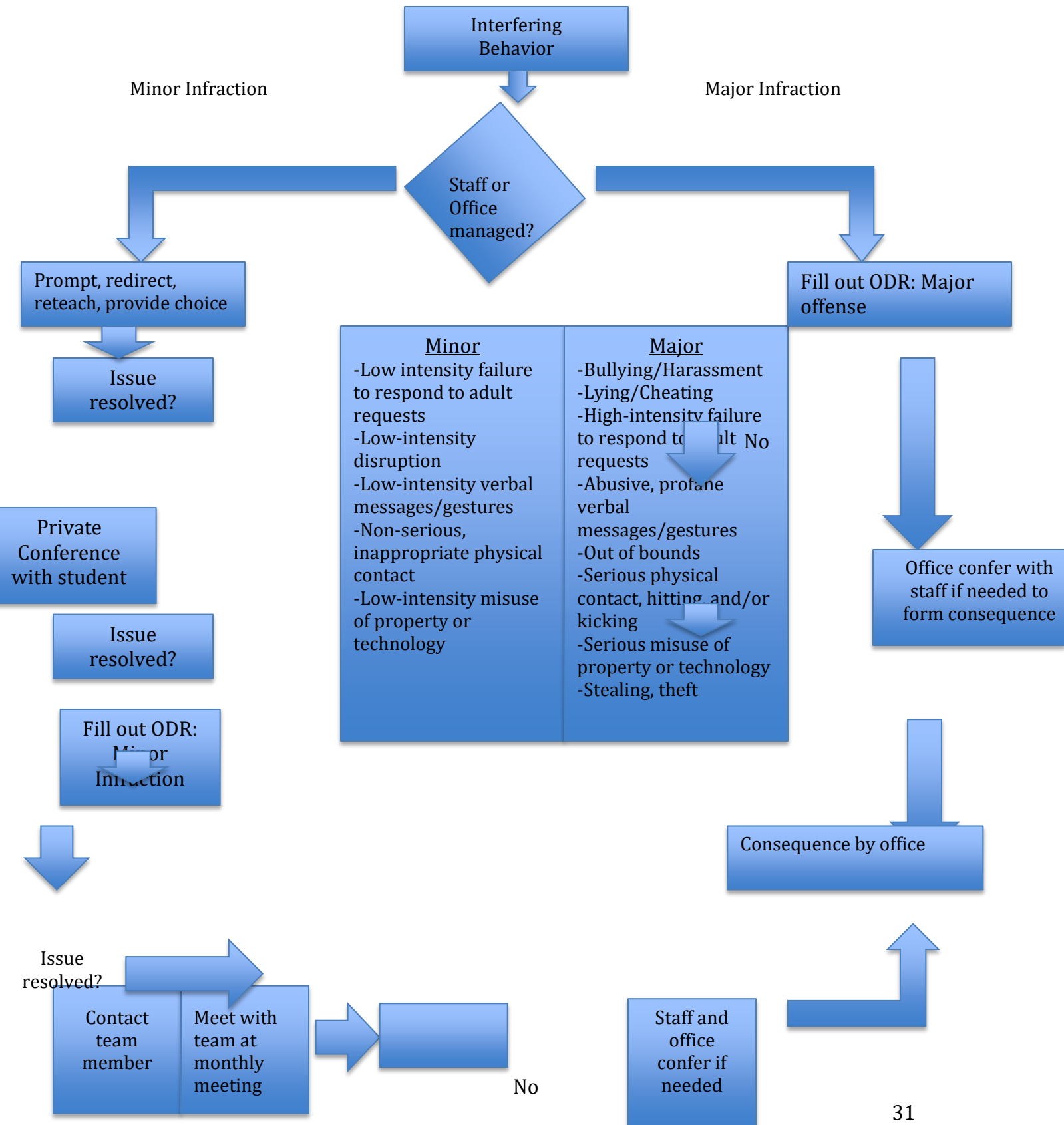
The continuum of strategies to respond to inappropriate behavior:

<u>Correction technique</u>	<u>Words/actions an adult can use</u>
Prompt	Provide verbal and/or visual cue Example: Billy, you need sit in your chair.
Redirect	Restate the matrix behavior Example: Billy, you are not being respectful toward me by not sitting in your chair.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback. Example: Billy, when being respectful a student follows the teachers directions when they are given the first time, model, then have the child repeat the action.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplished the same instructional objective.
Conference	Describe the problem, Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Specific student conference procedures:

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

O'Neill Elementary School PBIS- Correcting Behavior Flow Chart



O'Neill Elementary School-Office Discipline Referral (ODR)

Incident Information:

Student: _____ Teacher/Grade: _____

Incident Date: _____ Incident Time: _____ Referring Staff: _____

Others Involved: None Peers Staff Teacher Substitute Unknown Other

Reason for Referral	Location	Possible Motivation
<input type="checkbox"/> Bullying/Harassment	<input type="checkbox"/> Classroom	<input type="checkbox"/> Obtain peer attention
<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Playground	<input type="checkbox"/> Obtain adult attention
<input type="checkbox"/> Defiance/Disrespect/Non-compliance	<input type="checkbox"/> Lunchroom	<input type="checkbox"/> Avoid peer(s)
<input type="checkbox"/> Disruption	<input type="checkbox"/> Hallway	<input type="checkbox"/> Avoid adult(s)
<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Bathroom	<input type="checkbox"/> Obtain item/activity
<input type="checkbox"/> Out-of-Bounds	<input type="checkbox"/> Gym	<input type="checkbox"/> Avoid task/activity
<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Music	<input type="checkbox"/> Don't know
<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Art	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Technology Violation	<input type="checkbox"/> Library	
<input type="checkbox"/> Theft	<input type="checkbox"/> Arrival	
<input type="checkbox"/> Vandalism	<input type="checkbox"/> Dismissal	
<input type="checkbox"/> Weapon Possession		
<input type="checkbox"/> Inappropriate Touch		

<input type="checkbox"/> MINOR: STAFF MANAGED	Staff applied/ consequences	(mark all that apply)
<input type="checkbox"/> Prompted	<input type="checkbox"/> Conferenced with student	<input type="checkbox"/> Paired with peer tutor
<input type="checkbox"/> Redirected	<input type="checkbox"/> Restitution	<input type="checkbox"/> Loss of privilege
<input type="checkbox"/> Retaught expectations	<input type="checkbox"/> Parent notified/conference	<input type="checkbox"/> Time out of activity
<input type="checkbox"/> Provided choice	<input type="checkbox"/> Reflection Writing	<input type="checkbox"/> Referral to counseling

<input type="checkbox"/> MAJOR: OFFICE MANAGED	Administrative/designee Consequences	(mark all that apply)
<input type="checkbox"/> Restitution- time or item	<input type="checkbox"/> Conference with Parent	<input type="checkbox"/> Time in Office
<input type="checkbox"/> Conference with Student	<input type="checkbox"/> In-school suspension	<input type="checkbox"/> Individual Instruction
<input type="checkbox"/> Loss of Privilege	<input type="checkbox"/> Out-of-school suspension	<input type="checkbox"/> Other Action Taken
<input type="checkbox"/> Reflection Writing	<input type="checkbox"/> Community Service	<input type="checkbox"/> Expulsion

Parent Contacted on: _____ By: _____

Referring Staff Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Level Expectation for Infractions

Bullying/Harassment	Minor	Always a MAJOR offense. This is different than someone being mean.
	Major	Student delivers disrespectful messages to another person that includes threats or intimidation, obscene gestures, pictures or written notes. <i>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</i>
Lying/Cheating	Minor	Always a MAJOR offense.
	Major	Student delivers a message or course work that is untrue and/or deliberately violates rules.
Defiance/disrespect/ Non-compliance	Minor	Student engages in brief or low-intensity failure to respond to adult requests (for verbal disrespect, see Inappropriate Language).
	Major	Student engages in sustained (or high-intensity) failure to respond to adult requests (for verbal disrespect, see Inappropriate Language).
Disruption	Minor	Student engages in low-intensity, but inappropriate, disruption.
	Major	Student engages in sustained or high intensity disruption. Behavior causing an interruption in a class activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horse play or roughhousing; and/or sustained out-of-seat behavior.
Inappropriate Language	Minor	Student delivers low-intensity verbal messages/gestures that include swearing, name calling, or use of words in an inappropriate way.
	Major	Student delivers abusive, profane verbal messages/gestures that include swearing, name calling, or use of words in an inappropriate way directed at others.
Out of Bounds	Minor	Always a MAJOR offense.
	Major	Student is in an area that is outside of school building/boundaries without permission.
Physical Contact	Minor	Student engages in non-serious, but inappropriate physical contact. Student touches another student or gets in another student's personal space without permission and in such a manner that makes the other student feel uncomfortable.
	Major	Student engages in actions involving serious physical contact where injury may occur, such as hitting, punching, hitting with an object, kicking, hair pulling. Student touches another person's private area or displays own private area.
Property Misuse	Minor	Student engages in low-intensity misuse of property.
	Major	Student engages in an activity that results in damage, disfigurement, or destruction of property.
Technology Violation	Minor	Student engages in non-serious, but inappropriate use of cell phone, computer, camera, or other technology device.
	Major	Student engages in serious and inappropriate use of cell phone, computer or other technology equipment.
Theft	Minor	Always MAJOR offense.
	Major	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.

EMERGENCY: BOMB THREAT, SEXUAL TOUCHING, POSSESSION OF ALCOHOL, DRUGS, WEAPONS ARE TAKEN WITHOUT ODR FORM TO ADMINISTRATION

O'Neill Elementary School Reflection Writing

Student: _____ Teacher/Grade: _____

Date: _____ Time: _____ Responsible Staff: _____

1. What did you do? (Start with "I" and be specific as you can.)
2. How did your actions affect other students and/or adults?
3. What did you want and why?
4. Did you get what you wanted; why or why not?
5. How could you have done this differently?
6. What is your next step and how will you handle it the right way next time?

Active Supervision Guidelines

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

Moving Effectively:

- Constant
- Making presence known and obvious
- Proximity to all students
- More frequent proximity to students requiring extra support
- Randomized
- Targets problem areas

Scanning Effectively:

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

Interacting Frequently:

- Positive contacts
- Friendly, helpful, open demeanor
- Proactive, noncontingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistently