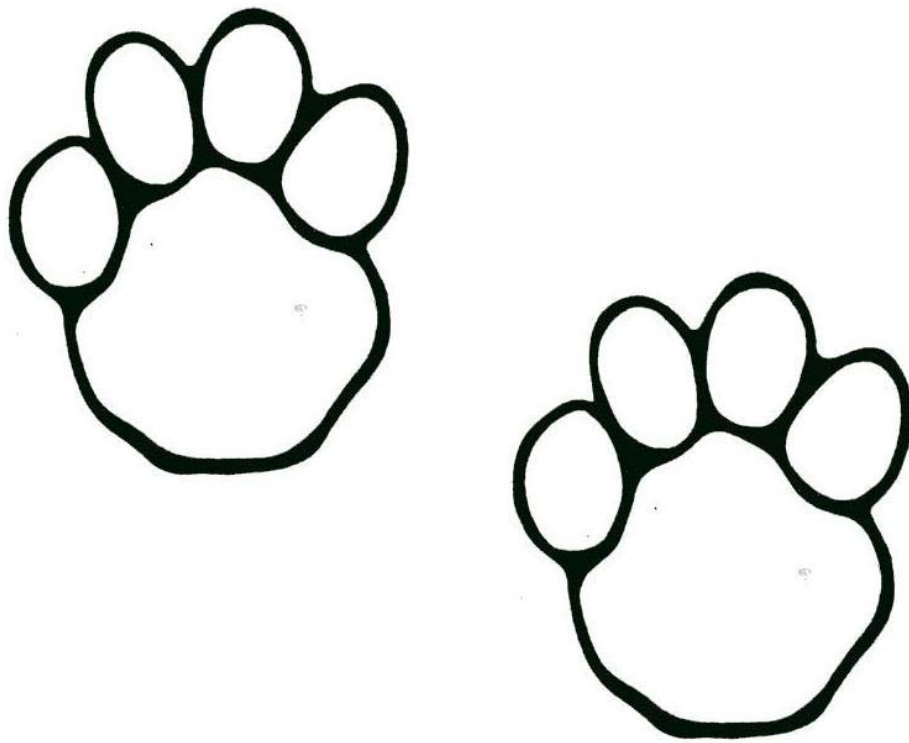


PBIS/RTI Handbook



**EES
2009-2010
“Whatever it takes!”**

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Section 1

Schedule of Events



**EES
PBIS/RTI
Handbook**



Eureka Elementary- PBIS Schedule of Events



August

Date	Event
7	New Teacher Orientation EES Building Orientation from 8:00AM-10:00AM- PBIS Training Work in Building 10:00AM-12:00AM
11	New Teacher Orientation Work in Building 8:00AM to 3:00PM- PBIS Training
12	Teachers Return and Pre-service Work Days AM- Building MTGS- PBIS Training
18	EES Safety Crisis Team MTG @ 4:15PM
21	PBIS Fall Ball Orientation @ 9:40AM Staff vs. 4 th Grade Softball Game @ 2:40PM
27	PBIS MTG @ 8:00AM
28	Building Leadership Team @ 8:00AM

September

Date	Events
2	Classroom Assistant MTG @ 9:00AM PBIS Active Supervision
16	Cat Tail Families @ 9:40AM Topic TBD Topic-
17	Building Leadership Team @ 8:15AM- PBIS DATA
22	Staff MTG @ 8:00AM- PBIS DATA
24	PBIS MTG @ 8:00AM- Action Plan/DATA/RTI
25	Wildcat Chat News Letter Goes Home- PBIS Section

October

Date	Events
6	Staff MTG @ 8:00AM- PBIS DATA
7	Classroom Assistant MTG @ 9:00AM- Active Supervision
14	PBIS MTG @ 8:00AM- Action Plan/Data/Student Cat Tail Families @ 9:40AM Topic TBD
15	Building Leadership Team Meeting @ 8:15AM- PBIS DATA
16	Wildcat Assembly During Respective Lunches- Cat Paws and Character Awards
19	Jesus Villahermosa- Safety Committee- 8:30AM-11:30Am (Brian) I
20	Staff Meeting @ 8:00AM- PBIS DATA
21	EES Crisis Safety MTG @ 8:20AM
22	PBIS @ 8:15AM- Student/Data

November

Date	Events
4	Classroom Assistant MTG @ 9:00AM- Cafeteria Planning
5	Cat Tail Families @ 9:40AM Topic TBD Topic- Building Leadership Team Meeting @b 4:00PM- Data
10	Staff MTG @ 8:00AM- PBIS DATA
19	PBIS MTG @ 8:00AM- PBIS DATA
24	Staff MTG @ 8:00AM- PBIS DATA

December

Date	Events
2	Classroom Assistant MTG @ 9:00AM- PBIS Training
3	PBIS @ 8:00AM- Student/Data Board of Education @ 7:30PM
8	Staff MTG @ 8:00AM- PBIS DATA
9	Cat Tail Families @ 9:40AM Topic TBD Topic:
10	Building Leadership Team MTG @ 8:15AM- PBIS DATA
22	Staff MTG @ 8:00AM- PBIS/Data Administrative and SSD MTG @ 4:15PM (All SSD Lead Teachers and Area Coordinator) CCL
23	Wildcat Assembly During Respective Lunches- Cat Paws/Character Awards Building Leadership Team MTG @ 4:15- PBIS

January

Date	Events
5	Staff MTG @ 8:00AM- PBIS
6	PBIS MTG @ 8:00AM- Students/Data Classroom Assistant MTG @ 9:00AM- PBIS Power Struggles
15	Cat Tail Families @ 9:40AM Topic TBD Topic:
18	No School- Martin Luther King Jr.'s Birthday
19	Building Leadership Team MTG @ 8:15AM- PBIS DATA
21	PBIS @ 8:00 (If needed)- Students

February

Date	Events
3	Classroom Assistant MTG @ 9:00AM- PBIS
9	Staff MTG @ 8:00AM- PBIS Data
10	PBIS MTG @ 8:00AM- Students and Data
12	Cat Tail Families @ 9:40AM Topic TBD Topic-
16	Building Leadership Team MTG @ 8:15AM- PBIS Data
19	Classroom Assistant MTG @ 9:00AM
23	Staff MTG @ 8:00AM- PBIS DATA
25	PBIS MTG @ 8:15AM (If Needed)- Students/Data

March

Date	Events
2	Classroom Assistant MTG @ 9:00AM- PBIS DATA
3	Cat Tail Families @ 9:40AM Topic TBD Topic:
14	Daylight Savings Time Begins (Set clock 1 hour forward)
23	Staff MTG @ 8:00AM- PBIS DATA
25	PBIS MTG @ 8:00AM (If Needed)- Students

April

Date	Events
1	Cat Tail Families @ 9:40AM Topic TBD Topic: Building Leadership Team @ 4:10PM- PBIS-DATA April Fool's Day
6	Staff MTG @ 8:00AM-PBIS DATA
7	Classroom Assistant MTG @ 9:00AM- PBIS Training TBD
15	PBIS MTG @ 8:00AM- DATA/Students
20	Staff MTG @ 8:00AM- PIS DATA
29	PBIS @ 8:00AM (If Needed)- Students

May

Date	Events
5	Classroom Assistant MTG @ 9:00AM- PBIS Training TBD Cat Tail Families @ 9:40AM Topic: _____
6-10	Smokey Mountains Trip
6	Building Leadership Team @ 8:15AM- PBIS DATA
13	PBIS MTG @ 8:00AM- PBIS DATA
18	Staff MTG @ 8:00AM- PBIS DATA
27	Wildcat Assembly During Respective Lunches- Character/Cat Paws

Section 2

Organizational Chart



EES
PBIS/RTI
Handbook

**Positive Behavior Support
Organizational Chart and Responsibilities
2009-2010**

Program	Person Responsible	Description
Data	Brian & Lead Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Brian/Lead Teacher will input data on Infinite Campus/PBIS Data base for district/building reporting purposes <input type="checkbox"/> Lead Teacher will run data reports for monthly meetings and will create the reports for parents and staff <input type="checkbox"/> All reports will be completed 2 days prior to PBIS meetings <input type="checkbox"/> Weekly report will be completed on Thursday so it can be sent out with the WCW.
PBIS Response To Intervention Team	Counselor/Lead Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Counselor will be Point of Contact for all students who are referred for the PBIS/RTI Team. <input type="checkbox"/> Counselor will have all Referral Forms for the process. Teachers will need to pick up the forms and turn them back into the counselor. Once all forms are turned in a meeting date will be set. <input type="checkbox"/> Counselor will hand out Health Form to the nurse, contact the parent and send home a parent information sheet, and create a packet for each team member. <input type="checkbox"/> Counselor will set the date for the meeting <input type="checkbox"/> Teacher Lead may assist if needed. <input type="checkbox"/> Once a packet is given, the Counselor will document on the PBIS/RTI clip board in the principal's office. <input type="checkbox"/> The counselor will send out meeting date via e-mail to the following; Admin, PBIS Team members, Student's teacher, a Lead Secretary for scheduling purposes,.
Cat Tails	Wendy, Raina Donna, and Sharon	<ul style="list-style-type: none"> <input type="checkbox"/> Team will create and monitor multiage families on a monthly basis. <input type="checkbox"/> Ensure each family has 2 adults and that every adult in the building is on a team. <input type="checkbox"/> Will be responsible for training non-certified staff how to facilitate a meeting and behavior expectations. <input type="checkbox"/> Monthly scheduling of activities and buddy lunches <input type="checkbox"/> Buddy groups are as follows: 5-K, 4-2, 3-1 <input type="checkbox"/> Prepare video clips along with lessons and Homeside activity for students to complete at home. <input type="checkbox"/> Help create Fall Ball and Winter up activites and schedules
Class Meetings	Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Training will be provided for new staff <input type="checkbox"/> Meet at least once a month to discuss class room environment and goal setting
School Wide	Brian Classroom Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> 1 awards program during grade level lunch per quarter to celebrate character and behavior <input type="checkbox"/> Teachers will complete Character Awards and Academic Achievement Awards 3 days prior to lunch awards program. Check Calendar for dates.
Service Learning	Brian	<ul style="list-style-type: none"> <input type="checkbox"/> 1 project per year for each grade level <input type="checkbox"/> Turn in dates and project to Administration by October 1, 2009.

<p>Rewards</p>	<p>Lead Teacher Raina and Lauren</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cat Paws are drawn daily and announced by secretarial staff for pencil <input type="checkbox"/> Class Cat Paws are recognized at the 25, 50, 75 and 100 levels- Please look at classroom chart for incremental awards <input type="checkbox"/> Raina and Lauren will organize the awards <input type="checkbox"/> Golden Cat- Teacher Lead and Admin will recognize on a case by case basis <input type="checkbox"/> 3-5 Honor Roll on a quarter/semester basis (Students will need to have a 3.0 and higher) <input type="checkbox"/> Grades KDG to 2nd will be teacher discretion for Principal's List based on above average academics and behavior. Classroom teacher will have final say on list.
<p>Caring Kids Community</p>	<p>Donna</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A students organization that will support character education

Section 3

Cattitude Chart



**EES
PBIS/RTI
Handbook**

Eureka Elementary School

“Cattitudes”

2009-2010

Mission Statement and Purpose:

Eureka Elementary is a school that promotes and maintains a safe and orderly learning environment for students and staff. Eureka Elementary is a place where we learn, grow, and become responsible citizens!

Cattitude Approach:

- I Am Kind
- I Am Safe
- I Am Cooperative
- I Am Respectful
- I Am Responsible

The “Cattitude” Approach is designed to help create a climate of cooperation, academic excellence, respect and safety at Eureka. **The “Cattitude” Approach** is based on seven guiding principles. We believe these principles will help create an optimal learning environment for the students at Eureka Elementary School. The guiding principles are as follow:

- 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. Clear and consistent consequences that **discourage inappropriate behavior**.
- V. A **support** system and individual behavioral programs for students with unique or exceptional needs.
- VI. Clearly designed methods for **evaluating** and **revising The Cattitude Approach**.
- VII. Clear plans and strategies for **communicating** the characteristics and philosophy of the behavior plan to students and parents.

Eureka Elementary School-Wide PBS Implementation Plan

1. Introduce 5 goals:

I Am Kind
I Am Safe
I Am Cooperative
I Am Respectful
I Am Responsible

2. Provide specific behavior examples for each expectation.

I Am Respectful: Use appropriate voice level and words, Use polite words, Be a good listener, Care for and encourage others, Respect all property, Show appropriate body language

I Am Responsible: Demonstrate self control, Follow the rules, routines, and procedures, Make good choices, Accept the outcomes of my behavior, Take care of myself and do my job

I Am Safe: Use equipment properly, Follow the rules and procedures throughout the building, Be aware of people's personal space, USE LINE BASICS, Report any problems to a teacher or an adult

I Am Kind: Use good manners, Use kind words and actions, Be a friend, Include and help others, Keep my hands and feet to myself

I Am Cooperative: Follow directions promptly, Give turns, Share with others, Solve problems positively, Do my part

3. Teach expectations through the “**tell-show-practice**” sequence.

4. Prompt students to use specific behaviors prior to “**problem spots**”. Examples:
“Someone tell me how we show respect when we walk down the hall.”
“Remember to be kind by allowing all to join games during recess.”

5. Provide: “**Cat Paws**” to students who display **critical skills**. Be sure to let students know what rule he/she followed and the **specific behavior** he/she displayed. Example:
“Lawrence you did a great job of being responsible when you turned in your homework without being asked!”

6. Students will place their “**Cat Paw**” tickets in a box. Tickets will be drawn every morning before announcements. Winners will receive a “**Cat Paw**” Pencil. A Golden Cat Paw will be awarded for students who are caught doing something above and beyond. The student will receive a pencil and phone home to tell you the good news about their behavior.

Section 4

Teacher Organization Forms



**EES
PBIS/RTI
Handbook**



Eureka Elementary Classroom (Teacher) Managed Behavior Guide

School Wide Rules

1. Follow directions
2. Keep hands, feet, and objects to yourself
3. Use only kind words
4. Listen
5. Follow the “Cattitudes”

1st Warning- Student makes a poor choice. The teacher will remind student of appropriate behavior in this situation and of potential +/- consequences

2nd Warning- Student makes a poor choice for the second time. The teacher will remind student of appropriate behavior in this situation and of potential +/- consequences

3rd Warning- Student makes a poor choice for the 3rd time that day. The student will receive a “Cattitude Concern” sheet. A copy will go in the teacher’s file, home to the parent, and one to the student’s discipline file in the office. The student may also complete a Student Assessment Form (Stop and Think Sheet). **The teacher will call home to inform the parent!**

4th Warning- Student makes a poor choice for the 4th time that day. The student will be referred to the office with an Office Referral. The Office will call home to inform the parent of the referral.

Extreme Clause- The student may skip the above steps if the student exhibits behavior that is extremely disrespectful, dangerous, or physical (See the list below)

Once the student receives 4 “Cattitude Concern” forms the student will be referred to the office as a repeat offender. The office will be able to keep track through the data base. You will also be able to keep track, as a backup, because you will receive a copy of every “Cattitude Concern” sheet that the student is given.

Office Managed Behaviors	Teacher/Classroom Managed Behavior
<ul style="list-style-type: none"> • Aggressive physical contact • Fighting • Property destruction • Weapons • Leaving School property • Pattern of aggressive/profane language • Credible threats • Harassment of students/teachers • Major/chronic destruction • Major/chronic refusal to follow school rules • Major dishonesty • Chronic minor infractions • Theft • Racial/Ethnic discrimination • Cheating • Accumulation of 3 “Cattitude Concern” sheets 	<ul style="list-style-type: none"> • Inappropriate language • Lateness • Not having materials • Calling out • Teasing • Refusal to work • Non-compliance • Running • Minor dishonesty • Inappropriate clothing • Minor disruption • Minor aggression • Unsafe or rough play • Disrespectful <ul style="list-style-type: none"> ○ Tone ○ Attitude ○ Body language • Disrespect towards property • Pattern of not completing homework

The steps above are based on the discipline plans that you turned into me at the beginning of the year. They also follow Lee Canter’s Assertive Discipline philosophy.



Major Behavior Definitions Eureka Elementary

Major Behavior	Definition
Class Disruption	<p>Any action or use of words that stops other students from continuing with their work and/or learning. Examples:</p> <ul style="list-style-type: none"> ❖ Attempting to cause injury to another person ❖ Use of words or actions meant to harass another individual ❖ Disrespectful verbal, written or symbolic language ❖ Threatening or intimidating another person ❖ Tampering with emergency equipment ❖ Physical action
Disrespectful to Others	<p>Conduct or actions including verbal, written or symbolic language, or gesture, which is inappropriate to public settings or substantially disrupts classroom work, school activities, or school functions. Example:</p> <ul style="list-style-type: none"> ❖ Talking back to an adult ❖ Inappropriate body language ❖ Turning and walking away ❖ Rolling your eyes ❖ Using inappropriate language to an adult
Scuffling/Shoving	<p>When an individual (s) approach (es) another individual (s) in a threatening manor by either using an inappropriate language, a threatening advance, and/or inappropriate body language. Also when an individual(s) push or pushes another individual (s) in a threatening manor using physical force and/or any above mentioned threatening advances.</p>
Fighting	<p>Mutual combat (throwing punches, wrestling, or kicking) in which both parties (students) have contributed to the conflict by physical action. If one student advances on another student and attacks the student this may be considered assault.</p>
Disturbing Others	<p>When a student interferes with, upsets, or destroys the tranquility of the classroom. To inconvenience other students and to cause a disruption in their learning. Examples:</p> <ul style="list-style-type: none"> ❖ Excessive talking ❖ Walking around the room making noise ❖ Grabbing other people's items
Stealing	<p>The act or attempt of taking someone else's property without the owner's knowledge or permission. Also, to have in your possession something that you knows that does not belong to you.</p>
Profanity	<p>Actions or verbal language, written or symbolic language that is inappropriate in a public setting. Language or actions that are offensive or disrespectful.</p>

Threat	A child who expresses in words or displays in actions any intent towards another child or adult that the receptor senses a feeling of danger or fear towards himself/herself or their property.
Refusal to Work	Refusal to work is defined as when the student refuses to participate in class by not completing or attempting their work. The student has been given several opportunities to complete their work but refuse to do so and by doing this they cause a disruption in other students learning.
Insubordination	<p>Willful or continued willful disobedience of any reasonable request or regulation, also voicing of disrespect to those in authority.</p> <p>Non-Verbal Insubordination:</p> <ul style="list-style-type: none"> ❖ Inappropriate and/or threatening gestures directed at a staff member ❖ Refusal to move to a place as directed by a staff member ❖ Refusal to cease an activity when directed to do so by a staff member ❖ Refusal to answer when called upon by a staff member ❖ Damaging the property of others <p>Verbal Insubordination:</p> <ul style="list-style-type: none"> ❖ Inappropriate language directed at a staff member ❖ Verbal refusal to follow directions ❖ Verbal threats directed at a staff member
Cheating	Cheating is defined as students taking credit for work other than their own. This can include, but not limited to, the use of technological resources, purchased papers, books, periodicals, interviews, tests, homework, group work, and research.
Food Related	Food related is defined as playing, throwing, or causing a disruption with your food in the cafeteria or the general education setting.
Weapon	This is defined as any device or instrument that will cause harm to another person. Some examples are knives, guns, explosives, or blackjacks. Please consult the Polices and Procedures book for a more detailed review of weapons in school. This also includes toys or replicas of weapons.
Inappropriate Peer Interaction	Inappropriate Peer Interaction is defined as when a student uses inappropriate language, suggestive comments, touching inappropriate manner/place, generally it makes others feel uncomfortable.
Out of Area	This is defined as when a student is in a place of the building or recess when they do not have permission from an authorized adult from the school.



Eureka Elementary- Office Referral and Feedback Form



Student Name: _____ Date: _____

Teacher's Name: _____ Referred By: _____

Grade: _____ Location: _____ Time: _____

Your child was involved in a disciplinary incident as noted below. Please sign and return the top copy of this form and return it to your child's teacher within 48 hours and keep one copy for yourself. Thank you for your prompt attention in this matter.

Reasons for the Referral

- | | |
|--|---|
| <input type="checkbox"/> Assault
<input type="checkbox"/> Bus Misconduct
<input type="checkbox"/> Disrespectful Conduct or Speech
___ Inappropriate Language (Body or Spoken) to an Adult
___ Inappropriate Gesture to an Adult
___ Not Telling the Truth
<input type="checkbox"/> Bullying
___ Pushing/Kicking/shoving
___ Threats
___ Excluding Others
___ Name calling
___ Intimidation
___ Retaliation
___ Teasing
<input type="checkbox"/> Disparaging/Demeaning Language
___ Profanity
___ Making fun of race, religion, gender, or ethnic origin
<input type="checkbox"/> Beepers/Pagers/Communication Device/Laser
Pointer/camera
<input type="checkbox"/> Damaging or Defacing Property
___ Graffiti
___ Breaking
___ Cutting/Tearing
<input type="checkbox"/> Disruptive Speech/Conduct
___ Not Respecting Personal Space
___ Not Using Appropriate Voice Level
___ Missing Homework
___ Inappropriate Language or gesture to a student
___ Throwing Objects
___ Not Following Directions
___ Out of Area
___ Off Task
___ Other _____ | <input type="checkbox"/> Dress Code/Personal Appearance
___ Clothing that Promotes Disruptive behavior
___ Shirts that Promote Alcohol, Tobacco, Violence
___ Other
<input type="checkbox"/> Failure to Serve Detention
<input type="checkbox"/> Fighting
___ Mutual Combat
<input type="checkbox"/> Gangs/Hate Groups
___ Gang Signs
___ Graffiti
___ Language
<input type="checkbox"/> Multiple Acts of Misconduct
<input type="checkbox"/> Insubordination
<input type="checkbox"/> Refusing to Report to the Office
<input type="checkbox"/> Stealing
___ Personal Property
___ RSD Property
<input type="checkbox"/> Technology
___ Inappropriate Web sites
___ Inappropriate E-mails
<input type="checkbox"/> Truancy/Tardy
___ High Level of Absences
___ Tardy
<input type="checkbox"/> Weapons/Replica
___ Weapon
___ Replica/Toy
<input type="checkbox"/> Other _____

_____ |
|--|---|

Explanation of Incident:

Behavior Interventions Prior to Referral

- | | |
|---|--|
| <input type="checkbox"/> Time Out | <input type="checkbox"/> Student Conference |
| <input type="checkbox"/> Re-teaching | <input type="checkbox"/> Loss of Recess |
| <input type="checkbox"/> Loss of Privilege | <input type="checkbox"/> Loss of Event |
| <input type="checkbox"/> Consulted Counselor | <input type="checkbox"/> Phone Call Home |
| Date: _____ | Date: _____ |
| <input type="checkbox"/> Letter/Note Home | <input type="checkbox"/> Parent conference |
| Date: _____ | Date: _____ |
| <input type="checkbox"/> Stop and Think Sheet | <input type="checkbox"/> Change of Environment |

Administrator Action

- | | |
|---|---|
| <input type="checkbox"/> Student Conference | <input type="checkbox"/> Loss of Recess |
| <input type="checkbox"/> In School Suspension | <input type="checkbox"/> Out of School Suspension |
| <input type="checkbox"/> Loss of Event | <input type="checkbox"/> Bus School |
| <input type="checkbox"/> Phone Call Home | <input type="checkbox"/> Letter/Note Home |
| Date: _____ | Date: _____ |
| <input type="checkbox"/> Parent Conference | <input type="checkbox"/> Referral to Counselor |
| Date: _____ | Date: _____ |
| <input type="checkbox"/> Catitude Club | <input type="checkbox"/> Other |

Administrator Signature

Parent Signature



Eureka Elementary- Cattitude Concern



Student Name: _____ Date: _____

Teacher's Name: _____ Referred By: _____

Grade: _____ Location: _____ Time: _____

Your child was involved in a disciplinary incident as noted below. Please sign and return the top copy of this form and return it to your child's teacher within 48 hours and keep one copy for yourself. Thank you for your prompt attention in this matter.

Reasons for the Referral

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Assault <input type="checkbox"/> Bus Misconduct <input type="checkbox"/> Disrespectful Conduct or Speech <ul style="list-style-type: none"> ___ Inappropriate Language (Body or Spoken) to an Adult ___ Inappropriate Gesture to an Adult ___ Not Telling the Truth <input type="checkbox"/> Bullying <ul style="list-style-type: none"> ___ Pushing/Kicking/shoving ___ Threats ___ Excluding Others ___ Name calling ___ Intimidation ___ Retaliation ___ Teasing <input type="checkbox"/> Disparaging/Demeaning Language <ul style="list-style-type: none"> ___ Profanity ___ Making fun of race, religion, gender, or ethnic origin <input type="checkbox"/> Beepers/Pagers/Communication Device/Laser Pointer/camera <input type="checkbox"/> Damaging or Defacing Property <ul style="list-style-type: none"> ___ Graffiti ___ Breaking ___ Cutting/Tearing <input type="checkbox"/> Disruptive Speech/Conduct <ul style="list-style-type: none"> ___ Not Respecting Personal Space ___ Not Using Appropriate Voice Level ___ Missing Homework ___ Inappropriate Language or gesture to a student ___ Throwing Objects ___ Not Following Directions ___ Out of Area ___ Off Task ___ Other _____ | <ul style="list-style-type: none"> <input type="checkbox"/> Dress Code/Personal Appearance <ul style="list-style-type: none"> ___ Clothing that Promotes Disruptive behavior ___ Shirts that Promote Alcohol, Tobacco, Violence ___ Other _____ <input type="checkbox"/> Failure to Serve Detention <input type="checkbox"/> Fighting <ul style="list-style-type: none"> ___ Mutual Combat <input type="checkbox"/> Gangs/Hate Groups <ul style="list-style-type: none"> ___ Gang Signs ___ Graffiti ___ Language <input type="checkbox"/> Multiple Acts of Misconduct <input type="checkbox"/> Insubordination <input type="checkbox"/> Refusing to Report to the Office <input type="checkbox"/> Stealing <ul style="list-style-type: none"> ___ Personal Property ___ RSD Property <input type="checkbox"/> Technology <ul style="list-style-type: none"> ___ Inappropriate Web sites ___ Inappropriate E-mails <input type="checkbox"/> Truancy/Tardy <ul style="list-style-type: none"> ___ High Level of Absences ___ Tardy <input type="checkbox"/> Weapons/Replica <ul style="list-style-type: none"> ___ Weapon ___ Replica/Toy <input type="checkbox"/> Other _____ |
|---|---|

Explanation of Incident:

Behavior Interventions Prior to Referral

- | | |
|---|--|
| <input type="checkbox"/> Time Out | <input type="checkbox"/> Student Conference |
| <input type="checkbox"/> Re-teaching | <input type="checkbox"/> Loss of Recess |
| <input type="checkbox"/> Loss of Privilege | <input type="checkbox"/> Loss of Event |
| <input type="checkbox"/> Consulted Counselor | <input type="checkbox"/> Phone Call Home |
| Date: _____ | Date: _____ |
| <input type="checkbox"/> Letter/Note Home | <input type="checkbox"/> Parent conference |
| Date: _____ | Date: _____ |
| <input type="checkbox"/> Stop and Think Sheet | <input type="checkbox"/> Change of Environment |

Administrator Action

- | | |
|---|---|
| <input type="checkbox"/> Student Conference | <input type="checkbox"/> Loss of Recess |
| <input type="checkbox"/> In School Suspension | <input type="checkbox"/> Out of School Suspension |
| <input type="checkbox"/> Loss of Event | <input type="checkbox"/> Bus School |
| <input type="checkbox"/> Phone Call Home | <input type="checkbox"/> Letter/Note Home |
| Date: _____ | Date: _____ |
| <input type="checkbox"/> Parent Conference | <input type="checkbox"/> Referral to Counselor |
| Date: _____ | Date: _____ |
| <input type="checkbox"/> Cattitude Club | <input type="checkbox"/> Other _____ |

Administrator Signature

Parent Signature



1. Which school rule(s) did you choose not to follow? (Circle the Rule)

Follow directions

Keep hands, feet, and objects to yourself

Use only kind words

Listen

Follow the Cattitudes

2. Why did you break the rule?



I did not want to do my work!

I wanted someone's attention.

Other reason

3. How were you feeling? (Circle one picture)



Angry

Happy

Sad

Confused

4. Draw a picture to show what happened and what you did.

5. Tell what you could do the next time this happens.

This form was given by _____ teacher Date _____ Time: _____

Parent Signature: _____

Please sign and return this form to school on the next school day



1. Which school rule(s) did you choose not to follow? (Circle the Rule)

Follow directions

Keep hands, feet, and objects to yourself

Use only kind words

Listen

Follow the Cattitudes

2. Why did you break the rule?



I did not want to do my work!

I wanted someone's attention.

Other reason

3. How were you feeling? (Circle one picture)



Angry



Happy



Sad



Confused

4. Tell what happened or what you did.

Handwriting practice lines for question 4, consisting of two sets of solid top and bottom lines with a dashed middle line.

5. Tell what you could do the next time this happens.

Handwriting practice lines for question 5, consisting of two sets of solid top and bottom lines with a dashed middle line.

This form was given by _____ teacher Date _____ Time: _____

Parent Signature: _____
Please sign and return this form to school on the next school day

EUREKA ELEMENTARY SCHOOL

“Cattitude”

Stop and Think Self Assessment Form

Date _____

Time _____

1. Which school rule(s) did you break? (circle one)

Follow directions

Keep hands, feet, and objects to yourself

Use only kind words

Listen

Follow the Cattitudes

2. What did you want? (Please check all that apply)

- I wanted attention from an adult
- I wanted attention from another child
- I wanted to make an adult become angry
- I wanted to let someone know that I am mad with them
- I wanted to avoid doing my school work
- I wanted to be in control of the situation
- I wanted to cause others problems because I don't think they like me
- I wanted something that someone else has
- I wanted _____

3. This is what happened:

4. This is what I could have done to make a better choice:

5. This is how I will solve the problem:

TEACHER COMMENTS:

Student Signature _____

Teacher Signature _____

Parent Signature _____ Date _____

Section 5

Behavior Matrix & Charts



**EES
PBIS/RTI
Handbook**

Eureka Elementary- Cattitudes

I Am ..	Classroom	Cafeteria	Playground	Indoor Recess	Hallways
Respectful	<p>Use appropriate voice level and words</p> <p>Use polite words</p> <p>Be a good listener</p> <p>Care for and encourage others</p> <p>Respect all property</p> <p>Show appropriate body language</p>	<p>Use a quiet voice</p> <p>Talk only to the people at my table in a quiet voice</p> <p>Follow directions the first time they are given</p> <p>Use good manners</p>	<p>Listen and follow directions the first time they are given</p> <p>Respect each others personnel and game space</p> <p>Take care of and use equipment properly</p>	<p>Listen and follow directions the first time they are given</p> <p>Respect each others personnel and game space</p> <p>Use indoor voices</p> <p>Take care of the games in your classroom</p>	<p>Keep your voice quiet</p> <p>Keep your hands, feet, and objects to yourself at all times</p> <p>Keep hallways neat and clean</p>
Responsible	<p>Demonstrate self control</p> <p>Follow the rules, routines, and procedures</p> <p>Make good choices</p> <p>Accept the outcomes of my behavior</p> <p>Take care of myself and do my job</p>	<p>Get your utensils and all needed items before you sit down</p> <p>Eat promptly</p> <p>Use good manners</p> <p>Clean up after yourself</p>	<p>When the whistle blows once, stop, look, and listen for directions</p> <p>When the whistle blows 3 times, stop playing and walk to the appropriate place and line up quietly</p> <p>Return all equipment to the appropriate place</p> <p>Wait patiently in line</p> <p>Be a good role model</p>	<p>Select an activity/game and find an appropriate place to play</p> <p>Refrain from using the computers</p> <p>Put away all material at the end of recess</p> <p>Return to your assigned seat once everything is cleaned up</p> <p>Line up when signal is given</p>	<p>Listen and follow directions the first time they are given</p> <p>Raise my hand for help</p>
Safe	<p>Use equipment properly</p> <p>Follow the rules and procedures throughout the building</p> <p>Be aware of people's personal space</p> <p>USE LINE BASICS</p> <p>Report any problems to a teacher or an adult</p>	<p>Walk at all times</p> <p>Eat my own food</p> <p>Use Line Basics</p> <p>Push in chairs</p> <p>If you have peanuts stay away from the peanut free table</p> <p>Report any problems to a teacher or an adult</p>	<p>Keep hands, feet, objects, and words to yourself at all times</p> <p>Stay visible and in the designated areas at all times</p> <p>Re-enter the building only when given permission by the TA on duty</p> <p>Use playground equipment properly and in a safe manner</p> <p>Report any problems to a teacher or an adult</p>	<p>Walk as you move around the classrooms</p> <p>Stay in your class during indoor recess</p> <p>Wash hands when instructed to do so</p> <p>Use Line Basics</p> <p>Report any problems to a teacher or an adult</p>	<p>Walk up and down the stairs</p> <p>Arms should be by your sides</p> <p>Use Line Basics:</p> <ol style="list-style-type: none"> 1. When given the signal to form a line, walk silently to where the line is being formed. 2. Keep arms, feet, object and words to yourself at all times 3. Stand directly behind the person in front of you 4. Walk silently so that other classes are not disturbed during instructional time 5. Keep up with the person in front of you when you are walking
Kind	<p>Use good manners</p> <p>Use kind words and actions</p> <p>Be a friend</p> <p>Include and help others</p> <p>Keep my hands and feet to myself</p>	<p>Use polite words and actions at all times</p> <p>Raise my hand for help</p> <p>Invite someone to sit next to you</p> <p>Please sit in open seats</p>	<p>Use kind words</p> <p>Practice good sportsmanship</p> <p>Include everyone</p> <p>Accept each others differences and ability levels</p>	<p>Include others</p> <p>Be a good sport</p> <p>Use kind words</p>	<p>Enter the hallway in an orderly manner</p> <p>Use polite words and actions at all times</p> <p>Keep voices quiet</p> <p>Be aware of others in the hallway</p>
Cooperative	<p>Follow directions promptly</p> <p>Give turns</p> <p>Share with others</p> <p>Solve problems positively</p> <p>Do my part</p>	<p>Know your PIN number</p> <p>Use Red Light voices when appropriate</p>	<p>Follow the school rules of the game</p> <p>Work together to solve your differences</p>	<p>Help others to clean up when recess is ending</p> <p>Be a problem solver</p>	<p>Follow all the hallway rules and expectations</p> <p>Follow all adult directions</p> <p>Accept consequences with out arguing or complaining</p>

Eureka Elementary- Cattitudes Part 2

I Am ..	Dismissal	Bathroom	Nurse	Library	Assembly
Respectful	<p>Use a quiet voice</p> <p>Leave the classroom quietly</p> <p>Pay attention and respect other students' space</p>	<p>Use a quiet voice</p> <p>Leave and enter the bathroom and classroom quietly</p> <p>Respect others right to privacy</p> <p>Keep walls clean of words and drawings</p>	<p>Use your quiet voice</p> <p>Enter the nurse's office quietly</p>	<p>Use your quiet voice</p> <p>Make sure the library sign is green</p> <p>Treat books with care</p>	<p>Pay attention and respect other people's personnel space</p> <p>Listen to the speaker and what they are saying</p> <p>Follow the speaker with your eyes at all times</p> <p>Sit up straight</p>
Responsible	<p>Listen and follow directions the first time they are given</p> <p>Make good choices</p> <p>When the announcements begin stay in your seat and listen for your name or bus</p> <p>When your name/bus is called walk directly and quietly to your designated area</p>	<p>Use good manners in the bathroom</p> <p>Remember to flush and wash your hands</p> <p>Please clean up after yourself</p> <p>Promptly return to your classroom ready to work</p> <p>Do not visit other teachers or students on the way to and from the bathroom</p>	<p>Bring a nurse's pass</p> <p>Go straight to the nurse's office</p> <p>Wait patiently for your turn</p> <p>Make sure you take home the note from the nurse</p> <p>Listen and follow directions the first time they are given</p>	<p>Listen and follow directions the first time they are given</p> <p>Remember your library card and books</p> <p>Make wise book selections in appropriate time and manner</p> <p>Sign in and out</p>	<p>Follow directions the first time they are given</p> <p>Make good choices, especially when choosing who to sit next to during the assembly</p> <p>Sit "Criss, Cross, Applesauce"</p>
Safe	<p>Use Line Basics</p> <p>Keep hands, feet, objects, and words to yourself at all times</p> <p>Report any safety concerns to a teacher or an adult</p> <p>Walk down the stairs</p> <p>All parent pick up students will need to stay in designated area</p> <p>Enter cars on passenger sides</p> <p>You can only get in a car with the duty persons permission</p>	<p>Walk peacefully to and from the bathroom</p> <p>Wash your hands with soap and remember to dry your hands</p> <p>Keep hands, feet, objects, and words to yourself at all times</p> <p>Report any problem to your teacher or an adult</p>	<p>Walk to and from the nurse's office without any detours</p> <p>Keep hands, feet, object, and words to yourself at all times</p> <p>Report any concerns to a teacher or an adult</p> <p>If the nurse is not in the office please report to the office</p>	<p>Walk to and from the library without any detours</p> <p>Keep hands, feet, object, and words to yourself at all times</p> <p>Report any concerns to a teacher or an adult</p>	<p>Walk peacefully to your spot</p> <p>Use Line Basics</p> <p>Keep hands, feet, object, and words to yourself at all times</p> <p>Report any problems to your teacher</p>
Kind	<p>Use polite words at all times</p> <p>Look out for each other</p>	<p>Use polite words at all times</p>	<p>Use polite words</p> <p>Use good manners</p>	<p>Use polite words</p> <p>Use good manners</p>	<p>Use polite words</p> <p>Use good manners</p>
Cooperative	<p>Wait patiently for your ride</p> <p>Board buses quietly</p>	<p>Give turns</p>	<p>Help others be successful</p>	<p>Help others be successful</p>	<p>Help others be successful</p>

Eureka Wildcats Cattitudes

"I Five"

I Am Kind

- Use good manners
- Use kind words and actions
- Be a friend
- Include and help others
- Keep my hands, feet, and words to myself

I Am Safe

- Use equipment appropriately
- Follow the rules and procedures throughout the building
- Be aware of people's personal space
- Use Line Basics
- Report any problems to a teacher or an adult

I Am Cooperative

- Follow directions promptly
- Give turns
- Share with others
- Solve problems positively
- Do my part

I Am Respectful

- Use appropriate voice level and words
- Use polite words
- Be a good listener
- Care for and encourage each others
- Respect all property
- Show appropriate body language

I Am Responsible

- Demonstrate self-control
- Follow the rules, routines, and procedures
- Make good choices
- Accept the outcomes of my behavior
- Take care of myself and do my job

Mission Statement

The mission of Eureka Elementary is to provide a world class education that promotes student achievement and well being through the collaboration of students, staff, and parents.



"Cattitudes are Everything!"

Eureka Wildcats Cattitudes

"I Five" Cafeteria

I Am Kind

- Use polite words and actions at all times
- Raise my hand for help
- Invite someone to sit next to you
- Please sit in open seats

I Am Safe

- Walk at all times
- Eat my own food
- Use Line Basics
- Push in Chairs
- If you have peanuts stay away from the peanut free table
- Report any problem to a teacher or an adult

I Am Cooperative

- Know your PIN number
- Use Red Light Voices when appropriate

I Am Respectful

- Use a quiet voice
- Talk only to the people at my table and use a quiet voice
- Follow directions the first time they are given
- Use good manners

I Am Responsible

- Get utensils and all needed items before you sit down
- Eat promptly
- Use good manners
- Clean up after myself

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"Cattitudes are Everything!"

Eureka Wildcats Cattitudes

"I Five" Playground

I Am Kind

- Use kind words
- Practice good sportsmanship
- Include everyone
- Accept each others differences and ability levels

I Am Safe

- Keep hands, feet, objects, and words to yourself at all times
- Stay visible and in the designated areas at all times
- Re-enter the building only when given permission by the TA on duty
- Use playground equipment properly and in a safe manner
- Report any problems to a teacher or an adult

I Am Cooperative

- Follow the school rules of the game
- Work together to solve your differences

I Am Respectful

- Listen and follow directions the first time they are given
- Respect each others personnel and game space
- Take care of and use equipment properly

I Am Responsible

- When the whistle blows once, stop, look, and listen for directions
- When the whistle blows 3 times, stop playing and walk to the appropriate place and line up quietly
- Return all equipment to the appropriate place
- Wait patiently in line
- Be a good role model

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"Cattitudes are Everything!"

Eureka Wildcats Cattitudes

"I Five" Bus

I Am Kind

- Use polite words
- Keep my hands, feet, objects, and words to myself at all times
- Be a friend

I Am Respectful

- Follow driver's instructions the first time they are given
- Use a quiet voice

I Am Safe

- Seat to seat, back to back
- All body parts stay inside the bus
- Report any problems to the bus driver, teacher, or an adult
- Use a quiet voice level

I Am Responsible

- Be on Time
- Keep track of my belongings
- Make good choices
- Take care of myself and do my part

I Am Cooperative

- Follow bus rules
- Follow directions the first time they are given
- Share
- Solve problems positively

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"Cattitudes are Everything!"

Eureka Wildcats Cattitudes

"I Five" Hallways

I Am Kind

- Enter the hallway in an orderly manner
- Use polite words and actions at all times
- Keep voices quiet
- Be aware of others in the hallway

I Am Safe

- Walk up and down the stairs
- Arms should be by your sides
- Use Line Basics:
 1. When given the signal to form a line, walk silently to where the line is being formed.
 2. Keep arms, feet, object and words to yourself at all times
 3. Stand directly behind the person in front of you
 4. Walk silently so that other classes are not disturbed during instructional time
 5. Keep up with the person in front of you when you are walking

I Am Cooperative

- Follow all the hallway rules and expectations
- Follow all adult directions
- Accept consequences without arguing or complaining

I Am Respectful

- Keep your voice quiet
- Keep your hands, feet, and objects to yourself at all times
- Keep hallways neat and clean

I Am Responsible

- Listen and follow directions the first time they are given
- Raise my hand for help

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"Cattitudes are Everything!"

Eureka Wildcats Cattitudes

"I Five" Inside Recess

I Am Kind

- Include others
- Be a good sport
- Use kind words

I Am Safe

- Walk as you move around the classrooms
- Stay in your class during indoor recess
- Wash hands when instructed to do so
- Use Line Basics
- Report any problems to a teacher or an adult

I Am Cooperative

- Help others to clean up when recess is ending
- Be a problem solver

I Am Respectful

Listen and follow directions the first time they are given
Respect each others personnel and game space
Use indoor voices
Take care of the games in your classroom

I Am Responsible

- Select an activity/game and find an appropriate place to play
- Refrain from using the computers
- Put away all material at the end of recess
- Return to your assigned seat once everything is cleaned up
- Line up when signal is given

Mission Statement

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"Cattitudes are Everything!"

Eureka Wildcats Cattitudes

"I Five" Dismissal

I Am Kind

- Use polite words at all times
- Look out for each other

I Am Safe

- Use Line Basics
- Keep hands, feet, objects, and words to yourself at all times
- Report any safety concerns to a teacher or an adult
- Walk down the stairs
- All parent pick up students will need to stay in designated area
- Enter cars on passenger sides
- You can only get in a car with the duty persons permission

I Am Cooperative

- Wait patiently for your ride
- Board buses quietly

I Am Respectful

- Use a quiet voice
- Leave the classroom quietly
- Pay attention and respect other students' space

I Am Responsible

- Listen and follow directions the first time they are given
- Make good choices
- When the announcements begin stay in your seat and listen for your name or bus
- When your name/bus is called walk directly and quietly to your designated area

Mission Statement

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"Cattitudes are Everything!"

Eureka Wildcats Cattitudes

"I Five" Bathroom

I Am Kind

- Use polite words at all times

I Am Safe

- Walk peacefully to and from the bathroom
- Wash your hands with soap and remember to dry your hands
- Keep hands, feet, objects, and words to yourself at all times
- Report any problem to your teacher or an adult

I Am Cooperative

- Give turns

I Am Respectful

- Use a quiet voice
- Leave and enter the bathroom and classroom quietly
- Respect others right to privacy
- Keep walls clean of words and drawings

I Am Responsible

- Use good manners in the bathroom
- Remember to flush and wash your hands
- Please clean up after yourself
- Promptly return to your classroom ready to work
- Do not visit other teachers or students on the way to and from the bathroom

Mission Statement

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"Cattitudes are Everything!"

Eureka Wildcats Cattitudes

"I Five" Nurse

I Am Kind

- Use polite words
- Use good manners

I Am Safe

- Walk to and from the nurse's office without any detours
- Keep hands, feet, object, and words to yourself at all times
- Report any concerns to a teacher or an adult
- If the nurse is not in the office please report to the office

I Am Cooperative

- Help others be successful

I Am Respectful

- Use your quiet voice
- Enter the nurse's office quietly

I Am Responsible

- Bring a nurse's pass
- Go straight to the nurse's office
- Wait patiently for your turn
- Make sure you take home the note from the nurse
- Listen and follow directions the first time they are given

Mission Statement

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"Cattitudes are Everything!"

Eureka Wildcats Cattitudes

"I Five" Library

I Am Kind

- Use polite words
- Use good manners

I Am Respectful

- Use your quiet voice
- Make sure the library sign is green
- Treat books with care

I Am Safe

- Walk to and from the library without any detours
- Keep hands, feet, object, and words to yourself at all times
- Report any concerns to a teacher or an adult

I Am Responsible

- Listen and follow directions the first time they are given
- Remember your library card and books
- Make wise book selections in appropriate time and manner
- Sign in and out

I Am Cooperative

- Help others be successful

Mission Statement

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"Cattitudes are Everything!"

Eureka Wildcats Cattitudes

"I Five" Assembly

I Am Kind

- Use polite words
- Use good manners

I Am Safe

- Walk peacefully to your spot
- Use Line Basics
- Keep hands, feet, object, and words to yourself at all times
- Report any problems to your teacher

I Am Cooperative

- Help others be successful

I Am Respectful

- Pay attention and respect other people's personal space
- Listen to the speaker and what they are saying
- Follow the speaker with your eyes at all times
- Sit up straight

I Am Responsible

- Follow directions the first time they are given
- Make good choices, especially when choosing who to sit next to during the assembly
- Sit "Criss, Cross, Applesauce"

Mission Statement

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"Cattitudes are Everything!"



Eureka Staff Cattitudes



I Am Kind

- Practice direct & tactful communication in appropriate place
- Be understanding of other's situations
- Go the extra mile to help someone
- Support each other in good and bad times

I Am Safe

- Use equipment appropriately
- Report any problems safety concerns to an administrator
- Follow RSD District Safety Guidelines for your position

I Am Cooperative

- Share ideas and use time effectively to help my team and school
- Work together for success
- Understand we all come from different backgrounds and have different personalities and opinions
- Be patient and listen to each other
- Set and share common goals
- Be flexible, things change daily
- Work from your strengths

I Am Respectful

- Be considerate of others when they are speaking
- Acknowledge opinions and ideas of others in a positive manner
- Accept differences in culture, values, and experiences
- When you do disagree with someone or an idea, please talk to that person and not to others
- Give and receive feedback
- Use appropriate setting to deal with conflicts
- Be considerate of other's feelings
- Agree to disagree

I Am Responsible

- Be punctual to meetings, duties, and picking and dropping children off to specials
- Use teamwork to accomplish the big picture goal (student success)
- Bring a professional attitude to work everyday
- Follow through on commitments, paper work, job responsibilities and deadlines
- Be responsible for finding out information from missed meetings
- Be truthful, direct, and immediate when resolving conflict



Mission Statement

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"Cattitudes are Everything!"

Section 6

Student & Staff Rewards



**EES
PBIS/RTI
Handbook**

Cat Paw

___ I Am Safe  ___ I Am Respectful
___ I Am Cooperative ___ I Am Kind
___ I Am Responsible

Name: _____

Given By: _____ Grade: ___ Individual ___ Class ___

Cat Paw

___ I Am Safe  ___ I Am Respectful
___ I Am Cooperative ___ I Am Kind
___ I Am Responsible

Name: _____

Given By: _____ Grade: ___ Individual ___ Class ___

Cat Paw

___ I Am Safe  ___ I Am Respectful
___ I Am Cooperative ___ I Am Kind
___ I Am Responsible

Name: _____

Given By: _____ Grade: ___ Individual ___ Class ___

Cat Paw

___ I Am Safe  ___ I Am Respectful
___ I Am Cooperative ___ I Am Kind
___ I Am Responsible

Name: _____

Given By: _____ Grade: ___ Individual ___ Class ___

Cat Paw

___ I Am Safe  ___ I Am Respectful
___ I Am Cooperative ___ I Am Kind
___ I Am Responsible

Name: _____

Given By: _____ Grade: ___ Individual ___ Class ___

Cat Paw

___ I Am Safe  ___ I Am Respectful
___ I Am Cooperative ___ I Am Kind
___ I Am Responsible

Name: _____

Given By: _____ Grade: ___ Individual ___ Class ___

Keep Up your Dedication to Our Students

This "KUDOS" award goes to

for your dedication toward our students and we have noticed!

We are proud to have you on our Eureka Team!

Keep up the good work, and congratulations!

Date

Given by:



Keep Up your Dedication to Our Students

This "KUDOS" award goes to

for your dedication toward our students and we have noticed!

We are proud to have you on our Eureka Team!

Keep up the good work, and congratulations!

Date

Given by:



Blue Ribbon Referral

Eureka Elementary School



The following student(s) _____

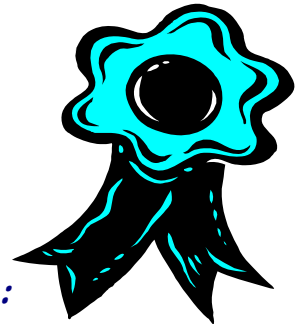
is being referred to the office for the following reason(s):

Date

Staff Signature

Blue Ribbon Referral

Eureka Elementary School



The following student(s) _____

is being referred to the office for the following reason(s):

Date

Staff Signature

I Showed Great Character & I Made A Difference!

Student Name: _____

Teacher: _____ Grade: _____

Date: _____



I Showed Great Character & I Made A Difference!

Student Name: _____

Teacher: _____ Grade: _____

Date: _____



*Eureka Elementary
Golden "Cat Paw" Award*

Student Name: _____



I was caught being.....

Kind *Safe* *Cooperative*

Respectful *Responsible*

Given by: _____ *Date:* _____

*Eureka Elementary
Golden "Cat Paw" Award*

Student Name: _____



I was caught being.....

Kind *Safe* *Cooperative*

Respectful *Responsible*

Given by: _____ *Date:* _____



Classroom Reward Charts

- 25 Cat Paws- Class Picture**
- 50 Cat Paws- Read Aloud by Principal**
- 75 Cat Paws- Popcorn and Movie Party**
- 100 Cat Paws- Ice Cream Party**



When you have achieved your benchmark, e-mail Mrs. Gill. The reward will be announced on the morning announcements.

Section 7

School Rules and Pledge Posters



**EES
PBIS/RTI
Handbook**

EUREKA ELEMENTARY SCHOOL WIDE RULES

1. FOLLOW DIRECTIONS

2. KEEP HANDS, FEET, AND OBJECTS TO YOURSELF

3. USE ONLY KIND WORDS

4. LISTEN

5. FOLLOW THE "CATTITUDES"

I AM KIND

Use good manners
Use kind words and actions
Be a friend
Include and help others
Keep my hands and feet to myself

I AM COOPERATIVE

Follow directions promptly
Give turns
Share with others
Solve problems positively
Do my part

I AM RESPONSIBLE

Demonstrate self control
Follow the rules, routines, and procedures
Make good choices
Accept the outcomes of my behavior
Take care of myself and do my job



I AM SAFE

Use equipment properly
Follow the rules and procedures
throughout the building
Be aware of people's personal space
USE LINE BASICS
Report any problems to a teacher or
an adult

I AM RESPECTFUL

Use appropriate voice level and words
Use polite words
Be a good listener
Care for and encourage others
Respect all property
Show appropriate body language

CATTITUDES ARE EVERYTHING!

Eureka Elementary Mission Statement

The mission of Eureka Elementary is to provide a world class education that promotes student achievement and well being through the collaboration of students, staff, and parents.



School Pledge



**I pledge today to do my best
in reading, math and all the rest.**

**I promise to obey the rules,
in my class and in our school.**

**I will respect myself and others too,
I will expect the best in all I do.**

**I am here to learn all I can,
To try my best and be all I am.**



Wildcat Way



"Cattitudes are Everything"

Section 8

Class Forms



**EES
PBIS/RTI
Handbook**

Classroom Design Considerations Checklist

(Sugai, March 14, 1997, Draft)

1 = predictable/adequate.....5 = unpredictable/inadequate

Physical Environment	
1 2 3 4 5	Seating/furniture arrangements
1 2 3 4 5	Traffic patterns
1 2 3 4 5	Materials/supplies
1 2 3 4 5	Student areas (e.g., independent study, small/whole group, freetime, timeout)
1 2 3 4 5	Teacher areas (e.g., desk, materials & supplies)
1 2 3 4 5	Problems features (e.g., dangerous objects, unsupervisable areas, high density)
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____
Student Routines	
1 2 3 4 5	Start/end of day
1 2 3 4 5	Working in groups
1 2 3 4 5	Working independently
1 2 3 4 5	Activity transitions
1 2 3 4 5	Special events (e.g., movies, assemblies, snacks, parties)
1 2 3 4 5	Obtaining materials/supplies
1 2 3 4 5	Using equipment (e.g., computer, tape players)
1 2 3 4 5	Managing homework & other assignments
1 2 3 4 5	Personal belonging (e.g., coats/hats)
1 2 3 4 5	Entering/exiting classroom (e.g., using restroom/drinking fountain, going to library, moving around room).
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____

Teacher Routines

1 2 3 4 5	Planning instruction
1 2 3 4 5	Implementing instruction
1 2 3 4 5	Work with assistants, helpers, & volunteers
1 2 3 4 5	Communications (e.g., parents, special services)
1 2 3 4 5	Multiple activities, groups,
1 2 3 4 5	Consultation with others
1 2 3 4 5	Classroom visitors
1 2 3 4 5	Classroom movement
1 2 3 4 5	Breaks & lunch
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____

Behavior Management

1 2 3 4 5	Statements & descriptions of expected behavior
1 2 3 4 5	Routines for teaching expected behavior
1 2 3 4 5	Continuum of consequences for encouraging expected behaviors
1 2 3 4 5	Continuum of consequences for discouraging rule violations
1 2 3 4 5	Recordkeeping & monitoring procedures
1 2 3 4 5	Emergency procedures
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____

Curriculum and Content

1 2 3 4 5	Sufficient quantity
1 2 3 4 5	High quality (i.e., technically sound)
1 2 3 4 5	Adequate access & availability
1 2 3 4 5	Appropriate level
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____

Data Management and Evaluation	
1 2 3 4 5	Grading work
1 2 3 4 5	Academic data management
1 2 3 4 5	Social behavior data management (e.g., attendance, tardy, expectations)
1 2 3 4 5	Event log
1 2 3 4 5	Individual education plans
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____
1 2 3 4 5	_____

Summary of Improvement Areas

Action Plan

EFFECTIVE TEACHING PROFILE

(Sugai, 1993)

Place an x on the scale to indicate the extent to which the teacher displayed the following effective teaching practices. Connect each x to display a teaching profile.

- | | |
|--------------|---|
| YES _____ NO | 1. Structured and scheduled opportunities to learn |
| YES _____ NO | 2. Curriculum aligned with desired outcomes |
| YES _____ NO | 3. Curriculum is delivered directly |
| YES _____ NO | 4. Students successfully interacting (engaged) with curriculum |
| YES _____ NO | 5. Brisk pacing |
| YES _____ NO | 6. Continuous monitoring and structuring of students and activities |
| YES _____ NO | 7. Specific explanations and instructions for new concepts |
| YES _____ NO | 8. Allocated time for guided practice |
| YES _____ NO | 9. Cumulative review of skills being taught |
| YES _____ NO | 10. Regular and varied assessments of learning of new concepts |
| YES _____ NO | 11. Regular and active interactions with individual students |
| YES _____ NO | 12. Frequent and detailed feedback |
| YES _____ NO | 13. Varied forms of positive reinforcement |
| YES _____ NO | 14. Effective and varied questioning strategies |
| YES _____ NO | 15. Student attention secured and maintained within and across instructional activities and materials |
| YES _____ NO | 16. Reinforcement for task completion |
| YES _____ NO | 17. Appropriate selection of examples and non-examples |
| YES _____ NO | 18. Clearly defined and enforced behavioral expectations |
| YES _____ NO | 19. Appropriate use of model/demonstration |
| YES _____ NO | 20. Appropriate use of behavioral rehearsal |
| YES _____ NO | 21. Effective, planned, and smooth transition within and between lessons |
| YES _____ NO | 22. High rates of correct student responding |
| YES _____ NO | 23. Positive, predictable, and orderly learning environment |
| YES _____ NO | 24. High expectations for achievement |

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Recognizing and Staying Out of Common Behavior Management Traps

Teaching students with emotional/behavioral disorders (EBD) or any student with difficult to manage behaviors is wrought with behavior management traps that are often deceptive and subtle in their occurrence. Whether we have taught for 1 year or 25 years, these traps are easy to succumb to on a regular basis. So often, as a teacher or in other positions working with students with behavior problems, I have had good management interventions on hand, but these subtle traps caused my strategies to be ineffective. The following will be a description of 7 common traps that those working with students with behavior problems often get into and some suggestions for breaking out of each trap.

Passionate Discipline Trap

This trap is one of the most common and also one of the most difficult to break. Several years ago while observing a class of elementary self-contained students with EBD I saw a perfect example of this trap. Because I arrived at the class late in the day, I wasn't sure of what had happened, but I could tell with one look at the teacher that things were not going well. As I sat in the class, I realized that she was especially irritated with one 10-year-old boy. She walked stiffly over to the student and with strong emotion in her voice and face told the student all that he had not done and what he needed to do. After about a minute of this lecture she concluded by asking the student if he could "possibly do just one paper so that she would feel like he had been in school that day!" The student stared at her during the minute, and when she had finished, he said with a deadpan voice and face (in what I believe to be all sincerity), "Ms. Johnson, you know, you really need to get out a little more often!" The teacher was a little surprised, but turned and walked away without comment. I believe that this student's comment was quite revealing. He realized that all the emotion/passion in the world was really not going to change things and he seemed worried about Ms. Johnson's well-being.

This story demonstrates how we often get trapped into making our discipline full of emotion and passion. Some of us may do it in a very subtle way, while others are more demonstrative. Regardless, students usually prefer to see passion and it is often quite reinforcing to them. I sometimes see classrooms where little passion is shown when students are calm, but the instant that correction is needed, passion in the teacher is evident. When this occurs we are often teaching the student that they must act out to get a reaction.

The keys to getting out of this trap are as follows: (1) use dispassionate or matter-of-fact discipline in most cases. It is important that teachers are aware of how they respond during discipline moments. Video and audio taping (although very painful to watch) are very helpful in revealing ways in which our discipline may be more passionate than we realize. More specifically, it is important to be aware of facial expressions, voice tone, and use of body language as we interact with students in those difficult times. It is important to not unconsciously grimace or change your voice tone to a higher octave during corrections. Rhodes, Jenson, and Reavis (1993) describe the "precision request" in which teachers are to give reprimands in a simple three step process as follows: a) Please, if no compliance then b) I need you to....., if not compliance then c) administer a mild negative consequence. This can be helpful in being more dispassionate, especially when we tend to escalate our passion as we are required to repeat a reprimand or request a number of times. (2) Quote a classroom rule that has been broken. (3) Point to the classroom rule being violated. (4) Give messages that limit or correct behaviors on cards or Post-it notes. Sometimes the less we verbalize our discipline, the less emotional we will become.

Too General Trap

I remember as a teacher telling a student that if he would "behave" during the remainder of an activity, then he would be able to go on to the next more fun activity. During the remaining 10 minutes of the activity he exhibited about 60% appropriate behaviors and 40% inappropriate behaviors. At the designated time I informed him that he would not be able to move to the next activity because of his inappropriate behaviors. He consequently became very upset and detailed for me all of the appropriate behaviors that he had exhibited and in his mind felt strongly that these behaviors constituted "behaving." A power struggle ensued. Using terminology such as "be good," "do what you are supposed to do," "act appropriately," "act responsible," and/or "do your best" will often get us into trouble because these requests for the student with a behavior disorder are far too general. We know that students are experts at finding loopholes in what we say to them. Giving students broad or undefined requests or consequences often leads to an even greater discipline problem.

Suggestions for staying out of this trap include: (1) Be very specific in defining what you want and what will happen as a result. If you have a student who gets out of his or her seat, talks to others, and does not finish all of his or her work during a designated work time, it would be important to say, "If you stay in your seat for the next 15 minutes, do not talk to anyone around you, and complete all of your work, then you will be able to go to break with the rest of the class." Then ask, "What are the three things you need to do?" A lack of time and too many things to do often hinder us from being this specific with students, but in the end we spend much less time when we are detailed. (2) Use self-monitoring techniques. Sprick, Sprick, and Garrison (1993) give excellent examples of ways to use this technique. Setting up a sheet or card with specific behaviors needed by the student and allowing them to mark them as they are accomplished allows the student to know exactly what your expectations are for their behavior. These self-monitoring sheets can be used for specific problem times and do not have to be used all day. (3) Designate by number the rule(s) to be followed during a specified activity in order to earn a privilege. I often find that teachers have a great

set of rules posted in the room, but they rarely refer to them or use them in a concrete way.

Cure-All Trap

Most of our students with behavioral disorders come to us with a multitude of problems. They usually don't have just one problem. Because we want students to "get better" quickly we sometimes get trapped into developing and using interventions that we hope will "cure" most or all of a student's problems. For example, if we have a student who is verbally abusive to others, has significant problems in reading, has poor concentration skills, and blurts out regularly in class, we may attempt to use a point system to resolve all of these issues. When the point system works for two of these behaviors but not the other two, then we often conclude that he is not responding to the point system and try another intervention. When that intervention does not fix all the behaviors then we try another and another. Again, because the demands of teaching are so varied and time consuming we hope that single interventions will handle multiple problems. Unfortunately this may not be the case. As we constantly change our interventions, a student gets the sense of power that he or she can sabotage our attempts to make changes.

Instead of trying to fix everything, the following is suggested: (1) Pick the one or two most disruptive and disturbing behaviors of a student (the same principle would apply to multiple problems with a whole class) and concentrate on developing an intervention for this behavior(s) only. Sometimes other less severe behaviors can wait. This may sound a little scary at first, but in the end interventions will often generalize to the other nontarget behaviors. (2) An effective intervention that I have used with a number of students for both defining the one most severe behavior and working on increments of progress is something I call the Behavioral Continuum Form. Steps for using this form are as follows: First, discuss with the student the ultimate goal behavior that would need to be exhibited to earn the total of some preset reward. Second, very specifically define the one behavior that is presently getting the student into the most trouble (and subsequently keeping the student from getting reinforcement). And third, define with the student the two or

Goal Behavior: Interacting with classmates without yelling or cursing at them.

- 0 Yelling/cursing or in any fashion verbally abusing another student.
- 1 Making no more than two abusive remarks toward a student during the school day.
- 2 Having no acts of verbal abuse toward other students for the school day.

several behaviors that, although not the ultimate goal behavior, will progress toward the final desired behavior. Then, set reinforcement for the behaviors that move toward the goal behavior. The following is an example of the Behavioral continuum:

In this example, the numbers represent points that can be received for each behavior. The continuum can be expanded to more than two points so that there are a greater number of incremental steps toward the goal behavior.

Preaching/Moralizing Trap

I have sometimes had a tendency to turn discipline into a sermon. When a student has repeatedly failed to respond to an intervention or correction I have caught myself telling the student everything they have ever done, everything they are presently doing, and everything that will now happen to them in the future. This is the trap of using preaching and moralizing instead of effective discipline. A middle school teacher recently shared with me that she believed she was finally reaching a very difficult student by giving him one of her best "sermons." After several minutes of preaching, she asked him if he understood what she was trying to say to him. He responded with "You sure do have big pores in your nose!" We often hear that kids listen to the first 20 seconds of the content of what we say and then they start looking at body language. After 20 seconds, we may begin to sound like the teacher in the Peanuts cartoon.

Staying out of this trap involves the following: (1) Practice verbally succinct discipline. The less we say, the more student will probably hear. (2) Say less and the less emotional the discipline becomes. (3) Make verbalizations to students in those "negative" times as brief as possible and save the moral or practical lessons for times when the student is more receptive. It is probably true that many of our students with behavioral disorders have been preached to so often during discipline that they may be immune to the moral lessons they have so often heard as a part of discipline. (See Seeman, 1988 for suggestions on ways to prevent discipline problems through language and style).

Questioning Trap

"Did I tell you to sit over there?" "Is that what you are supposed to be doing?" "How many times have I told you not to say that?" "Could we please have it quiet in here?" Do any of these sound familiar? When I need to give a student a direct command, reprimand, or request, I often fall into the trap of repeatedly asking questions. I do not really want an answer and if I get one then I sometimes get more upset with the student. Using a question may indicate to the student that we are not firm about the request or it may indicate that we are

being sarcastic. Questioning, when we are really requesting, sometimes leads the student to think that it is okay to not respond to the questions for which we really do want an answer. Another type of questioning trap occurs when we see a student engaged in a misbehavior, such as tripping another student, and we address the student by immediately asking them what they were just doing. As adults we should remember that from the student's perspective they are probably thinking, "Well, if the teacher is asking me about the behavior then maybe they didn't see it happen." The student thinks he or she has a 50-50 chance and will say "I didn't do anything." The cycle worsens because now the issue is not only that the student has acted inappropriately, but he or she has also been dishonest about it.

This is one of the toughest and most subtle traps because asking questions becomes a habit. To stay out of the questioning try the following: (1) Practice making firm, direct requests in a matter-of-fact manner for student compliance. For example, be sure to say "You need to be in your seat," rather than "Is that your seat?" (2) Ask appropriate questions in discipline situations. These are questions where you truly want an answer. For example, "Is what you are doing right now helping you to complete your work?" (see Glasser, 1965) or "Would you like to choose to stay in your seat or choose the other designated area in which to work?" (3) If students are observed committing an inappropriate behavior, rather than question them, simply state that you saw what happened and follow your normal consequences.

Negative Criticism Trap

One of the first things I do when going into a classroom to observe is to perform a negative to positive ratio of comments and interactions. Almost without fail, I find that classrooms with the least amount of disruption from the difficult student(s) have a higher rate of positive interactions than negative. Likewise, when a classroom is having serious discipline problems, I almost always see a high degree of negative interactions between the teacher and students. This trap occurs so easily because we are busy and need certain behaviors to stop immediately. We end up spending our day saying, "No," "Stop it," "Shhh..." "Get to

work," and "Not in here you don't." Another reason this trap is so easy to fall into is because it often gives us some immediate reinforcement. When we say "Stop it," the student will temporarily stop what he or she was doing. The cessation of the behavior reinforces our saying "Stop it" and we continue to make negative remarks. Unfortunately, the behavior does not stop in the long run and often escalates as time goes on. Whatever gets the attention will usually increase in frequency and duration!

To stay out of this trap follow these suggestions: (1) Make sure that your positive comments and interactions with students are higher than your negative ones. This does not mean that you should walk around the classroom praising students for everything they do. Students will eventually see you as insincere. The point is to give attention in a way that is natural and comfortable to you as well as age appropriate for the student. (2) When you do correct or reprimand, be sure that these negative interactions do not outnumber your positive interactions. Some teachers have audio taped their class or kept a written record to determine their positive to negative ratio. Another suggestion for assessing your positive to negative ratio is the "bean" method. At the start of the day put a handful of dried beans in your left pocket. Each time you have a positive interaction with a student transfer a bean to your right pocket. Assess your progress and try to increase the number of beans you have in your right pocket at the end of the day.

"I Must Win Them Over" Trap

Because I care, I think I must see the student change or see the student show positive emotions before my eyes. I recently had an experience where a student, with whom I had worked years ago, sent a letter to tell me how well he was doing in school and to thank me for how much I helped him. I was shocked! During the time that I worked with this student, I visibly saw no changes. In fact, he seemed to get worse during the school year. Many difficult-to-manage students will never show us that they are "better" or acknowledge that we have helped them. When we feel we must see immediate results to feel successful, then we may demand or force change and end up in a power struggle with the student.

Instead, to avoid this trap try the following: (1) Do not always look for the student's attitude to change. Sometimes the behavior gets better but the attitude seems the same. (2) Be sure that you support the student with any positive changes made, even though they may seem quite small. We usually have our students for a year at a time. We can only hope to make some changes in them, we don't have to cure them of all of their ills.

In addition to the above traps, I am sure each person can think of some traps of their own they fall into when working with difficult students. If you find yourself relating to many of these aforementioned traps, be careful not to be discouraged, you are in good company. All of us know what it feels like to be "trapped" and to even see it coming, but still step directly into the trap. Hopefully, by being more aware of these and/or other known traps we will get better at recognizing them and therefore be able to better assist students in managing their behavior.

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- Scoman, H. (1988). *Preventing classroom discipline problems*. Lancaster, PA: Technomic Publishing.
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Identify All Student Routines

eg morning, entering the room, preparing
for lunch, end of the day, etc

Dates Taught

(include steps)

I _____

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

II _____

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

III _____

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

IV _____

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

V _____

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Identify All Teacher Routines

(Include steps)

eg transitions, assigning classwork, turning in assignments, etc

I _____

1.	5.
2.	6.
3.	7.
4.	8.

II _____

1.	5.
2.	6.
3.	7.
4.	8.

III _____

1.	5.
2.	6.
3.	7.
4.	8.

IV _____

1.	5.
2.	6.
3.	7.
4.	8.

V _____

1.	5.
2.	6.
3.	7.
4.	8.

Identify Strategies for Encouraging Appropriate Behaviors

Dates Implemented

Whole Group

- 1.
- 2.
- 3.
- 4.
- 5.

Individuals

- 1.
- 2.
- 3.
- 4.
- 5.

Identify Strategies for Discouraging Problem Behaviors

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Define Data Management and Evaluation System

Determine Frequency of Evaluation

Increasing On-Task Behavior

Give Clear Instructions

- Precise directions
- Describe the desired quality of the work
- Vary your approach to giving instructions
- Employ attending and listening prompts to improve students skills
- Have students paraphrase the directions
- Positively accept students questions about the directions
- Place directions where they can be seen and referred to by students
- Have students write out instructions before beginning an activity
- Consider breaking tasks into smaller steps with clear directions
- Give directions immediately prior to the task
- Model the correct behavior

Beginning a Lesson

- Cue students attention
- Do not begin until all are paying attention
- Remove distractions prior to start
- Clearly describes goals and activities

Maintaining Attention

- Arrange room so students do not have their back to speaker
- Use random selection in calling on students
- Ask the question before calling on a student
- Wait at least five seconds before giving an answer or calling on a specific student
- Reinforce efforts, maintain a high ratio of positives to negatives
- Create anticipation
- Use silence effectively
- When presenting difficult material, acknowledge this, set a limit, and describe follow-up activities for that will provide assistance

Pacing

- Pay attention to your own tempo
- Look for non-verbal student cues of a) boredom or b) confusion
- Break activities into short segments
- Provide structured breaks for activities that last longer than 30-45 minutes

Strategies for Motivating Students

Essential Preconditions

1. Supportive environment
2. Appropriate level of challenge difficulty
3. Meaningful learning objectives
4. Moderation/optimal use

Motivating by Maintaining Success Expectations

1. Program for success
2. Teach goal setting, performance appraisal & self-reinforcement
3. Help students to recognize linkages between effort and outcome
4. Provide remedial socialization

Motivating by Supplying Extrinsic Incentives

1. Offer rewards for good (or improved) performance
2. Structure appropriate competition
3. Call attention to the instrumental value of academic activities

Motivating by Capitalizing on Students' Intrinsic Motivation

1. Adapt tasks to students' interests
2. Induce novelty/variety elements
3. Allow opportunities to make choices or autonomous organizers
4. Provide opportunities for students to respond actively
5. Provide immediate feedback to student responses
6. Allow students to create finished products
7. Include fantasy or simulation elements
8. Incorporate game-like features
9. Include higher-level objectives and divergent questions
10. Provide opportunities to interact with peers

Stimulating Student Motivation to Learn

1. Model interest in learning and motivation to learn
2. Communicate desirable expectations and attributions about students motivation to learn
3. Minimize students' performance anxiety during learning activities
4. Project intensity
5. Project enthusiasm
6. Induce task interest or appreciation
7. Induce curiosity or suspense
8. Induce dissonance
9. Make abstract content more personal, concrete or familiar
10. Induce students to generate their own motivation to learn
11. State learning objectives and provide advance decisions
12. Model task-related thinking and problem solving

Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. Educational Leadership, 45, 40-48.

Options for Stopping Power Struggles in the Classroom

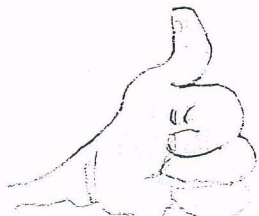
1. Be aware of how power struggles can entrap you. Commit yourself to avoiding power struggles, even if it means initially backing down. Remember that continuation of a power struggle makes you look foolish and out of control. You must be prepared to see long-term victory to a cooperative, positive classroom environment than to short-term winning. Victory means changing a potentially negative situation into an opportunity for positive communication and mutual trust.
2. Take care of yourself emotionally. Do not carry anger, resentment, and other hostile feelings once a discipline situation is over. Start fresh!
3. Ignore students' initiating power struggles. When a student tries to engage you in a power struggle, back off and ignore the attempt. Often, by simply ignoring the student's "hook", the power struggle is over before it starts.
4. Acknowledge the student's feelings. Become an active listener. Acknowledge students' feelings and reflect this interpretation back to them. You must be able to step inside the student's experience and develop a sense for the feelings that are motivating the misbehavior (the function of the behavior). Many troubling situations can be diffused by listening with empathy to students.
5. Privately acknowledge power struggles. Meet alone with a student and tell the student directly that a power struggle is developing and you want it to stop.
6. Do not try to embarrass students into submission. Keep all communication private between you and the student. The stakes are always increased when the struggle is publicly displayed.

When responding to students with challenging behavior, use these questions to redirect ownership of the behavior back to the student. These questions provide a standard response that allows us to remain emotionally neutral (decreasing the likelihood of power struggles) in tough situations.

What are you doing?

What should you be doing?

Do you need help or practice?



Now, do it!

120

Nine Types of Adaptations

<p>Size</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p><i>For example:</i></p> <p>Reduce the number of social studies terms a learner must learn at any one time.</p>	<p>Time</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>For example:</i></p> <p>Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p>Level of Support</p> <p>Increase the amount of personal assistance with a specific learner.</p> <p><i>For example:</i></p> <p>Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
<p>Input</p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i></p> <p>Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</p>	<p>Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i></p> <p>Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p>Output</p> <p>Adapt how the learner can respond to instruction.</p> <p><i>For example:</i></p> <p>Instead of answering questions in writing, allow a verbal response; use a communication book for some students; allow students to show knowledge with hands-on materials.</p>
<p>Participation</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i></p> <p>In geography, have a student hold the globe, while others point out locations.</p>	<p>Alternate Goals</p> <p>Adapt the goals or outcome expectations while using the same materials.</p> <p><i>For example:</i></p> <p>In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.</p>	<p>Substitute Curriculum</p> <p>Provide different instruction and materials to meet a learner's individual goals.</p> <p><i>For example:</i></p> <p>During a language test one student is learning computer skills in the computer lab.</p>



Principles of Effective Discipline

1. Long term behavior changes take time. No one thing is effective with all in all places. Research says that teachers continue to do things in the classroom even after feedback and data prove that what we do is ineffective. Be willing to let go of old approaches.
2. Being fair means we won't always treat everyone the same. Just as students need different approaches in learning academics, they need different approaches to discipline.
3. Rules must make sense, and should be guidelines for student success, not traps that await the unwary student.
4. Model what you expect. Actions speak louder than words. Let students see you living the same code of behavior that you expect of them. Research indicates that 60% of how we come across is determined by body language; 30-35% is associated with tone of voice; and only 5-10% of the meaning of the message is the message itself.
5. Personal responsibility in students is more important than obedience. Responsibility means to make the best decision you possibly can with the information you have. Poor decisions are viewed as opportunities by which students can learn to make better ones. Never accept excuses, bargaining, or whining. Repeat the rule and consequence until the student stops the excuses, bargaining or whining.
6. Always treat students with dignity. Many students new to our school have come from a place where they have not been treated with dignity, so they come to us hating school and learning. Use privacy, eye contact, and proximity when you need to deliver a corrective message to the student. The best time to deal with behavior is before there are problems. Preventing problems from occurring is far preferable to dealing with them after the fact.
7. Be consistent, be firm and anger free when giving your consequences. Students learn order and predictability if you always deliver consequences assertively and confidently, devoid of either fear or hostility, with words that are spoken slowly. Demonstrate seriousness, caring, and support to the student.
8. Believe that the student who broke the rule was not "out to get you". Lecturing about the rule, scolding and making the student feel guilty is unnecessary. Simply and gently state the rule and the consequence once; provide extra instruction later.
9. Be physically close to the student when you implement a consequence. The recommendation is to start one arm's length away and then take one step closer. Make eye contact, and maintain it for 1 or 2 seconds after you deliver your message as you slowly move away and continue your instructional lesson.
10. Every 15-20 minutes try to catch a difficult student being good. Speak softly as you complement him/her. He/she may choose to make the conversation public, but then it becomes his/her responsibility to deal with the loss of privacy.

Section 9

Lesson Plans



**EES
PBIS/RTI
Handbook**

Expectation: I Am Cooperative

Skill Name: Solve Problems Positively

Context: All Settings

Teaching Examples

Example: Ben forgets his backpack on the bus. Ben asks an adult for help and waits patiently for assistance.

Non-Example: While going to class, Tom rolls over Margy's shoe and doesn't say, "Sorry"! Margy gets upset.

Example: While using classroom supplies, a student needs a red marker which another student is using. He asks to borrow it and waits patiently.

Kid Activity

1. Role play the "Ben" scenario.
2. Create a list of situations that require positive problem solving.
3. Make a poster which demonstrates the act of Solving Problems Positively.

After the Lesson (During the Day)

1. Classroom discussion regarding the non-example. Share examples you've witnessed of someone using positive problem solving skills
2. Share a time when you needed help and asked for it.
3. Share times when you could offer assistance to someone else.

MELT

M. allow out

E.mpty out the negatives

L.aid back

T.ranquillity

Basketball Rules

- Half court games only.
- No pushing, shoving, or touching anyone.
- No slapping at the ball to knock the ball out of someone's hands.
- If a player gets hurt, stop playing and get help for the student.
- Use the appropriate voice level for the activity.
- Use the appropriate language at all times.
- We will show good sportsmanship at all times.

Violations

- **Traveling:** walking without dribbling the ball
- **Double Dribble:** dribbling with 2 hands or stopping and starting your dribble.

Kickball Rules

- Get permission from a teacher to play on the field.
- While waiting to bat, sit in the dugout or on sideline.
- A team gets 3 outs (Primary grades everyone will bat.)
- One base allowed on an overthrow.

Batter is out when:

- A fly ball is caught.
- He/She is forced out at a base
- He/she kicks 3 foul balls.
- He/she bunts the ball.

Runner is out when:

- Tagged with the ball.
- Force out.
- Ball hits the runner.
- He/she does not tag up.
- He/she steals a base or leads off.

Playground General Guidelines

- Slides: Go down feet first, on your seat, and one at a time.
- The mulch stays on the ground.
- Monkey bars: One student across at a time, students may only use their hands to hang.
- No jumping off any equipment.
- Tag is not allowed.
- Balls are not to be kicked or thrown against the school building.
- No football or baseball (equipment included).
- Use all equipment appropriately.
- Stay in the playground boundaries.
- Once the signal is given please follow the acceptable routine to line-up.
- No toys or objects may be brought from home.
- All students will show good sportsmanship!
- Follow the school wide rules and Attitudes at all times.

Tetherball Rules

The game is over when a player:

- Catcher, holds or throws the ball during play
- Touches the pole
- Touches the rope
- Double hits the ball
- Steps on the other person's side
- Hits the ball NOT using hands

Special Notes

- The next person in line is the referee.
- The winner serves the next game(s) up to 2 in a row.
- If you lose, it's the next person's turn to play.
- The adult on duty may change the rules to ensure more people are able to play.

Soccer Rules

- Body contacts the ball only; hands do not touch the ball (except for the goalie).
- One person gets the ball when it goes out of bounds
- Ball is out of play when it leaves the boundaries. There will be cones to set the boundary.
- Kicking does not go above the knee. Kicking must stay at or below knee level.
- No shoving, pushing, or grabbing.
- Choose teams fairly! The adult on duty will decide teams.
- Show good sportsmanship at all times.
- Use the appropriate language and tone at all times.

Setting: Assemblies

Skill and Critical Rule:

“Today we are going to talk about ways to BE KIND to others in assemblies.”

What are some ways we can BE KIND in assemblies?

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 observable skills such as taking turns, asking someone to play, etc.).

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

- ❖ Laugh and applaud when appropriate.
- ❖ Use polite words when entering and exiting the event (please, thank you, excuse me)
- ❖ Listen to the speaker

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

Demonstrate and Role Play:

Demonstrations:

I am going to show you some ways to BE KIND and some ways to BE UNKIND.

I want you to watch me and see if you can tell if I am BEING KIND.

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

Examples:

- ❖ Booming the performance

- ❖ **Clapping when appropriate**
- ❖ **Talking while the speaker is speaking**
- ❖ **Entering and exiting in an orderly manner**

- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students:

Was s/he BEING KIND?
How do you know?

REVIEW AND TEST

Today we talked about BEING KIND in assemblies.
As you can see, there are lots of ways to BE KIND in assemblies.

Ask students to identify key behaviors of BEING KIND.

Assignment:

Today we will be watching you to see if you are BEING KIND in assemblies. At the end of the day, I will ask you to tell me what you did to BE KIND.

What should you do today?
What am I going to ask you?

Jackson Park Hive Five Program

Setting: Hallways/Restrooms

Skill and Critical Rule:

“Today we are going to talk about ways to **BE KIND** in the **Halls and Restrooms.**”

What are some ways we can **BE KIND** in the **Halls and Restrooms**?

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:

- Stay in line
- Let others go first in an emergency
- Count to 5 at the drinking fountain
- Keep the bathroom neat and clean

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

Demonstrate and Role Play:

Demonstrations:

I am going to show you some way to **BE KIND** and some ways to **BE UNKIND**. I want you to watch me and see if you can tell if I am **BEING KIND**. After each example, ask the students if you were **BEING KIND**. Ask what you might do instead during non-examples.

Examples:

- Walking with hands by side
- Take too long at the drinking fountain

- Someone needs to use the bathroom right now
- Someone butts in line
- Tearing work from the walls
- Saying “Excuse me”
- _____
- _____
- _____
- _____

Role Plays:

Set up a few practice sessions with your students based on key behaviors of rule, or use older students to role-play **APPROPRIATE** examples of the skill.

Following each role-play, review with all students.

Was he/she **BEING KIND**?

How do you know?

Review and Test

Today we talked about **BEING KIND** in the Halls and Restrooms. As you can see, there are lots of ways to **BE KIND** in the Halls and Restrooms.

Ask students to identify key behaviors to **BEING KIND**

Assignments:

“Today we will be watching you to see if you are **BEING KIND** in the Halls and Restrooms. At the end of the day, I will ask you to tell me what you did to **BE KIND.**”

What should you do today?

What am I going to ask you?

Jackson Park Hive Five Program

Expectation: Be Kind

Context: Bus

Skill Name: Use Polite Words

1. The following lesson was designed to teach students how to use polite words in a variety of bus situations.
2. This lesson is designed to teach exactly what are our expectations for the students.
3. As in the previous lessons this can be modified for your particular students.
4. The staff is the role model for this behavior.

Student Activity

1. Discuss the concept of using polite words, asking the students to share their ideas about what are some polite words to use and why it is important.
2. Role play the various situations given below and review the use of polite words.

Example: Chris is walking to the bus. Michael is in front of him, moving very slowly. Chris walks around him carefully and says, "Excuse me, please Michael. See you tomorrow."

Non-example: Alonzo is in a hurry to get to his bus. He walks around Chris, who uses a walker and says, "Move it, I'm in a hurry."

Example: Tracy stands next to a seat that Dan is sitting in by himself. Tracy asks Dan, "May I sit in this seat next to you?" Dan responds, "Sure, please sit down here."

Circle of Friends

The importance of everyone joining hand and working together will be highlighted with this activity.

You will need: paper
markers
tape

Directions: 1. Write each of the following characters on a separate sheet of paper

mother
grandfather
builder

doctor
teacher
cook

astronaut
teenager
music star

police officer
baby
artist

2. Ask for volunteers to be each of the characters and tape their title on them.
3. Challenge the characters to line up in the order of their importance.
Invite the audience to give input.
4. After watching the students argue about their importance for several minutes,
tell all of them to join hands and form a circle.
5. Why does a circle solve their problem? Is any person more important than another person? Why should all people join hands in a circle of friendship?

Variations:

Adapt the number of characters and their professions to those with which the students are familiar.

Give students other problem-solving situations that focus on the value of all human beings and how we need each other.

Jackson Park Hive Five Program

Setting: Classroom

Skill and Critical Rule:

“Today we are going to talk about ways to **BE KIND** in the classroom.”

“What are some ways we can **BE KIND** in the classroom?”

Ask student 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, I heard you say:

- Include Others
- Use polite words
- Help others
- Be a friend

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

Demonstrate and Role Play:

Demonstrations:

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

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

Examples:

- Student wanting to be first

- New student comes to class and has a different accent
- A student is called on and gives an incorrect answer
- On the way to lunch someone in front of you drops their lunch money
- Working in a group or with partner and you don't like how they are working on the project
- Someone comes by and knocks your book on the floor
-

-
-

Role Plays:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play **APPROPRIATE** examples of the skill.

Follow each role-play, review with all students.

Was he/she **BEING KIND**?

How do you know?

Today, we talked about **BEING KIND** in the classroom. As you can see, there are lots of ways to **BE KIND** in the classroom.

Ask students to identify key behaviors to **BEING KIND**.

Assignments:

“Today, we will be watching you to see if you are **BEING KIND** in the classroom. At the end of the day, I will ask you to tell me what you did to **BE KIND**.”

What should you do today?

What am I going to ask you?

Jackson Park Hive Five Program

Setting: Dismissal

Skill and Critical Rule: “Today we are going to discuss ways to **be kind** at dismissal time. What are some ways we can be kind at dismissal time?” Answers will vary, but may include staying in line with the teacher, keeping hands, feet and other objects to oneself, and waiting quietly in line in order to get on the bus.

Demonstrate and Role Play:

Demonstrations: “I am going to demonstrate some ways you can show being kind at dismissal and some ways that are unkind. Raise your hand when you have figured out if I am being kind or unkind.” Call on volunteers and discuss their choices.

Role Plays: Ask for volunteers to demonstrate ways of being kind at dismissal time. Volunteers are to pantomime their demonstrations in a “charade” game manner. Observers raise their hands to try to guess what the presenter is doing.

Assignments: Students are to illustrate 3 pictures showing students being kind at dismissal time.

Area: BATHROOM

I Am Kind
Teaching Examples
Example: Tina asks Brenda if she would like to share the sink with her. Non Example: Susan bangs on the door of the bathroom stall and yells, "Linda get out of there right now!" Example: Paula noticed that Lydia's bathroom stall door is a little open. She shuts it without looking.
Kid Activity
<ol style="list-style-type: none">1. Discuss some private issues that should be left in the bathroom and not discussed somewhere else.2. Discuss turn taking (i.e. when might it be nice to let someone go ahead of you).3. List some situations where good manners should be used in the bathroom.
After the Lesson (During the Day)
<ol style="list-style-type: none">1. Keep a chart of nice comments or kindness posted in your room. Keep adding to it.

Jackson Park Hive Five Program

Setting: Hallways/Restrooms

Skill and Critical Rule:

“Today we are going to talk about ways to **BE KIND** in the **Halls and Restrooms.**”

What are some ways we can **BE KIND** in the **Halls and Restrooms**?

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:

- Stay in line
- Let others go first in an emergency
- Count to 5 at the drinking fountain
- Keep the bathroom neat and clean

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

Demonstrate and Role Play:

Demonstrations:

I am going to show you some way to **BE KIND** and some ways to **BE UNKIND**. I want you to watch me and see if you can tell if I am **BEING KIND**. After each example, ask the students if you were **BEING KIND**. Ask what you might do instead during non-examples.

Examples:

- Walking with hands by side
- Take too long at the drinking fountain

- Someone needs to use the bathroom right now
- Someone butts in line
- Tearing work from the walls
- Saying “Excuse me”
- _____
- _____
- _____
- _____

Role Plays:

Set up a few practice sessions with your students based on key behaviors of rule, or use older students to role-play **APPROPRIATE** examples of the skill.

Following each role-play, review with all students.

Was he/she **BEING KIND**?

How do you know?

Review and Test

Today we talked about **BEING KIND** in the Halls and Restrooms. As you can see, there are lots of ways to **BE KIND** in the Halls and Restrooms.

Ask students to identify key behaviors to **BEING KIND**

Assignments:

“Today we will be watching you to see if you are **BEING KIND** in the Halls and Restrooms. At the end of the day, I will ask you to tell me what you did to **BE KIND**.”

What should you do today?

What am I going to ask you?

Jackson Park Hive Five Program

Expectation: I Am Kind

Context: All Settings

Skill Name : Including and Helping Others

Teaching Examples

Example: Judy falls on the playground. Sammy checks to see if she is okay, then finds an adult to help.

Non Example: The students have been asked to find a partner with whom to work. Alex asks Donna to be his partner. Donna tells Alex, "no", and moves to another classmate and asks to be their partner.

Example: Johnny asks the new boy in class to join in the kickball game at recess.

Student Activity

- 1. Discuss how it feels to be included and left out of an activity.**
- 2. Role-play kind ways to interact and include other students.**
- 3. Role-play being the new student at school or the new child in the neighborhood in order to create empathy.**

**After the Lesson
(During the Day)**

- 1. List kind acts you saw during the day.**
- 2. List kind acts that you did during the day or how you may have included someone in an activity you did that day.**
- 3. Play a game that includes every student, example, Circle of Friends, on next page.**

Area: PLAYGROUND

I Am Kind

Invite Others to Join

Teaching Examples

Example: Billy sees Tom standing alone. He asks him to join his basketball game.

Non Example: Andra is playing on the slide. When Paula tries to play too, Andra won't let her.

Example: Bob asks John to be on his soccer team.

Kid Activity

1. Students generate a list of activities that others could join in.
2. Each student is to draw a picture and each gets only one color of crayon. All students must invite others to join them so they can use different color crayons. Drawings must have at least 5 different colors.

After the Lesson (During the Day)

1. Students identify positive feelings developed from inviting others to join.
2. Students discuss what it is like to invite someone new to participate.
3. Discuss how it makes you feel when you are left out.

PBIS Lesson Plan Early Childhood, Pre-school, Kindergarten
Good Listening Bodies (Take Care of Yourself, Respectful, Cooperative)

Week #1

Setting:

Skill and Critical Rule: “Today we are going to talk about Good Listening Bodies. Using Good Listening Bodies is respectful and cooperative and it shows that you are taking care of yourself.

Display the Good Listening Bodies Poster or create your own poster of your students displaying the desired behavior.

What are some ways we can show good listening bodies?

What is a good listening body?

Shape student responses into observable behaviors.

Steps: (Describing what good listening looks and sounds like)

1. Look at the speaker
2. Sit crisscross applesauce
3. Keep hands to yourself
4. Silence please while the teacher is talking

Rationale: There are several different times we can use good listening bodies:

When to use it: Circle time, sitting on the floor for morning opening, when the teacher is reading a story

Why use it: To learn, to be cooperative, so I am on-task, so everyone can hear the teacher, to stay out of trouble

Review above key behaviors and any other skills the students identify

Demonstration and Role Playing

Demonstrations:

I am going to show you some ways to have good listening bodies. Watch to see if you can tell if I'm using a good listening body.

After the puppet role play, ask students if they observed the behavior. Ask what they might do instead during non-examples.

TEACHING EXAMPLES:

- Let students practice sitting on the floor for circle time and teach each step individually make a chart and put pictures under what it should look like, words under what it should sound like, and feelings for how students feel when they are able to learn and listen well
- Let the helper of the day review the steps with a magic wand PRIOR to each lesson that requires a good listening body

PBIS Lesson Plan Early Childhood, Pre-school, Kindergarten Good Listening Bodies (Take Care of Yourself, Respectful, Cooperative)

- Use puppets to role play how students should look!

NON-EXAMPLES:

Explain to children that this would be when you are looking around the room, have your legs kicking other children, touching others, and talking during the lesson**

Following each role-play above, review with all students and elicit performance feedback from those not involved in role play. Was he/she using a good listening body? How do you know?

If you choose to use role-playing, remember that students may **only model **positive behaviors**. Teacher should always model negative behaviors.

REVIEW and TEST

- Read the book Polar Bear, Polar Bear, What Do You Hear?
- Prior to starting the book, pre-correct the expected behavior (show good listening body picture and steps).
- Ask the children if the animals are using their good listening ears in the story.
- During the lesson: Provide students, who are displaying the steps, with yes tickets or good listening body tickets.
- Have a drawing after the lesson to reinforce this behavior.
- After the lesson: close the lesson by reviewing the poster/steps of a good listening body
- Today we talked about Good Listening Bodies in the classroom, music, etc. As you can see there are many times everyone can use good listening bodies

Ask students to identify keys behaviors/sets of critical skill

Homework: Cue Use

Remind children that you will be looking for this skill in other subjects, music class, field trips, assemblies, other places in the building where they have to sit on the floor/listen.

Today, I will be watching/asking other teachers to see if you are using good listening bodies in the classroom. At the end of the day, I will ask you to tell me what you did to have a good listening body....

What should you do today?
What am I going to ask you?

Adapted from:

Paulson, L. H. & van den Pol, R. (1998). *Good talking words: A social communication skills program for preschool and kindergarten classes*. Longmont, CO: Sopris West.

PBIS Lesson Plan Early Childhood, Pre-school, Kindergarten
Good Listening Bodies (Take Care of Yourself, Respectful, Cooperative)

Be Safe & Be Responsible & Be Kind

Good Looking Lines in the Hallway

Elementary

Rationale:

When to use the skill: When walking in the halls to move from class to class.

Why to use the skill: To avoid unnecessary contact with others (touching, pushing, stepping on feet) which will get me in trouble with teachers and family, to keep noise levels down so that learning can continue in classrooms, to make transitions smooth and efficient so that instructional time isn't lost.

Skill Steps: (Post in halls and on classroom doors so that teachers can pre-correct/prompt prior to leaving the room).

Take digital pictures if needed to post as an additional visual.

1. Keep hands to your side
2. Face forward
3. Mouth is closed
4. Leave space when walking

Teaching Examples:

Take the class out to the hallway to model for them what it looks and sounds like to follow the 4 steps above.

Role Play: Provide students an opportunity to practice walking in a line in groups of 4 (the rest of the class looks to see if correct). They hold up a green/yes card for yes or a red/no card for no to give peer feedback.

Non Examples: Teacher could show what it doesn't look like (hands on wall, looking behind, talking, etc.) Ask students which steps are missing in this example.

Reinforcement (Teacher Routines):

Students receive PBIS tickets from all staff members in the building for following the line routine throughout the day. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what a good looking line looks like....)

Review and Test:

Today we learned/reviewed what a good looking line looks like. Where can you try to use this skill? (On the way to gym class, lunch, recess, music, in the morning, or at dismissal each day)
What are the 4 steps?

Homework: Draw a picture of a good looking line (Elem.)
OR write out the routine for walking in the halls (Inter.)

*Create a video of your class walking in a good looking line. Broadcast your video school-wide!

Expectation I Am Safe _____

Context All Settings _____

Skill Name: **Hallway Behavior**

1

1. keep hands and feet to self
2. look where you are going
3. move quietly and at reasonable pace

Teaching Examples

Example: A class was moving from music to PE using positive hallway behavior.

Non Example: Joe had a pass to restroom and ran down the hallway.

Example: Duty teacher blows whistle to end recess. All students immediately walk to form a quiet, single-file line.

Student Activity

1. Small group of students demonstrate lining up, safely, in 15 seconds (safety drills)
2. Practice moving safely through the halls from one destination to another.
3. Brainstorm reasons we need to walk in the building vs. running.

3. After the Lesson (During the Day)

1. Before leaving room for activity, remind students of positive hallway behavior.
2. Share an instance when you followed the rules and /or when you observed someone else following the rules.

Expectation I Am Safe

Context All Settings

Skill Name: Rules and Procedure in Hallway

2

Teaching Examples

Example: After arriving on the bus, Mike and Jenny walk to their room.

Non Example: Coming back from CBI, John and Susan run to their room bumping into several people in the hall.

Example: Sarah lets Ms. Jones know that she is on her way to Title I Room.

Student Activity

1. Brainstorm times when your safety depend on your teacher knowing exactly where you are.
2. Play Mother May I. Replace Mother with a teacher's name, other staff member's name, or principal's name.
3. Play Follow These Directions game. Teacher gives 1 to 2 instructions at once and a student volunteers to complete all the instructions in order given.

After the Lesson (During the Day)

1. Share a time when you followed the rules and/or procedures today.
2. Share a time when you or when you saw someone following the rules or procedures.
3. Find other places in school where we need to follow rules/procedure.

Be Safe, Be Respectful, and Be Responsible

Hallway Basics

Elementary

Rationale:

When to use the skill: In the hall

Why to use the skill:

- so that learning can continue in classrooms
- to avoid referrals to the office
- to be safe, respectful, and responsible students

Skill Steps: (post on front board, in all hallways, and on door as a visual prompt for teachers & students to see BEFORE leaving the room.

Hallway Basics:

- 1. WALK on the right side of the hall**
- 2. Walk quietly**
- 3. Keep hands, feet, & all objects to yourself**
- 4. Go directly to your next class**

Teaching Examples:

Demonstration: Take the class to the hall and show them what this looks and sounds like. Model each step.

Role Playing Examples:

The class practices walking in the hall and the teacher holds up a green/yes card for yes or a red/no card for no to give feedback to the class on hallway basics.

Groups of 4 or 5 students practices walking in the hall and the observing students hold up a green/yes card for yes or a red/no card for no to give feedback to the class on hallway basics.

Non Examples: point out a class that is not following hallway procedures, or show what it doesn't look like (hands on others, yelling, running)

Reinforcement:

Students receive tickets during the lesson and throughout the day for appropriate hallway behaviors. Teacher prompts/cues the expected behavior prior to entering the hallway referring to visual poster with student steps and picture cues.

Review and Test:

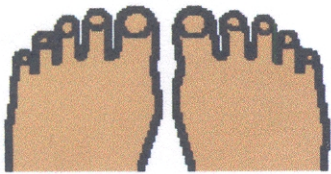
Today we learned/reviewed hallway basics. When can you try to use this skill?

List the skill steps

Homework:

Share the hallway basics with your family. Draw a picture of yourself in the hallway.

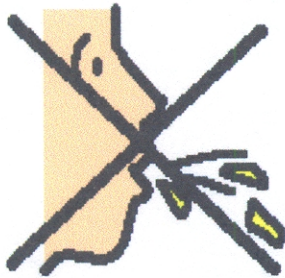
Keeping my hands and feet to myself on the bus.



Keep my feet to myself.



Keep my hands to myself.



Keep my lips closed.



Keep my hands in my lap.



Keep my mouth to myself.



Leave other people's hair alone.

Area: CAFETERIA

I Am Safe
Teaching Examples
<p>Example: Darius uses two hands on his tray and looks forward as he moves to his table.</p> <p>Non Example: Alex forgets his straw. He runs back to the utensil tray, pushes his way in, and grabs a new one.</p> <p>Example: Judy accidentally knocks over her milk. She raises her hand to get help to clean it up so no one falls.</p>
Kid Activity
<ol style="list-style-type: none">1. Walk your students through the lunch room process before the lunch shift starts.2. Practice washing hands, with soap, to the count of ten, rinse, and dry using one towel.3. Make a poster to hang in the cafeteria to illustrate a safety skill.
After the Lesson (During the Day)
<ol style="list-style-type: none">1. Review safety precautions building-wide.2. Discuss food safety (hygiene, sharing, temperature, etc.)



School: Mc Nair Elementary School

District: Hazelwood School District

School-Wide Expectations: Be Safe, Be Responsible, Be Kind

Skill: Line Basics

Rationale:

When to use the skill: (Ask students, “When do we need to use line basics?”) When walking in the halls to move from class to class.

Why to use the skill: (Ask students, “Why do we need to use line basics?”) To avoid unnecessary contact with others (touching, pushing, stepping on feet) which will get me in trouble with teachers and family, to keep noise levels down so that learning can continue in classrooms, to make transitions smooth and efficient so that instructional time isn’t lost, to earn paws and tickets for great hall behavior!

Skill Steps:

(Post in halls and on classroom doors so that teachers can pre-correct/prompt prior to leaving the room each time).

Skill steps must be taught to students- what does each step look/sound like? Take digital pictures if needed to post as an additional visual.

1. Square up- on, in front, and behind



2. Face forward



3. Hands to side or behind



4. Level “0” voice- NO TALKING

Demonstration:

Teaching Examples: Take the class out to the hallway to model for them what it looks like to follow line basics. Also practice lining up in your classroom. Have a few students volunteer to model line basics with the teacher.

Role Play: Provide students an opportunity to practice walking in a line in groups of 4 (the rest of the class looks to see if correct). They hold up a green/yes card for yes or a red/no card for no to give peer feedback.

Non Examples: Teacher could show what it doesn't look like (hands on wall, looking behind, talking, etc..) Ask students which steps are missing in this example. Only teachers model non-examples!

Reinforcement (Teacher Routines): Students receive PBIS tickets (individual and group tickets) from staff members in the building for following the line routine throughout the day. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me line basics....excellent job! I knew you could do it!)

Review and Test:

Today we learned/reviewed line basics. Where can you try to use this skill? On the way to gym class, lunch, recess, music, in the morning, or at dismissal each day.

Homework:

Draw a picture of a good looking line (Elem.)

OR write out the line basics (Inter.)

Post these pictures in the halls for all students to see! You may even want to frame a few exceptional pictures and hang them next to your hall signs.

More Ideas:

*Create a video of your class walking in a good looking line. Broadcast your video school-wide! *Make signs for grades K-3 – Take a digital picture of your class in line. Type up the 4 line basics and insert the picture for a visual. Make a copy of the sign and tape it on a paint stick. The line leader holds up the sign while walking in line to remind the class of how they should be walking. *Re-teach the area they are still struggling in. *Wear the line basics key ring on your lanyard as a visual reminder to prompt/cue students to engage in the desired behavior- what should you be doing, show me, do you need help, let's practice the routine.

(Post on classroom door to pre-correct before leaving the room)

LINE BASICS



1. Square up- on, in front, and behind



2. Face forward



3. Hands to side or behind



4. Level "0" voice- NO TALKING

Map Testing Behaviors
Lesson Plan
Play it Safe

Objective: Students will be able to identify four behaviors outside of school that will lead to a safe and successful MAP testing experience. These behaviors include: getting plenty of rest before the test, eating breakfast, dressing comfortably, being on time for school.

Anticipatory Set: The teacher will begin the lesson by asking the question of students “What do you do at home that makes you successful at school?” The teacher can provide personal things he or she does in order to get the brainstorming session started. The teacher will write student responses on the whiteboard. Have students raise their hands and wait to be called on in order to practice being respectful. You are looking for student responses such as getting enough sleep, eating well, exercising (releasing energy), dressing comfortably, following rules at home.

Modeling: When you are finished brainstorming, and have collected at least 10-15 student generated ideas add in the stipulation what you can do at home to get ready for the MAP test. Have students raise their hand and wait to be called on and circle the ideas that are already on the board, have the students give an oral reason why it is important to do the task at home in order to be ready for the MAP test. Next, narrow down the ideas to the top four important things to do at home before the MAP test. This may include: getting enough sleep, eating well, dressing comfortably, arrive on time for school.

Check for Understanding/Guided Practice: Using your own personal (teacher) routine at home, construct a paragraph on the whiteboard with student input of the reasons on why your personal routine makes you a successful teacher. Start with the topic sentence, “I play it safe at home so that I can be a successful teacher. I try to get 7-8 hours of sleep because_____”. Have students fill in the reasons as you write them in complete sentences on the board. Continue guided practice by having students complete the paragraph with the remaining points and student generated reasons.

Independent Practice: Using the four points of: getting plenty of rest before the test, eat breakfast, dress comfortably, be on time to school, let the students develop their own paragraph on why it is important to play it safe before the test. Provide students with a topic sentence if they are struggling and have them format their paragraph like the guided practice example on the board. Students may also construct a drawing for each point if time allows.

Closure: After students have completed their paragraph writing, have students present their ideas to one another in small groups or have a few students present their ideas orally to the class. Explain MAP testing schedule, have students write the dates and time in planners with a reminder the night before to go to bed early. Jot down a reminder for MAP testing days to eat a healthy breakfast.

Area: PLAYGROUND

I Am Safe

Follow Safety Rules on Equipment

Teaching Examples

Example: Teresa makes sure no one is at the bottom of the slide before going down.

Non Example: Stan is swinging a bat near other students.

Example: Mrs. R's class lines up to cross the hallway, going from right to left.

Kid Activity

1. Watch Wedgwood "Playground Safety Video" and discuss.
2. Cool cooperation game. (2-6)
3. Practice lining up – attending to "walk zone rules" and quiet voices.

**After the Lesson
(During the Day)**

1. Have an area of the room where outdoor rules are posted.

Slide

- *Take turns
- *Sit on slide
- *One person on the slide
- *Slide DOWN the slide

Ramps

- *Walk
- *Take turns

Fire Truck and Pole

- *Take turns
- *Walk
- *Stay inside Fire Truck
- *Slide DOWN pole
- *Hold with both hands and feet
- *One person on pole

Glider

- *Take turns
- *One person at a time
- *Hold handle with both hands

Bus

- *Take turns
- *Walk only

Balance Swings

- *Take turns
- *One person on swing
- * Sit or stand
- *Both feet on swing to stand
- *Hold rope with both hands

Expectation I Am Safe

Context All Settings

Skill Name: Use Materials and Equipment Appropriately

3

Teaching Examples

Example: As soon as the bells rings, Zach stops bouncing the ball, walks to the line holding the ball with both hands.

Non Example: When asked to pass the scissors, Rita tosses them across the table .

Example: Allen operates electric wheelchair carefully with head up and avoiding people and hazards.

Student Activity

Practice over and over: carrying ball, shooting baskets or any piece of equipment that is seen being used incorrectly.

2. In small groups, create rule books or pictures arrays for computers, swing, drinking fountain, sink, toilet.

3. Bring the rule book or picture array to the piece of equipment and role-play using the equipment just as it is written.

After the Lesson (During the Day)

1. Share a time when you used the equipment appropriately today.

2. Share a time when you saw someone else using the equipment appropriately.

3. List all the places in the building we need to use equipment correctly.

Hallway Lesson Plan

Safe

Objective: Students will physically demonstrate their understanding of walking on the right in the stairwell by practicing (in the stairwell) the correct way of using the staircase. Students will scribe what it looks like to be safe and why it is important in the stairwell and hallways.

Anticipatory Set: The classroom teacher will present to students the cooperating class and time frame that students will have to practice stairwell procedures. The teacher will review the appropriate voice volume for using the stairwell. After reviewing volume, the teacher will ask for other steps that are needed to be safe in the stairwell. The teacher will note student responses on the white board. After brainstorming has ended, highlight the responses of walking on the right, keeping hands and feet to self, keeping objects to self, and not jumping or skipping steps. Tell students these are the behaviors you will be looking for and rewarding in the stairwell.

Modeling/Guided Practice: Students will line up quietly with supplies and proceed to hallway and stairwell with classroom teacher and cooperating teacher and class. Students will first watch as teachers provide non-examples of what they do not want to see in the stairwell. Demonstrate common problems such as loud volume, jumping stairs, dropping of supplies, and hands, feet and objects on others while passing. Next, model what proper stairway behavior should look like. Provide appropriate examples of stairwell volume, walking on the right, walking slowly not jumping or skipping steps, and keeping hands, feet and other objects to oneself. Both teachers should be modeling these non-examples and examples.

Check for Understanding/ Independent Practice: Allow the two classes to practice correct stairwell behavior by having one class going up and one class coming down the stairwell. Have students carry materials and practice keeping hands, feet and other objects to oneself. Practice appropriate volume, not jumping or skipping set. Reverse roles and practice in multiple stairwells if needed.

Closure: Once students have returned to the classroom have them take out a sheet of paper and write the important safety points of being in the hallway and using the stairwell. Have the students tie one explanation of why the safety rule is important. For example: It is important to keep my hands, feet and other objects to myself because I could hurt someone hitting them or throwing my binder at them in the hallway or stairwell. Post student response in classroom or in hallway.

**Special School District
Neuwoehner School
A-Team: Request for Meeting**

Student: _____

Date: _____

Teacher: _____

IEP Date: _____

Problem Behavior - Brief Description:

Dates of Data Collection: Must be 1 week (5 days) of data.

_____ through _____

Preference for time: 7:00 AM or 8:00 AM (circle)
(A-Team meets on the 2nd and 4th Thursdays. You will be notified of the date and time. Attempts to honor time preferences will be made.)

Return this form to your supervisor:
Alicia Collins; Lorie Schwartz

Administrative Signature: _____

Setting: Assemblies

Skill and Critical Rule:

“Today we are going to talk about ways to **BE COOPERATIVE** in assemblies.”

“What are some ways we can **BE COOPERATIVE** in assemblies?”

Ask children to define what **BEING COOPERATIVE** means. Shape their responses into observable behaviors (example: If students say “nice”, ask for examples of what that would look like, such as taking turns, asking politely, following directions, etc.).

“There are several ways to **BE COOPERATIVE** to others. For example, I heard you say:

- Promptly follow directions from the teachers and staff in the assembly.
- Wait patiently and quietly in line for your turn to be seated.
- Speak politely when asking others to move over to give you space. Use words like please and thank you.
- Stay seated until an adult gives you permission to stand and leave the assembly.
- Remain silent during the assembly so that you and others can hear.
- Give your full attention to the assembly speaker or performance.

Review these key behaviors and any others that are identified by the students concerning cooperation in an assembly.

Demonstrate and Role Play:

Demonstrations:

“I am going to show you some ways to **BE COOPERATIVE** and some ways to **BE UNCOOPERATIVE**. I want you to watch me and see if you can tell if I am **BEING COOPERATIVE**.”

After each example, ask students if you were **BEING COOPERATIVE**. Ask them to explain what they should do for the **UNCOOPERATIVE** examples.

Role Plays:

Set up a few practice sessions with your students (based on key rule behaviors) or use older students to role-play **APPROPRIATE** examples of the skill.

Following each role-play, review the key points with the student.

“Was he/she **BEING COOPERATIVE**? How did you know?”

“Today we talked about **BEING COOPERATIVE** in assemblies. As you can see, there are a lot of ways to **BE COOPERATIVE**.”

Ask students to identify key behaviors that show what **BEING COOPERATIVE** looks like.

Assignments:

Students can draw pictures, make posters, or write about ways they plan to **BE COOPERATIVE** in an assembly. Use these items to remind students of the assembly rules each time an assembly is planned during the school year.

“Today we will be watching to see if you are **BEING COOPERATIVE** in the assembly. At the end of the day, I will ask you to tell me what you did to **BE COOPERATIVE**.”

“What should you do today? What am I going to ask you?”

Jackson Park High Five Program

Setting: Dismissal

Skill and Critical Rule:

“Today we are going to talk about ways to **BE COOPERATIVE** at dismissal.”

“What are some ways we can **BE COOPERATIVE** at dismissal?”

Ask children to define what **BEING COOPERATIVE** means. Shape their responses into observable behaviors (example: If students say “nice”, ask for examples of what that would look like, such as taking turns, asking politely, following directions, etc.).

“There are several ways to **BE COOPERATIVE** to others. For example, I heard you say:

- Promptly follow directions from the teachers and staff at dismissal.
- Wait patiently and quietly in line to be dismissed.
- Walk quietly and at a safe speed to your dismissal destination.
- Follow the school rules without adult supervision.

Review all key procedures, and any others that are identified by the students, concerning cooperation during dismissal.

Demonstrate and Role Play:

Demonstrations:

“I am going to show you some ways to **BE COOPERATIVE** and some ways to **BE UNCOOPERATIVE**. I want you to watch me and see if you can tell if I am **BEING COOPERATIVE**.”

After each example, ask students if you were **BEING COOPERATIVE**. Ask them to explain what they should do for the **UNCOOPERATIVE** examples.

Role Plays:

Set up a few practice sessions with your students (based on key rule behaviors) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review the key points with the student.

“Was he/she **BEING COOPERATIVE**? How did you know?”

“Today we talked about **BEING COOPERATIVE** at dismissal. As you can see, there are a lot of ways to **BE COOPERATIVE**.”

Ask students to identify key behaviors that show what **BEING COOPERATIVE** looks like.

Assignments:

Students can draw pictures, make posters, or write about ways they plan to **BE COOPERATIVE** at dismissal. Use these items to review the rules from time to time during the school year.

“Today we will be watching to see if you are **BEING COOPERATIVE** at dismissal. Tomorrow I will ask you to tell me what you did to **BE COOPERATIVE**.”

“What should you do at dismissal? What am I going to ask you?”

Jackson Park High Five Program

Jackson Park High Five Program

Setting: Cafeteria

Skill and Critical Rule:

“Today we are going to talk about ways to **BE COOPERATIVE** in the cafeteria.”

“What are some ways we can **BE COOPERATIVE** in the cafeteria?”
Ask children to define what **BEING COOPERATIVE** means. Shape their responses into observable behaviors (example: If students say “nice”, ask for examples of what that would look like, such as taking turns, asking politely, following directions, etc.).

“There are several ways to **BE COOPERATIVE** to others. For example, I heard you say:

- Promptly follow directions from the teachers on duty and the cafeteria staff.
- Wait patiently in line for your turn to get a tray, milk, etc.
- Speak politely when asking for and receiving help. Use words like please and thank you.
- Stay seated until an adult gives you permission to throw things away, get something that was forgotten, use the restroom, or line up for recess.
- Do your part by cleaning up at your lunch table.”

Review these key behaviors and any others that are identified by the students concerning cooperation in the cafeteria.

Demonstrate and Role Play:

Demonstrations:

“I am going to show you some ways to **BE COOPERATIVE** and some ways to **BE UNCOOPERATIVE**. I want you to watch me and see if you can tell if I am **BEING COOPERATIVE**.”

After each example, ask students if you were **BEING COOPERATIVE**. Ask them to explain what they should do for the **UNCOOPERATIVE** examples.

Role Plays:

Set up a few practice sessions with your students (based on key rule behaviors) or use older students to role-play **APPROPRIATE** examples of the skill.

Following each role-play, review the key points with the student.

“Was he/she **BEING COOPERATIVE**? How did you know?”

“Today we talked about **BEING COOPERATIVE** in the cafeteria. As you can see, there are lots of ways to **BE COOPERATIVE**.”

Ask students to identify key behaviors that show what **BEING COOPERATIVE** looks like.

Assignments:

“Today we will be watching to see if you are **BEING COOPERATIVE** in the cafeteria. At the end of the day, I will ask you to tell me what you did to **BE COOPERATIVE**.”

“What should you do today? What am I going to ask you?”

Jackson Park High Five Program

Expectation: I Am Cooperative

Skill Name: Give Turns (Taking Turns)

Context: All Settings

Teaching Examples

Example: While Grace waits to board the bus she lets Jane, who uses a walker, go ahead of her.

Non-Example: Tim calls out answers when someone else has been called upon to give the answer.

Example: Tyler waits patiently until the teacher can assist him.

Kid Activity

1. Discuss why you might let someone get on or off the bus before you.
2. Role play two students wanting to play on the same computer. Discuss options to give each student a turn.
3. Play simple board games or card games in small groups. Practice how you can only take your turn after someone gives you one.

After the Lesson (During the Day)

1. Share a time when you gave a turn today.
2. Share a time when you saw someone giving a turn today.
3. Find other places in school where we need to give turns.

Setting: Hallways

Skill and Critical Rule:

“Today we are going to talk about ways to **Be Cooperative** in the **Hallways**.”

What are some ways we can **BE COOPERATIVE** in the **Hallways**?

Ask students to define what **BEING COOPERATIVE** means. Shape their responses into observable behaviors (e.g. if they say to be “nice”, ask for examples of being cooperative that equate to observable skills such as taking turns, following rules without adult reminders, . . .).

There are several ways to **BE COOPERATIVE**. For example, we can:

- Wait for directions before leaving the classroom
- Follow rules without adult reminders
- Get materials out and be prepared to work as soon as you enter the classroom

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

Demonstrate and Role Play:

Demonstrations:

I am going to show you some way to **BE COOPERATIVE** and some ways to **BE UNCOOPERATIVE**. I want you to watch me and see if you can tell if I am **BEING COOPERATIVE**. After each example, ask the students if you were **BEING COOPERATIVE**. Ask what you might do instead during non-examples.

Examples:

- Going directly to your destination without disturbing others
- Student races down the hall to beat a friend to the drinking fountain
- Entering your classroom quietly and returning to your seat
- Ignores a request by staff to walk instead of run

- _____

- _____

- _____

- _____

Role Plays:

Set up a few practice sessions with your students based on key behaviors of rule, or use older students to role-play **APPROPRIATE** examples of the skill.

Following each role-play, review with all students.

Was he/she **BEING COOPERATIVE**
How do you know?

Review and Test

Today we talked about **BEING COOPERATIVE** in the hallways. As you can see, there are lots of ways to **BE COOPERATIVE** in the hallways.

Ask students to identify key behaviors to **BEING COOPERATIVE**

Assignments:

“Today we will be watching you to see if you are **BEING COOPERATIVE** in the hallways. At the end of the day, I will ask you to tell me what you did to **BE COOPERATIVE.**”

What should you do today?
What am I going to ask you?

Jackson Park High Five Program

Setting: Hallways/Restrooms

Skill and Critical Rule:

“Today we are going to talk about ways to **BE COOPERATIVE** in the hallways and restrooms.”

Ask students to define what **BEING COOPERATIVE** means. Shape their responses into observable behaviors (example: 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 COOPERATIVE** to others. For example:

- Follow rules without adult reminders
- Walk or wait quietly so other students can continue learning
- Use good manners at the sink
- Wait your turn
- Use the restroom quickly
- Do your part, share, be a team player

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

Demonstrate and Role Play:

Demonstrations:

“ I am going to show you some ways to **BE COOPERATIVE** and some ways to **BE UNCOOPERATIVE**. I want you to watch me and see if you can tell if I am **BEING COOPERATIVE**.”

After each example, ask the students if you were **BEING COOPERATIVE**. Ask what you might do instead during non-examples.

Examples:

- Push someone away from the sink
- Wait quietly with hands at sides

- Play with the soap for a long time
- Take only to the count of 5 at the water fountain

Role Plays:

Set up a few practice sessions with your students based on key behaviors of rules, or use older students to role-play appropriate examples of the skill. Following each role-play, review the rule with the students. (“Was he/she **BEING COOPERATIVE**? How did you know?”)

Assignments:

“Today we talked about **BEING COOPERATIVE** in the hallways and restrooms. At the end of the day I will ask you to tell me how you were **BEING COOPERATIVE** today.”

Map Testing Behaviors
Lesson Plan
Be Cooperative

Objective: Students will be able to describe orally and in written form what it looks like to cooperate on the MAP Test. The students will demonstrate the testing behaviors of completing all answers to the best of their ability in the test booklet, only ask for help when completely stuck, accepting no for an answer from the teacher.

Anticipatory Set: Divide the class into four groups. Give each group a large piece of poster paper. Provide the prompt that we will be writing down ways that we cooperate in class with each other and with teachers. Have students divide the poster into two sections what it looks like to cooperate in class with students and what it looks like to cooperate with teachers. Allow students to write down their ideas and brainstorm until they have at least 10 ideas down.

Modeling: Collect students' poster board and post them on the board. Have groups prioritize their top three for cooperating with students and with teachers. Circle the group answers on the poster board. Explain how these behaviors will look for MAP testing. Make sure you have prioritized completing work, raising you hand and asking for help, and accepting no for an answer. Have students brainstorm in their group how these behaviors of being cooperative will look on the MAP test. Explain that some important ways to be cooperative during the MAP test will be completing all test questions to the best of your ability.

- 1.) Completing Answers to the Best of Your Ability. Put a sample of a released item on the overhead. Give each student a copy. Break down or task-analyze the steps it takes to get a solution. Remember to include: read the whole question, underline valuable information in the question, begin the answer in the box provided, show all work, and write completed answer on line provided.
- 2.) Asking for Help When Stuck. Next, talk about how students gain teacher help when stuck on work, have students demonstrate by raising hand and waiting quietly to be called on. Have students brainstorm orally the ways a teacher gives help. You are looking for replies such as: reading to the students, spelling words for, working sample problems, scribing for students. Explain from the examiner booklet provided by the MAP test that this kind of help is against the test rules. Explain to students that the only help that can be provided is stated by the rules of the test.
- 3.) Accepting No for an Answer. Tell students the same behavior of raising your hand and waiting quietly to be called on still applies but some questions can not be answered. Students will have to accept no for an answer to some questions. Provide students with test taking strategies such as skipping the question and going back to it later, or answering what you know. Provide a list of questions that under the MAP testing book that you can answer. Post list for students.

Check for Understanding/ Guided Practice: Give a MAP released item question to each student. Have students practice previously learned behaviors of being responsible

by getting out a pencil, respectful behavior by clearing off the desk, keeping body quiet, and staying seated. Allow students to work through prompt with you, remembering to complete answers with their best abilities, ask students what is the important information is in the question, what would they underline, where would they show their work and where does the answer go. Ask students to explain what they should do if they have a question. Have several students model what it looks like to ask a question. Have several students demonstrate questions that can be answered by a teacher.

Independent Practice: Provide the four groups with another sheet of poster board. Have students make a group poster of what it looks like to be cooperative during the MAP test. Provide the big ideas of completing answers to the best of your ability, asking for help when stuck, and accepting no for an answer. Students will provide the bullets or details of what those things look like during MAP testing. Check to make sure they have the details discussed during modeling phase, if students need details have them go back and fill them in. Have each group orally present their poster to the class.

Closure: After all students have presented their poster to the class, hang posters around classroom and ask questions on what being cooperative looks like during the MAP test, as students answer and provide details, check off the correct answers, if not all answers are given, provided future lesson on cooperation until all details are understood.

Expectation: I Am Cooperative

Skill Name: Share with others

Context: All Settings

Teaching Examples

Example: Alice and Jo are sharing a ball with other students.

Non-Example: Amy is not sharing crayons with another student.

Example: It is your day to use the computer, shredder or another piece of equipment and you invite a friend to work with you.

Kid Activity

1. Students list (or teachers writes) ways to share with their classmates.
2. Make a collage of people sharing.
3. Divide the class into small groups and have them share fish crackers or other snack evenly between them.

After the Lesson (During the Day)

1. Students identify situations and places where it was helpful to share.
2. Students discuss how they felt when they shared or someone shared with them.
3. Students discuss why it is important to share.

Jackson Park High Fives Program

Being Respectful

Setting: Assemblies

Skill and Critical Rule:

Today we are going to discuss ways to *be respectful* at our Jackson Park Assemblies. What are some ways to *be respectful* at an assembly? Ask students to define respect.

Some examples:

- Sit quietly on bottom; legs crossed
- Be attentive
- Face front
- Keep eyes on speaker/program

Demonstrate and Role Play:

Demonstration:

I am going to show you some ways to *be respectful* and some ways to be DISrespectful at assemblies. Watch me and see if you can tell if I am being respectful.

After each example, ask the students if it was *being respectful*.

Role Plays:

Jackson Park High Five Program

Setting: Bus

Skill and Critical Rule:

“Today we are going to talk about the ways to BE RESPECTFUL of yourself in the gym and on the bus.”

“What are some ways we can BE RESPECTFUL of yourself in the gym and on the bus?”

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

There are several ways to BE RESPECTFUL of yourself. For example, we can:

- Walk into the gym.
- Sit quietly in a designated line, single file.
- Face forward.
- Wait for your bus number to be called before standing.
- Follow the adult supervisor in line to your bus.

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

Demonstration and Role Play:

Demonstrations:

“I am going to show you some ways to BE RESPECTFUL of yourself and some ways to BE disrespectful. I want you to watch me and see if you can tell if I am BEING respectful of myself/yourself.”

After each example ask the students if you were BEING RESPECTFUL of yourself. Ask what you might do instead during non-examples.

Role Play:

- Run, push, and yell while coming into the gym.
- Face forward while sitting single file in the gym line.
- Stand near the line while swinging my backpack.
- Walk in the line behind the teacher until I reach my bus.

Run to my bus when I hear the bus number called.

Area: CAFETERIA

I Am Respectful
Teaching Examples
<p>Example: Sam really wants to get chicken nuggets. He knows he ordered a sub so he takes that.</p> <p>Non Example: Judy continues to talk when the teacher has asked for her attention.</p> <p>Example: When the principal asks for the students to lower their voices, Mrs. B's class does so right away.</p>
Kid Activity
<ol style="list-style-type: none">1. Role-play standing in line, moving to tables and table manners.2. Review table basics.3. Practice saying polite words to the cafeteria workers.
After the Lesson (During the Day)
<ol style="list-style-type: none">1. Compare / contrast eating and table manners at home vs school vs restaurant.2. Refer to body basics as important ways to show respect.3. Practice handling difficult situations.

Expectation: I Am Kind**Context: All Settings****Skill Name : Use Good Manners****Teaching Examples****Example: After receiving a compliment from a teacher or student, Sarah says, "Thank You."****Non Example: Jennifer bumps into Mike and continues to walk down the hall.****Example: Kris is asked a question during lunchtime and swallows her food before answering.****Student Activity**

- 1. Serve a small snack and practice waiting until all have been served before starting to eat.**
- 2. While eating the snack, practice having a conversation with people who are sitting next to you. Practice not talking with food in your mouth and taking turns in conversation, etc.**
- 3. Demonstrate introducing yourself and what to say when someone introduces himself to you, and how to shake hands properly. Then have the class pair up and practice.**

**After the Lesson
(During the Day)**

- 1. Ask students to share times they heard or saw good manners practiced during the day.**
- 2. Remind students to greet parents at home using manners.**
- 3. Brainstorm a list of good manner words heard during the day.**

All School Activity Monday, November 26 at 1:00 to 1:45 p.m.**Making "Neu" Friends****A Friendship Tea****-teachers will be assigned partner classrooms****-sample invitation will be distributed****-partners will decide who is host and who is guest****PURPOSE: to practice the expectation of kindness and manners**

Jackson Park High Five Program

Setting: Hallway

Skill and Critical Rule:

“Today we are going to talk about ways to BE RESPECTFUL of yourself in the hallway.”

“What are some ways we can BE RESPECTFUL of ourselves in the hallway?”

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

There are several ways to BE RESPECTFUL of ourselves. For example, we can:

- Walk down the hallway instead of running.
- Move purposefully down the hallway toward your destination.
- Move quietly down the hallway.

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

Demonstration and Role Play:

Demonstrations:

“I am going to show you some ways to BE RESPECTFUL of yourself and some ways to BE disrespectful. I want you to watch me and see if you can tell if I am BEING respectful of myself/yourself.”

After each example ask the students if you were BEING RESPECTFUL of yourself. Ask what you might do instead during non-examples.

Role Play:

- Walking with my hands all over the hallway displays.
- Staying in line to the right.
- Talking loudly when the teacher has asked you to remain quiet.

Stopping every few feet and pulling on hallway displays.

Hallway Lesson Plans

Respectful

Objective: Students will be able to demonstrate and describe orally appropriate voice volume for the hallways at passing time.

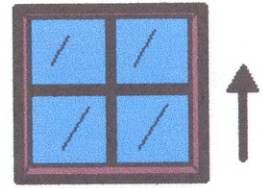
Anticipatory Set: Review the different types of voice volumes that are appropriate for the building. Brainstorm the types of voices that are used in a school day and in what settings these voices are used in. Write student responses on white board.

Modeling/Guided Practice: Using the ideas gained from the brainstorming, the teacher will write settings on the board. For example, you can write library. You will explain the three different types of voice by modeling a loud outdoor voice, conversational-response voice and soft voice. Give several non-examples of what the library voice does not look like, such as: yelling to a student in the back of the room, engaging someone in a conversation and laughing loudly. Have several students give examples of what an appropriate tone for the library looks like. Take into consideration both voice volume and proximity. Write several more settings on the board and repeat modeling steps. Save hallway for final location to practice. Model what appropriate hallway voice looks like and how you can gain someone's attention using a conversational voice, how to talk in a group and have an appropriate conversation in the hallway.

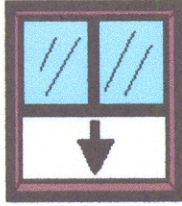
Check for Understanding/Independent Practice: Divide the classroom into groups of four or five. Allow students to choose their own group if appropriate. Tell the students we are focusing in on hallway behaviors because the volume has been too loud during passing time and we will be looking for and rewarding (through JBD dollars) students who are using appropriate volume in the hallway. Give students a targeted hallway behavior such as getting someone's attention from far away, having a hallway conversation, talking to a group of friends. Assign each group of students one of the targeted hallway behaviors and explain that if you are not comfortable acting you will be part of the crowd in the hallway. Have student act in a 1-2 minute skit on what gaining someone's attention from far away, having a hallway conversation, talking to a group of friends should look and sound like. Have students give one piece of positive feedback. The teacher may elicit response by asking, "What did the group do that looked and sounded correct?" Have students practice only doing the behavior the right way, no non-examples.

Closure: After all students have presented their skit, review the key principles that were practiced. Ask the students if they have any questions or comments. Remind students that appropriate voice level for the hallway is a conversational tone. Model again what it looks like to gain someone's attention by walking over to the person, to wait your turn to talk in groups and not talk at the same time or over one another, and to have a quiet conversation with a friend without loud laughter. Remind students that you are looking for this behavior in the hallways and they will be rewarded through the JBD dollars.

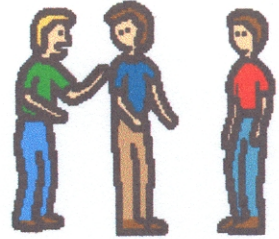
Using Polite Words on the Bus



Please open the window.



Please close the window.



Excuse me.



Good-bye.



How are you?



Help me please.



Hi.



Please lock my chair.



Thank you.

Map Testing Behaviors
Lesson Plan
BE RESPECTFUL

Objective: Students will be able to orally describe and scribe respectful MAP testing behaviors including: keeping body and objects quiet, staying seated, raising hand without verbalization for assistance.

Anticipatory Set: Teachers will brainstorm on the white board what good test taking behaviors look like from student response. (Students should practice raising hand and waiting quietly during brainstorm to reinforce testing behaviors. As student wait patiently verbally praise students by saying, “Lisa, thank you for waiting quietly, what do you think good testing behavior looks like.”) If you do not get the behaviors mentioned in this lesson, drop hints to foster student thinking. Narrow down list to the top three, keeping body and objects quiet, staying seated, raising hand without verbalization. Have students copy these four objectives on a piece of notebook paper that has been quad-folded horizontally.

Modeling: Begin lesson after students have written the top four on their quad-fold paper. Explain that testing behaviors are different than classroom behaviors. Use both classroom examples which become the non-examples, and examples that are the test taking behavior. Show the students how each of these behaviors are different during MAP testing. Have students note on paper what appropriate MAP testing behaviors look like.

1. Keeping body quiet. (Demonstrate Appropriate Actions for Class and MAP) In class, it is okay to ask a neighbor for a piece of paper, what page are we on, or for a pencil. During MAP testing I may not talk to my neighbor for any reason. Pencils and paper will be provided, and I will write on the board the pages you are to complete. Can anyone think of another reason to talk to a neighbor? Elicit student response by having students raise their hands and wait to be called on reinforce with positive comments. Give reasons why that question to their neighbor would not be appropriate during MAP testing. Talk about giving everyone the same opportunity to have a quiet environment and to do their best work. **Students should write, stay quiet and avoid talking to neighbors.**
2. Keeping objects quiet. (Demonstrate Appropriate Action for Class and MAP) In class it is okay to turn pages and sometimes tap pencils or feet quietly. During MAP testing it is important to turn pages gently and quietly. The pages of the MAP book are thinner than, and not as heavy as a text book, they can easily rip and you will have to write your work over. Pencil tapping and feet tapping will be much louder since the room is so quiet; so we will need quiet feet and hands. Be sure to have students be completely quiet and tap feet and pencil. Have students hum and tap feet and pencil so they understand the difference in environments. Explain to students privately who are more prone to tap they may have a stress release ball during testing. Have students practice during class using

- the stress ball instead of tapping before the MAP test starts. **Students should write, quiet pencils, gentle page turning, quiet feet and hands.**
3. Staying seated. (Demonstrate Appropriate Action for Class and MAP) In class when I am done speaking it is okay to sharpen pencils, throw away trash, or borrow from a neighbor. During MAP testing it is important to stay in your seat until I tell you the test has ended. Demonstrate with a quiet class how noisy the pencil sharpener and throwing away trash is. Explain the new routine of sharpening pencils in the morning, (at least two) and placing trash on the floor under your seat until the test has ended. **Students should write, remain seated until test has ended.**
 4. Raising hand without verbalization. (Demonstrate Appropriate Action for Class and MAP) In class, if you need to get my attention, you raise your hand and wait quietly. If my back is turned or if I am working at my computer you may say Ms. or Mr. _____ to get my attention. During MAP testing you have the same expectation to sit quietly and raise your hand to get my attention. I will be circling around the room so there will be no reason to say my name. We will need complete quiet so you must wait patiently until I finish with one student and then I will come to you. (Model working with one student and have another student raise their hand and wait patiently until finished with the first student.) **Students should write, raise hand without saying teacher's name.**

Check for Understanding/ Guided Practice

The teacher will ask the students to raise their hand thumbs up for agreement, thumbs down for disagreement on what MAP test taking behaviors look like. Put yourself in the middle of the classroom and act out the strategies in each of the four areas. Use both examples of what is acceptable in class and what is acceptable for the MAP, make sure the students understand the difference by looking at their thumb after you have completed your act.

Independent Practice

Students will use their notes taken during the demonstration to write a five sentence paragraph on what it means to respectful during MAP testing. Let them use their notes to construct a sentence about each of the four areas: keeping body quiet, keeping objects quiet, staying seated, and raising hand without verbalization. Provide a topic sentence if students are stuck or review the appropriate MAP behaviors orally before students begin their writing task.

Closure

Read several student paragraphs to the class, ask individual students to identify the behaviors that show respect during the MAP test. Follow up questions may be why is that a respectful thing to do during testing.

**Rough Draft - Being Respectful Lesson Plans
Jackson Park High Five Program**

Setting: Playground

Skill and Critical Rule: How to be respectful on the playground

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

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

Here are several ways to be respectful on the playground that can be added to the list generated by the children, if necessary. For example:

- **Make up your own mind about right/wrong**
- **Choose an appropriate activity over an inappropriate activity**
- **Wait in line patiently**
- **Give everyone the right to play**
- **Share equipment**
- **Be a good sport**
- **Be responsible for using playground equipment safely**
- **Keep the playground free of litter**
- **Follow the directions of the adult supervisors**
- **Stay within the assigned area**
- **Line up as soon as the signal is given**

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.

Role Plays:

1. **Climbing up the slide/sliding down the slide**
2. **Lining up when the whistle is blown/continuing to play when the whistle is blown**

3. Throwing rocks
4. Taking turns with jump rope, ball, or equipment
5. Snatching rope or ball
6. Following the rules of a game/cheating
7. Waiting patiently in line for a turn/pushing children out of your way
8. Telling someone s/he can't play/accepting a request to play
9. Inviting someone who seems lonely to play
10. Following the directions of the adult supervisors the first time
11. Running through a game being played by other students
12. Staying in/leaving the assigned area
13. Bringing in/leaving out the ball or jump rope you took outside
14. Dropping trash on the playground/picking up trash someone else has dropped
15. Climbing up the slide/sliding down the slide
16. Lining up when the whistle is blown/continuing to play when the whistle is blown
17. Throwing rocks
18. Taking turns with jump rope, ball, or equipment
19. Snatching rope or ball
20. Following the rules of a game/cheating
21. Waiting patiently in line for a turn/pushing children out of your way
22. Telling someone s/he can't play/accepting a request to play
23. Inviting someone who seems lonely to play
24. Following the directions of the adult supervisors the first time
25. Running through a game being played by other students
26. Staying in/leaving the assigned area
27. Bringing in/leaving out the ball or jump rope you took outside
28. Dropping trash on the playground/picking up trash someone else has dropped

Assignments:

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

Respectful, Peaceful, Cooperative Responding Appropriately to Teasing from Peers

Rationale: Responding to teasing from peers in an appropriate manner demonstrates the use of the school-wide expectations of being respectful, peaceful and cooperative. Students should consider the appropriate way to handle teasing, and how teasing makes them feel. Why they think sometimes people like to tease others? What did you do when you were teased? What are some ways you can respond to being teased? Ask for student responses to these questions to engage students in a discussion before beginning the lesson.

Skill Steps:

- 1.) Decide if you are being teased.**
- 2.) Try to understand why you are being teased.**
- 3.) Choose a strategy such as: ignoring, making a joke, complimenting or changing the subject, to get the teaser to stop.**
- 4.) Use the strategy you choose.**
- 5.) Evaluate how the teaser reacted.**
- 6.) If the teasing does not stop, walk away.**

Teaching Examples:

Example: Students will practice the skill of responding to teasing using the skill steps to change the subject while being teased. The teacher will model a situation in the hallway. She will ask for a student volunteer who does not mind being teased, and has the understanding that the teacher is acting to teach a social skill. The teacher will approach the student, and begin to make fun of their outfit. The teacher will stop after the teasing has been done and ask for student responses of how the student could handle the teasing. The teacher will write the students' ideas on the board. The teacher will reverse the role and become the person who has been teased. The teacher will model handling teasing appropriately by using the skill of making a joke and making a compliment to deter the teasing.

Non-Example: The teacher will team up with another adult in the role play how not to respond to teasing. The two adults will take on the roles of the teaser, and the person being teased. The teachers will act out a situation in gym class where one student can not do a push-up. The other teacher will tease the student and the teacher who can not do the push-up will respond inappropriately by yelling, and pushing the person who is teasing. The teachers will then ask the students what could have been done besides the pushing and yelling.

Example: The teachers will use the same role play from gym class and demonstrate the correct way to handle teasing by ignoring and making a joke. Students will be asked to define the skill, tell why the skill of responding appropriately to teasing is important, orally give strategies they can use to avoid conflicts with teasers, and practice using a student activity.

Suggested Student Activity: Students will make a list of teasing and in what situations children frequently get teased in school. Students will also construct a list of "good natured" teasing and how it is different from hurtful teasing. Students will work in teams to write down ways to avoid conflicts over teasing situations. Each group will share ideas of "good natured" teasing, and how to avoid a conflict when being teased.

Jackson Park High Five Program

Being Peaceful

Setting: Assemblies

Skill and Critical Rule:

Today we are going to discuss ways to *be peaceful* at our Jackson Park assemblies.

What are some ways to *be peaceful* at an assembly? Ask students to define the meaning of *peaceful*.

Some examples:

- Use the school-wide peace sign for silence as the speaker/program begins.
- Wait patiently for program to begin.

Demonstrate and Role Play

Demonstrations:

I am going to show you some ways to *be peaceful* at assemblies. Watch me and see if you can tell if I am *being peaceful*.

After each example, ask the students if it was *being peaceful*.

Role Plays:

Assignments:

Jackson Park Hive Five Program

Being Peaceful

Setting: Classroom

Skill and Critical Rule:

Today we are going to talk about ways to *be peaceful* in the classroom.

What are some ways we can *be peaceful* in the classroom? Ask students to

define what *being peaceful* means. Shape their responses in observable behaviors.

Demonstrate and Role Play:

There are ways to be peaceful in the classroom. For example:

- Use inside voice
- Raising your hand before speaking
- Take turns
- Be cooperative
- Be courteous
- Lining up quietly when leaving the room

Demonstrations:

Review above key behaviors and any other skills the students can identify.

Role Plays:

Practice using inside voices during a small group discussion (6inch voice→only the person 6 inches from you should be able to hear)

Assignments:

Discuss and practice ways to take turns and decide who could go first (rock, paper, scissors hand game). Demonstrate and play.

Practice lining up quietly (peacefully) in the classroom (mouths closed, hands to side)

Jackson Park High Five Program
Setting: Bus

Skill and Critical Rule: How to be peaceful on the bus “Today we are going to talk about ways to be peaceful on the bus. What are some ways to be peaceful?”

Shape student responses into observable behaviors (e.g. if they say to be “nice”, ask for examples of being nice that equate to observable skills such as waiting patiently to board).

Here are several ways to be peaceful on the bus that can be added to the list generated by the children, if necessary. For example:

- Use quiet voices
- Do not argue
- Keep hands, feet, and objects to yourself
- Use polite phrases such as, “Please move over.”

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being peaceful and some ways of not being peaceful on the bus. I want you to watch and tell if I am being peaceful or not. Then you will get a turn to demonstrate as well.

Role Plays:

1. “Hurry up!”
2. “Thank you for leaving room for my backpack.”
3. Keeping hands in lap/reaching over the seat to tag someone
4. Ask the person next to you what his/her plans are when he/she gets home.

Assignments:

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

Jackson Park High Five Program

Setting: Cafeteria

Skill and Critical Rule:

“Today we are going to talk about ways to **Be PEACEFUL** in the **Cafeteria**.”

What are some ways we can **BE PEACEFUL** in the **Cafeteria**?

Ask students to define what **BEING PEACEFUL** means. Shape their responses into observable behaviors (e.g. if they say to be “nice”, ask for examples of being peaceful that equate to observable skills such as solving problems, using non-insulting language, . . .).

There are several ways to **BE PEACEFUL**. For example, we can:

- Use inside voices
- Remain seated at the table
- Wait quietly for the class to be called to get into line

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

Demonstrate and Role Play:

Demonstrations:

I am going to show you some way to **BE PEACEFUL** and some ways to **BE NONPEACEFUL**. I want you to watch me and see if you can tell if I am **BEING PEACEFUL**. After each example, ask the students if you were **BEING PEACEFUL**. Ask what you might do instead during non-examples.

Examples:

- Shouting at someone across the cafeteria
- Waiting in line to pay for lunch
- Grabbing someone else's food

- Letting someone sit down where you wanted to sit
- _____
- _____
- _____
- _____
- _____

Role Plays:

Set up a few practice sessions with your students based on key behaviors of rule, or use older students to role-play **APPROPRIATE** examples of the skill.

Following each role-play, review with all students.

Was he/she **BEING PEACEFUL**
How do you know?

Review and Test

Today we talked about **BEING PEACEFUL** in the cafeteria. As you can see, there are lots of ways to **BE PEACEFUL** in the cafeteria.

Ask students to identify key behaviors to **BEING PEACEFUL**.

Assignments:

“Today we will be watching you to see if you are **BEING PEACEFUL** in the cafeteria. At the end of the day, I will ask you to tell me what you did to **BE PEACEFUL**.”

What should you do today?
 What am I going to ask you?

Jackson Park Hive Five Program

Setting: Hallways

Skill and Critical Rule: “Today we are going to discuss ways to be peaceful in the hallways. What are some ways we can do that?” Answers will vary, but may include walking quietly with hands at one’s side, entering the classroom quietly, and walking by other classrooms without disturbing them.

Demonstrate and Role Play:

Demonstrations: “Today we are going to talk about being peaceful in the hallways. Why is it important for us to do that?”

Teacher can demonstrate the difference between peaceful and disruptive hallway behaviors by pantomiming them for students.

Role Plays: Ask for volunteers to show other ways to be peaceful while in the hallway. Afterwards, take the entire class for a short walk down the hall discussing and demonstrating the correct way to be peaceful.

Assignments: Students are to illustrate ways of being peaceful in the hallway by drawing a short comic strip showing students correctly walking down a school hallway. Students may include dialogue bubbles. (These would make a great display for a bulletin board

Younger students may simply draw one frame of the comic with a short sentence “caption” underneath.

Jackson Park High Five Program

Setting: Playground

Skill and Critical Rule:

“Today we are going to talk about ways to **Be PEACEFULL** on the **Playground.**”

What are some ways we can **BE PEACEFUL** on the **Playground**?

Ask students to define what **BEING PEACEFUL** means. Shape their responses into observable behaviors (e.g. if they say to be “nice”, ask for examples of being peaceful that equate to observable skills such as solving problems, using non-insulting language, . . .).

There are several ways to **BE PEACEFUL**. For example, we can:

- Problem solve conflicts
- Return from the playground quietly

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

Demonstrate and Role Play:

Demonstrations:

I am going to show you some way to **BE PEACEFUL** and some ways to **BE NONPEACEFUL**. I want you to watch me and see if you can tell if I am **BEING PEACEFUL**. After each example, ask the students if you were **BEING PEACEFUL**. Ask what you might do instead during non-examples.

Examples:

- Taking turns with the basketball
- Following game rules
- Shouting at someone
- Shoving during a game of tag

- Using problem solving skills to settle a disagreement
- _____
- _____
- _____
- _____

Role Plays:

Set up a few practice sessions with your students based on key behaviors of rule, or use older students to role-play **APPROPRIATE** examples of the skill.

Following each role-play, review with all students.

Was he/she **BEING PEACEFUL**
How do you know?

Review and Test

Today we talked about **BEING PEACEFUL** on the playground. As you can see, there are lots of ways to **BE PEACEFUL** on the playground.

Ask students to identify key behaviors to **BEING PEACEFUL**.

Assignments:

“Today we will be watching you to see if you are **BEING PEACEFUL** on the playground. At the end of the day, I will ask you to tell me what you did to **BE PEACEFUL**.”

What should you do today?
What am I going to ask you?

Expectation: I am Peaceful

Skill Name: M.E.L.T.

Context: All settings

Teaching Goals and Examples

The goal is to teach students different ways to maintain a positive attitude by stopping and taking a deep breath.

Kid Activity

Students will make a list of strategies they can use to M.E.L.T. They will be introduced to the use of the skill of deep breathing.

- **Review the M.E.L.T. acronym**

- 1. Solicit responses from students on how they practice M.E.L.T.**
- 2. Have students stop and take a deep cleansing breath. Ask them how that felt. Get their reactions.**
- 3. Have students brainstorm why breathing is important in our daily well being**

Examples include

- **Breathing brings in oxygen**
 - **Breathing causes your body to expand**
 - **The expansion of your body makes it easier to relax**
 - **As you exhale, you can let your anger go**
-

After the Lesson (during the day)

- 1. Discuss how this skill could be used in a stressful situation**
- 2. Remind the students you see throughout the day to take a deep breath**

Expectation: I am Peaceful

Skill Name: M.E.L.T.

Context: All settings

Teaching Goals and Examples

The goal is to teach students different ways to maintain a positive attitude by visualizing.

Kid Activity

Students will make a list of strategies they can use to M.E.L.T. They will be introduced to the use of the skill of visualizing.

Review the M.E.L.T. acronym

Review the tape exercise model for students if necessary the skill of visualization

- 1. Solicit responses from students on how they practice M.E.L.T.**
 - 2. Have students close their eyes and picture a place where they feel calm and happy. Ask them to notice details of their surroundings and imagine that they are actually there now.**
 - 3. Allow students to share the places they chose.**
 - 4. Have students think of situations in which this skill can be used.**
-

**After the Lesson
(during the day)**

- 1. Discuss how this skill could be used in a stressful situation**
- 2. Remind the students you see throughout the day to visualize the place they feel calm and happy.**

Jackson Park High Five Program

Setting: Bathroom

Skill and Critical Rule:

“Today we are going to talk about ways to **Be PEACEFUL** in the **Bathroom**.”

What are some ways we can **BE PEACEFUL** in the **Bathroom**?

Ask students to define what **BEING PEACEFUL** means. Shape their responses into observable behaviors (e.g. if they say to be “nice”, ask for examples of being peaceful that equate to observable skills such as solving problems, using non-insulting language, . . .).

There are several ways to **BE PEACEFUL**. For example, we can:

- Use inside voices
- Report any problems to your teacher
- Returning to your classroom or line quietly

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

Demonstrate and Role Play:

Demonstrations:

I am going to show you some way to **BE PEACEFUL** and some ways to **BE NONPEACEFUL**. I want you to watch me and see if you can tell if I am **BEING PEACEFUL**. After each example, ask the students if you were **BEING PEACEFUL**. Ask what you might do instead during non-examples.

Examples:

- Shouting at someone in the bathroom
- Quietly waiting for bathroom stall
- Pushing a student out of the way to use the sink
- Letting someone go ahead of you if they have an emergency

- _____
- _____
- _____
- _____

Role Plays:

Set up a few practice sessions with your students based on key behaviors of rule, or use older students to role-play **APPROPRIATE** examples of the skill.

Following each role-play, review with all students.

Was he/she **BEING PEACEFUL**
How do you know?

Review and Test

Today we talked about **BEING PEACEFUL** in the bathroom. As you can see, there are lots of ways to **BE PEACEFUL** in the bathroom.

Ask students to identify key behaviors to **BEING PEACEFUL**.

Assignments:

“Today we will be watching you to see if you are **BEING PEACEFUL** in the bathroom. At the end of the day, I will ask you to tell me what you did to **BE PEACEFUL**.”

What should you do today?
What am I going to ask you?

Expectation: I Am Responsible

Skill Name: Accept Outcomes of My Behavior
Context: Classroom
Teaching Examples
<p>Example: The teacher marks Alonzo's planner for talking. Alonzo takes the planner back, and sits down quietly.</p> <p>Non Example: Melissa gets a 'D' on her spelling test. She throws the paper on the floor and tells everyone that the test was stupid anyway.</p> <p>Example: Cherice does not remember that it is Papa John's Pizza Day. She decides to eat her turkey sandwich and writes on her school calendar the next pizza day.</p>
Kid Activity
<ol style="list-style-type: none">1. Discuss how accepting outcomes of your behavior effects the opinion other people have of you.2. Practice how to make daily planners with events other than homework.
After the Lesson (During the Day)
<ol style="list-style-type: none">1. Students share examples of how they saw someone gracefully accept an outcome of their behavior.2. Students make a classroom poster of all the benefits of accepting outcomes.

Area: BATHROOM

I Am Responsible
Teaching Examples
<p>Example: When Sandy washes her hands, the water splashes the wall. She cleans it up before going back to class.</p> <p>Non Example: Sam drops several paper towels on the floor when pulling one out to dry his hands. He walks off and leaves them.</p> <p>Example: Tom notices a puddle of water on the sink. He tells his teacher so no one will slip.</p>
Kid Activity
<ol style="list-style-type: none">1. Make a chart of situations that need cleaning up in the bathroom.2. Discuss situations in the bathroom that may need to be reported.3. Discuss the custodian's job. Examine how leaving or making a mess on purpose impacts his/her job.
After the Lesson (During the Day)
<ol style="list-style-type: none">1. Provide opportunity and time for students to clean up after themselves.2. Discuss why things have a place (i.e. trash in trash can, not in toilet).

Area: CAFETERIA

I Am Responsible

Take care of myself and do my job

Teaching Examples

Example: Sam has his lunch token ready to show the cafeteria workers.

Non Example: Charles leaves his trash from his lunch box on the table.

Example: The teacher calls for your attention. You immediately stop talking and look toward him/her to get the message.

Kid Activity

1. Discuss cafeteria rules and why we have them.
2. Sign up to work in the cafeteria one day.
3. List "What do I need to do to get ready for the lunchroom?"

After the Lesson
(During the Day)

1. Brainstorm ways being responsible is helpful to the cafeteria workers.
2. Have students put away classroom items carefully on a daily basis and keep their desks clean.

Expectation: I Am Responsible

Skill Name: Accept Outcomes of My Behavior
Context: Classroom
Teaching Examples
<p>Example: The teacher marks Alonzo's planner for talking. Alonzo takes the planner back, and sits down quietly.</p> <p>Non Example: Melissa gets a 'D' on her spelling test. She throws the paper on the floor and tells everyone that the test was stupid anyway.</p> <p>Example: Cherice does not remember that it is Papa John's Pizza Day. She decides to eat her turkey sandwich and writes on her school calendar the next pizza day.</p>
Kid Activity
<ol style="list-style-type: none">1. Discuss how accepting outcomes of your behavior effects the opinion other people have of you.2. Practice how to make daily planners with events other than homework.
After the Lesson (During the Day)
<ol style="list-style-type: none">1. Students share examples of how they saw someone gracefully accept an outcome of their behavior.2. Students make a classroom poster of all the benefits of accepting outcomes.

Expectation: I Am Responsible

Skill Name: Following the Rules
Context: Classroom
Teaching Examples
Example: The students all push in their chairs before lining up. Non Example: While the teacher answers the telephone, several students begin talking and laughing loudly. Example: While the teacher is teaching a lesson, the students are listening and not working on other work.
Kid Activity
<ol style="list-style-type: none">1. Make a list of classroom rules.2. Role-play situations of students following classroom rules.3. Discuss what could happen if everyone decided to not follow the rules.
After the Lesson (During the Day)
<ol style="list-style-type: none">1. Have students share situations in society where following the rules is necessary.2. Have students share situations when not following the rules has “back fired.”3. Create individual “classroom rules” posters.

PBIS Lesson Plan Early Childhood, Pre-school, Kindergarten
Good Listening Bodies (Take Care of Yourself, Respectful, Cooperative)

Week #1

Setting:

Skill and Critical Rule: “Today we are going to talk about Good Listening Bodies. Using Good Listening Bodies is respectful and cooperative and it shows that you are taking care of yourself.

Display the Good Listening Bodies Poster or create your own poster of your students displaying the desired behavior.

What are some ways we can show good listening bodies?

What is a good listening body?

Shape student responses into observable behaviors.

Steps: (Describing what good listening looks and sounds like)

1. Look at the speaker
2. Sit crisscross applesauce
3. Keep hands to yourself
4. Silence please while the teacher is talking

Rationale: There are several different times we can use good listening bodies:

When to use it: Circle time, sitting on the floor for morning opening, when the teacher is reading a story

Why use it: To learn, to be cooperative, so I am on-task, so everyone can hear the teacher, to stay out of trouble

Review above key behaviors and any other skills the students identify

Demonstration and Role Playing

Demonstrations:

I am going to show you some ways to have good listening bodies. Watch to see if you can tell if I'm using a good listening body.

After the puppet role play, ask students if they observed the behavior. Ask what they might do instead during non-examples.

TEACHING EXAMPLES:

- Let students practice sitting on the floor for circle time and teach each step individually make a chart and put pictures under what it should look like, words under what it should sound like, and feelings for how students feel when they are able to learn and listen well
- Let the helper of the day review the steps with a magic wand PRIOR to each lesson that requires a good listening body

PBIS Lesson Plan Early Childhood, Pre-school, Kindergarten Good Listening Bodies (Take Care of Yourself, Respectful, Cooperative)

- Use puppets to role play how students should look!

NON-EXAMPLES:

Explain to children that this would be when you are looking around the room, have your legs kicking other children, touching others, and talking during the lesson**

Following each role-play above, review with all students and elicit performance feedback from those not involved in role play. Was he/she using a good listening body? How do you know?

If you choose to use role-playing, remember that students may **only model **positive behaviors**. Teacher should always model negative behaviors.

REVIEW and TEST

- Read the book Polar Bear, Polar Bear, What Do You Hear?
- Prior to starting the book, pre-correct the expected behavior (show good listening body picture and steps).
- Ask the children if the animals are using their good listening ears in the story.
- During the lesson: Provide students, who are displaying the steps, with yes tickets or good listening body tickets.
- Have a drawing after the lesson to reinforce this behavior.
- After the lesson: close the lesson by reviewing the poster/steps of a good listening body
- Today we talked about Good Listening Bodies in the classroom, music, etc. As you can see there are many times everyone can use good listening bodies

Ask students to identify keys behaviors/setps of critical skill

Homework: Cue Use

Remind children that you will be looking for this skill in other subjects, music class, field trips, assemblies, other places in the building where they have to sit on the floor/listen.

Today, I will be watching/asking other teachers to see if you are using good listening bodies in the classroom. At the end of the day, I will ask you to tell me what you did to have a good listening body....

What should you do today?
What am I going to ask you?

Adapted from:

Paulson, L. H. & van den Pol, R. (1998). *Good talking words: A social communication skills program for preschool and kindergarten classes*. Longmont, CO: Sopris West.

PBIS Lesson Plan Early Childhood, Pre-school, Kindergarten
Good Listening Bodies (Take Care of Yourself, Respectful, Cooperative)

Be Safe & Be Responsible & Be Kind

Good Looking Lines in the Hallway

Elementary

Rationale:

When to use the skill: When walking in the halls to move from class to class.

Why to use the skill: To avoid unnecessary contact with others (touching, pushing, stepping on feet) which will get me in trouble with teachers and family, to keep noise levels down so that learning can continue in classrooms, to make transitions smooth and efficient so that instructional time isn't lost.

Skill Steps: (Post in halls and on classroom doors so that teachers can pre-correct/prompt prior to leaving the room).

Take digital pictures if needed to post as an additional visual.

1. Keep hands to your side
2. Face forward
3. Mouth is closed
4. Leave space when walking

Teaching Examples:

Take the class out to the hallway to model for them what it looks and sounds like to follow the 4 steps above.

Role Play: Provide students an opportunity to practice walking in a line in groups of 4 (the rest of the class looks to see if correct). They hold up a green/yes card for yes or a red/no card for no to give peer feedback.

Non Examples: Teacher could show what it doesn't look like (hands on wall, looking behind, talking, etc.) Ask students which steps are missing in this example.

Reinforcement (Teacher Routines):

Students receive PBIS tickets from all staff members in the building for following the line routine throughout the day. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me what a good looking line looks like....)

Review and Test:

Today we learned/reviewed what a good looking line looks like. Where can you try to use this skill? (On the way to gym class, lunch, recess, music, in the morning, or at dismissal each day)
What are the 4 steps?

Homework: Draw a picture of a good looking line (Elem.)
OR write out the routine for walking in the halls (Inter.)

*Create a video of your class walking in a good looking line. Broadcast your video school-wide!

**School-Wide Expectations: Be Responsible
Southview School, Special School District**

Skill: Ignoring Peer Distractions

Rationale:

When to use the skill:

-when another student is yelling, throwing books, kicking the desk, or rolling on the floor,

Why to use the skill:

-So I can continue to learn and listen, so that I don't end up in CI, I want to finish my work so that I can attend community field trips.

Skill Steps:

Post skill steps on front board and on student desks to provide cues and prompts.

Skill steps need to be explicitly taught (i.e., what does each step look/sound like?).

Digital pictures can be used as additional visual supports.

1. Ignore-look the other way
 - a) Do not join in with inappropriate behavior
2. Stay in seat
3. Keep working/listening to the teacher

Teaching Examples:

Explicitly model each skill step including your metacognition.

Then each student role plays an example based on their needs (the rest of the class watches to see if the student is displaying all steps correctly). They hold up a green/yes card for yes or a red/no card for no to give peer feedback and remain on-task during the lesson.

Scenario-student is rolling on floor during lesson, student throws books,

Non Examples:

Teacher acts like a student and throws books and others in the class gets out of seat and joins in the screaming. Discuss why this is not a good example.

Reinforcement:

Students receive tickets during the lesson and throughout the day for ignoring peer distractions. Teacher prompts/cues the expected behavior.

Cue Use:

Today we learned/reviewed how to ignore peer distractions. Where can you try to use this skill?

When a student starts to display inappropriate behaviors, pre-correct the skills that were taught. Please show me....

Homework:

Use verification sheets for parents to reinforce & review the skills at home

IGNORING PEER DISTRACTIONS

1. Ignore-look the other way

(Do not join in on yelling, throwing, or rolling on the floor.)



2. Stay in seat



3. Keep working/listening to the teacher



Area: PLAYGROUND

I Am Responsible

Keep Track of Belongings/Equipment

Teaching Examples

Example: After recess, the class gathers up all the play equipment and puts it away.

Non Example: Tina is in a hurry to play. She leaves her coat on the cafeteria floor.

Example: Joe sees a ball on the playground from another class. He thinks about giving it a kick, but leaves it alone as it is not his.

Kid Activity

1. What belongs where and why?
2. Have students name other places where property needs to be respected (i.e. all kinds of stores, public buildings, the homes of other people, etc.)
3. Make a collage of items/item names in the appropriate places.

After the Lesson (During the Day)

1. Have a spot in your room for certain things. Label the spot(s) as appropriate.
2. Talk about different ways to organize things.



School: Mc Nair Elementary School

District: Hazelwood School District

School-Wide Expectations: Be Safe, Be Responsible, Be Kind

Skill: Line Basics

Rationale:

When to use the skill: (Ask students, “When do we need to use line basics?”) When walking in the halls to move from class to class.

Why to use the skill: (Ask students, “Why do we need to use line basics?”) To avoid unnecessary contact with others (touching, pushing, stepping on feet) which will get me in trouble with teachers and family, to keep noise levels down so that learning can continue in classrooms, to make transitions smooth and efficient so that instructional time isn’t lost, to earn paws and tickets for great hall behavior!

Skill Steps:

(Post in halls and on classroom doors so that teachers can pre-correct/prompt prior to leaving the room each time).

Skill steps must be taught to students- what does each step look/sound like? Take digital pictures if needed to post as an additional visual.

1. Square up- on, in front, and behind



2. Face forward



3. Hands to side or behind



4. Level “0” voice- NO TALKING

Demonstration:

Teaching Examples: Take the class out to the hallway to model for them what it looks like to follow line basics. Also practice lining up in your classroom. Have a few students volunteer to model line basics with the teacher.

Role Play: Provide students an opportunity to practice walking in a line in groups of 4 (the rest of the class looks to see if correct). They hold up a green/yes card for yes or a red/no card for no to give peer feedback.

Non Examples: Teacher could show what it doesn't look like (hands on wall, looking behind, talking, etc..) Ask students which steps are missing in this example. Only teachers model non-examples!

Reinforcement (Teacher Routines): Students receive PBIS tickets (individual and group tickets) from staff members in the building for following the line routine throughout the day. Teacher prompts/cues targeted skill when misbehavior occurs to shape desired behaviors (show me line basics....excellent job! I knew you could do it!)

Review and Test:

Today we learned/reviewed line basics. Where can you try to use this skill? On the way to gym class, lunch, recess, music, in the morning, or at dismissal each day.

Homework:

Draw a picture of a good looking line (Elem.)

OR write out the line basics (Inter.)

Post these pictures in the halls for all students to see! You may even want to frame a few exceptional pictures and hang them next to your hall signs.

More Ideas:

*Create a video of your class walking in a good looking line. Broadcast your video school-wide! *Make signs for grades K-3 – Take a digital picture of your class in line. Type up the 4 line basics and insert the picture for a visual. Make a copy of the sign and tape it on a paint stick. The line leader holds up the sign while walking in line to remind the class of how they should be walking. *Re-teach the area they are still struggling in. *Wear the line basics key ring on your lanyard as a visual reminder to prompt/cue students to engage in the desired behavior- what should you be doing, show me, do you need help, let's practice the routine.

(Post on classroom door to pre-correct before leaving the room)

LINE BASICS



1. Square up- on, in front, and behind



2. Face forward



3. Hands to side or behind



4. Level "0" voice- NO TALKING

Map Testing Behaviors
Lesson Plan
Be Responsible

Objective: Students will be able to orally describe and physically demonstrate responsible MAP testing behaviors including: bringing pencil and eraser, working in designated area of MAP booklet, bringing quiet deskwork to complete when finished with MAP test.

Anticipatory Set: Use classroom expectations as a starting point in this lesson. Have students give an example of what it is to be responsible by saying, “One of the school wide expectations is to be responsible what does it look like to be responsible in this classroom?” Write down student responses on the white board. Practice the skill of having students quietly raise their hands and wait to be called on to reinforce the ‘respectful’ test taking strategies. Have students form a T-chart on a piece of notebook paper. One side of the T should be labeled non-test days and the other side MAP test. Students will write in responses from brainstorm on the non-testing side. After brainstorming what it looks like to be responsible in class, help students narrow the responses to the top three including: bringing supplies to class, completing assignments accurately, bring quiet deskwork to complete when class work is finished.

Modeling: After students have completed the non-testing side of the T-chart and narrowed the top three responsible behaviors, the teacher will demonstrate what the behaviors of bringing supplies to class, completing assignments accurately, and bringing quiet deskwork to complete when work is finished will look like with the MAP test.

1. Bringing necessary supplies - Use the example in class that when you come to class and you are prepared you may have your binder, planner, text book, colored pens or pencils, rulers ect.. Explain to student the day of the map test they will need two sharpened pencil, eraser (calculator when needed). Model and demonstrate that bringing your binder and other supplies takes up too much space and can lead to distractions for yourself and others. Show how things could fall off desk and distract and how others might be interested in your colorful binder and their mind can zone off of the MAP test. Explain to students that manipulatives and scrap paper will be provided, show examples of those items. Explain you need a comfortable working environment when taking the test and enough room on your desk top to open the MAP test booklet. Model how the test booklet, scrap paper, and manipulatives are enough supplies on the desk.
Students should write on t-chart bring two sharpened pencils, eraser, (calculator).
2. Completing Assignments Accurately- Use the classroom example that completing assignments accurately in class includes the proper heading, title of assignment and all problems completed to the best of your ability. Use a sample released item from the MAP test on an overhead transparency to explain to students that the heading is not needed in the MAP test. Model and explain the use of the text box, how your work needs to stay inside the box and your final answer goes on

the line. **Students should write on t-chart no heading, write inside text box, write final answer on line.**

3. Bring Quiet Deskwork-Model your own interpretation of quiet desk work. Is that a novel, a drawing sheet, a mind teaser or head down resting. Model that quiet deskwork does not mean bringing extra text books, binders, or notebooks. Model how when finished with the MAP test you quietly close your text book, place pencil at top of desk and raise your hand for the teacher to collect your book, then while the teacher is standing by your desk choose one of the approved designated quiet work tasks and begin. You may want to include that the teacher will wait by the desk until the quiet activity is taken out. **Students should write what you determine are appropriate quiet deskwork materials.**

Check for Understanding/ Guided Practice: Using the T-chart have students fill in the side of what being responsible looks like when taking the MAP test. You are looking for the responses which are in **bold text** such as: bringing pencils, eraser (and calculator) only, using the text box and putting the answer on the line without a heading, and having an approved activity to work on after the test. When students have completed their T-chart, pass out a copy of a released item from the MAP test. Practice responsible testing behaviors by having students clear their desk of only the prompt, pencil, eraser, (calculator if needed), guide students through the questions show them how and where to show their work, show them how to put their final answer on the line provided, remind them not to waste time writing a heading at the top of the page, after you have completed prompt have students practice shutting their book, (in this situation have students turn sheet over) place pencil at the top of the desk and raise hand and sit quietly. Model teacher behavior as you walk around and wait to see what activity they will work on to reinforce student behavior.

Independent Practice: Students will get out all supplies that they brought with them to class and place items on top of desks. The teacher will instruct students that they are going to do a released item from the MAP test and they need to use responsible testing behaviors. Wait and witness if students completely clear their desks except for pencils and erasers (calculators). Pass out the released MAP item, check to make sure students have not put a heading, have shown their work in the box, and answer on line provided. Make sure they flip paper over and put pencil at top of the desk and raise their hand when finished. Ask the students during practice what quiet activity they would work on next to make sure it is appropriate.

Closure: Have several students volunteer to verbally explain their t-charts and the steps needed to be a responsible MAP test taker.

Expectation: I Am Respectful

Skill Name: Respect All Property
Teaching Examples
<p>Example: Roger climbs to the top of the slide using the stairs and slides down using the slide (instead of the opposite).</p> <p>Non Example: Lucy finds Linus' kickball at the end of recess. She kicks it away toward the soccer field and lines up to go inside.</p> <p>Example: You use a jump rope during recess and you return it to its place when you are finished.</p>
Kid Activity
<ol style="list-style-type: none">1. Students make a chart of pieces of property, their proper uses, and the proper place to return them when they are finished using them.2. Each student pretends to be a piece of property and writes or draws how they want to be treated and respected.
After the Lesson (During the Day)
<ol style="list-style-type: none">1. Students share examples of when they treated equipment with respect.2. Students discuss why it's important to put things away after using them.3. Students respect all property in the classroom by putting it all in the proper place.

Expectation: I Am Responsible

Skill Name: Demonstrate Self-Control
Context: Classroom
Teaching Examples
Example: Carolyn is stuck on a word while reading aloud. The class waits patiently for her to sound it out.
Non Example: Kyle gets very upset while waiting for his turn to take the AR quiz on the computer.
Example: The students are patiently waiting for their cupcakes while Robert passes out his birthday treat.
Kid Activity
<ol style="list-style-type: none">1. Create a comic/cartoon showing self-control being demonstrated.2. Using loud music to represent a disruptive class, role-play Student C's positive choice to continue working.
After the Lesson (During the Day)
<ol style="list-style-type: none">1. Have students share examples of how they have demonstrated self-control today.2. Have students share situations/examples of places where self-control is expected/difficult/necessary.3. Have a cooperative discussion with a Character Plus Pal class, sharing places and times when self-control is important.

Area: PLAYGROUND

I Am Responsible

Solve Problems Positively

Teaching Examples

Example: Mary sees her best friends, Sue and Tom, acting inappropriately. She decides to go over to the slide with other students instead.

Non Example: George gets angry during the game. He throws the ball to the other side of the blacktop.

Example: Mrs. V's classroom ball is missing. One of her students asks another teacher to borrow one for the day.

Kid Activity

1. How do you handle things when your friends are doing something you know is wrong? You don't want to join in, but they want you to.
2. Choices and Consequences Activity. Let others choose sometimes.
3. Your class is working towards a treat and you've said they could choose. How can they come to an agreement on what?

After the Lesson (During the Day)

1. Incorporate lessons where differences of opinion are encouraged.
2. Incorporate varying ways of decision-making into your classroom.
3. Discuss advantages of avoiding trouble.

Expectation: I Am Responsible

Skill Name: Taking Care of Myself
Context: Classroom
Teaching Examples
<p>Example: When Tatiana enters in the morning, she turns in her homework, and sharpens her pencil right away.</p> <p>Non Example: Becky yells out in the middle of Social Studies that Jake is playing with his pencil.</p> <p>Example: Kaci notices that several students are talking in line. She decides to stand quietly and wait for the teacher to address the talking students.</p>
Kid Activity
<ol style="list-style-type: none">1. Groups of two or three students create a poster stating and illustrating examples of “I Take Care of My Own Business.”2. Students write or talk about two or three negative things that could happen if you don’t take care of yourself.
After the Lesson (During the Day)
<ol style="list-style-type: none">1. Have students share situations/examples of times in the classroom where taking care of yourself is expected/difficult/necessary.2. Have students share examples of how they have been taking care of themselves today.

Map Testing Behaviors
Lesson Plan
Play it Safe

Objective: Students will be able to identify four behaviors outside of school that will lead to a safe and successful MAP testing experience. These behaviors include: getting plenty of rest before the test, eating breakfast, dressing comfortably, being on time for school.

Anticipatory Set: The teacher will begin the lesson by asking the question of students “What do you do at home that makes you successful at school?” The teacher can provide personal things he or she does in order to get the brainstorming session started. The teacher will write student responses on the whiteboard. Have students raise their hands and wait to be called on in order to practice being respectful. You are looking for student responses such as getting enough sleep, eating well, exercising (releasing energy), dressing comfortably, following rules at home.

Modeling: When you are finished brainstorming, and have collected at least 10-15 student generated ideas add in the stipulation what you can do at home to get ready for the MAP test. Have students raise their hand and wait to be called on and circle the ideas that are already on the board, have the students give an oral reason why it is important to do the task at home in order to be ready for the MAP test. Next, narrow down the ideas to the top four important things to do at home before the MAP test. This may include: getting enough sleep, eating well, dressing comfortably, arrive on time for school.

Check for Understanding/Guided Practice: Using your own personal (teacher) routine at home, construct a paragraph on the whiteboard with student input of the reasons on why your personal routine makes you a successful teacher. Start with the topic sentence, “I play it safe at home so that I can be a successful teacher. I try to get 7-8 hours of sleep because_____”. Have students fill in the reasons as you write them in complete sentences on the board. Continue guided practice by having students complete the paragraph with the remaining points and student generated reasons.

Independent Practice: Using the four points of: getting plenty of rest before the test, eat breakfast, dress comfortably, be on time to school, let the students develop their own paragraph on why it is important to play it safe before the test. Provide students with a topic sentence if they are struggling and have them format their paragraph like the guided practice example on the board. Students may also construct a drawing for each point if time allows.

Closure: After students have completed their paragraph writing, have students present their ideas to one another in small groups or have a few students present their ideas orally to the class. Explain MAP testing schedule, have students write the dates and time in planners with a reminder the night before to go to bed early. Jot down a reminder for MAP testing days to eat a healthy breakfast.

Map Testing Behaviors
Lesson Plan
Be Cooperative

Objective: Students will be able to describe orally and in written form what it looks like to cooperate on the MAP Test. The students will demonstrate the testing behaviors of completing all answers to the best of their ability in the test booklet, only ask for help when completely stuck, accepting no for an answer from the teacher.

Anticipatory Set: Divide the class into four groups. Give each group a large piece of poster paper. Provide the prompt that we will be writing down ways that we cooperate in class with each other and with teachers. Have students divide the poster into two sections what it looks like to cooperate in class with students and what it looks like to cooperate with teachers. Allow students to write down their ideas and brainstorm until they have at least 10 ideas down.

Modeling: Collect students' poster board and post them on the board. Have groups prioritize their top three for cooperating with students and with teachers. Circle the group answers on the poster board. Explain how these behaviors will look for MAP testing. Make sure you have prioritized completing work, raising you hand and asking for help, and accepting no for an answer. Have students brainstorm in their group how these behaviors of being cooperative will look on the MAP test. Explain that some important ways to be cooperative during the MAP test will be completing all test questions to the best of your ability.

- 1.) Completing Answers to the Best of Your Ability. Put a sample of a released item on the overhead. Give each student a copy. Break down or task-analyze the steps it takes to get a solution. Remember to include: read the whole question, underline valuable information in the question, begin the answer in the box provided, show all work, and write completed answer on line provided.
- 2.) Asking for Help When Stuck. Next, talk about how students gain teacher help when stuck on work, have students demonstrate by raising hand and waiting quietly to be called on. Have students brainstorm orally the ways a teacher gives help. You are looking for replies such as: reading to the students, spelling words for, working sample problems, scribing for students. Explain from the examiner booklet provided by the MAP test that this kind of help is against the test rules. Explain to students that the only help that can be provided is stated by the rules of the test.
- 3.) Accepting No for an Answer. Tell students the same behavior of raising your hand and waiting quietly to be called on still applies but some questions can not be answered. Students will have to accept no for an answer to some questions. Provide students with test taking strategies such as skipping the question and going back to it later, or answering what you know. Provide a list of questions that under the MAP testing book that you can answer. Post list for students.

Check for Understanding/ Guided Practice: Give a MAP released item question to each student. Have students practice previously learned behaviors of being responsible

by getting out a pencil, respectful behavior by clearing off the desk, keeping body quiet, and staying seated. Allow students to work through prompt with you, remembering to complete answers with their best abilities, ask students what is the important information is in the question, what would they underline, where would they show their work and where does the answer go. Ask students to explain what they should do if they have a question. Have several students model what it looks like to ask a question. Have several students demonstrate questions that can be answered by a teacher.

Independent Practice: Provide the four groups with another sheet of poster board. Have students make a group poster of what it looks like to be cooperative during the MAP test. Provide the big ideas of completing answers to the best of your ability, asking for help when stuck, and accepting no for an answer. Students will provide the bullets or details of what those things look like during MAP testing. Check to make sure they have the details discussed during modeling phase, if students need details have them go back and fill them in. Have each group orally present their poster to the class.

Closure: After all students have presented their poster to the class, hang posters around classroom and ask questions on what being cooperative looks like during the MAP test, as students answer and provide details, check off the correct answers, if not all answers are given, provided future lesson on cooperation until all details are understood.

Map Testing Behaviors
Lesson Plan
BE RESPECTFUL

Objective: Students will be able to orally describe and scribe respectful MAP testing behaviors including: keeping body and objects quiet, staying seated, raising hand without verbalization for assistance.

Anticipatory Set: Teachers will brainstorm on the white board what good test taking behaviors look like from student response. (Students should practice raising hand and waiting quietly during brainstorm to reinforce testing behaviors. As student wait patiently verbally praise students by saying, “Lisa, thank you for waiting quietly, what do you think good testing behavior looks like.”) If you do not get the behaviors mentioned in this lesson, drop hints to foster student thinking. Narrow down list to the top three, keeping body and objects quiet, staying seated, raising hand without verbalization. Have students copy these four objectives on a piece of notebook paper that has been quad-folded horizontally.

Modeling: Begin lesson after students have written the top four on their quad-fold paper. Explain that testing behaviors are different than classroom behaviors. Use both classroom examples which become the non-examples, and examples that are the test taking behavior. Show the students how each of these behaviors are different during MAP testing. Have students note on paper what appropriate MAP testing behaviors look like.

1. Keeping body quiet. (Demonstrate Appropriate Actions for Class and MAP) In class, it is okay to ask a neighbor for a piece of paper, what page are we on, or for a pencil. During MAP testing I may not talk to my neighbor for any reason. Pencils and paper will be provided, and I will write on the board the pages you are to complete. Can anyone think of another reason to talk to a neighbor? Elicit student response by having students raise their hands and wait to be called on reinforce with positive comments. Give reasons why that question to their neighbor would not be appropriate during MAP testing. Talk about giving everyone the same opportunity to have a quiet environment and to do their best work. **Students should write, stay quiet and avoid talking to neighbors.**
2. Keeping objects quiet. (Demonstrate Appropriate Action for Class and MAP) In class it is okay to turn pages and sometimes tap pencils or feet quietly. During MAP testing it is important to turn pages gently and quietly. The pages of the MAP book are thinner than, and not as heavy as a text book, they can easily rip and you will have to write your work over. Pencil tapping and feet tapping will be much louder since the room is so quiet; so we will need quiet feet and hands. Be sure to have students be completely quiet and tap feet and pencil. Have students hum and tap feet and pencil so they understand the difference in environments. Explain to students privately who are more prone to tap they may have a stress release ball during testing. Have students practice during class using

- the stress ball instead of tapping before the MAP test starts. **Students should write, quiet pencils, gentle page turning, quiet feet and hands.**
3. Staying seated. (Demonstrate Appropriate Action for Class and MAP) In class when I am done speaking it is okay to sharpen pencils, throw away trash, or borrow from a neighbor. During MAP testing it is important to stay in your seat until I tell you the test has ended. Demonstrate with a quiet class how noisy the pencil sharpener and throwing away trash is. Explain the new routine of sharpening pencils in the morning, (at least two) and placing trash on the floor under your seat until the test has ended. **Students should write, remain seated until test has ended.**
 4. Raising hand without verbalization. (Demonstrate Appropriate Action for Class and MAP) In class, if you need to get my attention, you raise your hand and wait quietly. If my back is turned or if I am working at my computer you may say Ms. or Mr. _____ to get my attention. During MAP testing you have the same expectation to sit quietly and raise your hand to get my attention. I will be circling around the room so there will be no reason to say my name. We will need complete quiet so you must wait patiently until I finish with one student and then I will come to you. (Model working with one student and have another student raise their hand and wait patiently until finished with the first student.) **Students should write, raise hand without saying teacher's name.**

Check for Understanding/ Guided Practice

The teacher will ask the students to raise their hand thumbs up for agreement, thumbs down for disagreement on what MAP test taking behaviors look like. Put yourself in the middle of the classroom and act out the strategies in each of the four areas. Use both examples of what is acceptable in class and what is acceptable for the MAP, make sure the students understand the difference by looking at their thumb after you have completed your act.

Independent Practice

Students will use their notes taken during the demonstration to write a five sentence paragraph on what it means to respectful during MAP testing. Let them use their notes to construct a sentence about each of the four areas: keeping body quiet, keeping objects quiet, staying seated, and raising hand without verbalization. Provide a topic sentence if students are stuck or review the appropriate MAP behaviors orally before students begin their writing task.

Closure

Read several student paragraphs to the class, ask individual students to identify the behaviors that show respect during the MAP test. Follow up questions may be why is that a respectful thing to do during testing.

Map Testing Behaviors
Lesson Plan
Be Responsible

Objective: Students will be able to orally describe and physically demonstrate responsible MAP testing behaviors including: bringing pencil and eraser, working in designated area of MAP booklet, bringing quiet deskwork to complete when finished with MAP test.

Anticipatory Set: Use classroom expectations as a starting point in this lesson. Have students give an example of what it is to be responsible by saying, “One of the school wide expectations is to be responsible what does it look like to be responsible in this classroom?” Write down student responses on the white board. Practice the skill of having students quietly raise their hands and wait to be called on to reinforce the ‘respectful’ test taking strategies. Have students form a T-chart on a piece of notebook paper. One side of the T should be labeled non-test days and the other side MAP test. Students will write in responses from brainstorm on the non-testing side. After brainstorming what it looks like to be responsible in class, help students narrow the responses to the top three including: bringing supplies to class, completing assignments accurately, bring quiet deskwork to complete when class work is finished.

Modeling: After students have completed the non-testing side of the T-chart and narrowed the top three responsible behaviors, the teacher will demonstrate what the behaviors of bringing supplies to class, completing assignments accurately, and bringing quiet deskwork to complete when work is finished will look like with the MAP test.

1. Bringing necessary supplies - Use the example in class that when you come to class and you are prepared you may have your binder, planner, text book, colored pens or pencils, rulers ect.. Explain to student the day of the map test they will need two sharpened pencil, eraser (calculator when needed). Model and demonstrate that bringing your binder and other supplies takes up too much space and can lead to distractions for yourself and others. Show how things could fall off desk and distract and how others might be interested in your colorful binder and their mind can zone off of the MAP test. Explain to students that manipulatives and scrap paper will be provided, show examples of those items. Explain you need a comfortable working environment when taking the test and enough room on your desk top to open the MAP test booklet. Model how the test booklet, scrap paper, and manipulatives are enough supplies on the desk.
Students should write on t-chart bring two sharpened pencils, eraser, (calculator).
2. Completing Assignments Accurately- Use the classroom example that completing assignments accurately in class includes the proper heading, title of assignment and all problems completed to the best of your ability. Use a sample released item from the MAP test on an overhead transparency to explain to students that the heading is not needed in the MAP test. Model and explain the use of the text box, how your work needs to stay inside the box and your final answer goes on

the line. **Students should write on t-chart no heading, write inside text box, write final answer on line.**

3. Bring Quiet Deskwork-Model your own interpretation of quiet desk work. Is that a novel, a drawing sheet, a mind teaser or head down resting. Model that quiet deskwork does not mean bringing extra text books, binders, or notebooks. Model how when finished with the MAP test you quietly close your text book, place pencil at top of desk and raise your hand for the teacher to collect your book, then while the teacher is standing by your desk choose one of the approved designated quiet work tasks and begin. You may want to include that the teacher will wait by the desk until the quiet activity is taken out. **Students should write what you determine are appropriate quiet deskwork materials.**

Check for Understanding/ Guided Practice: Using the T-chart have students fill in the side of what being responsible looks like when taking the MAP test. You are looking for the responses which are in **bold text** such as: bringing pencils, eraser (and calculator) only, using the text box and putting the answer on the line without a heading, and having an approved activity to work on after the test. When students have completed their T-chart, pass out a copy of a released item from the MAP test. Practice responsible testing behaviors by having students clear their desk of only the prompt, pencil, eraser, (calculator if needed), guide students through the questions show them how and where to show their work, show them how to put their final answer on the line provided, remind them not to waste time writing a heading at the top of the page, after you have completed prompt have students practice shutting their book, (in this situation have students turn sheet over) place pencil at the top of the desk and raise hand and sit quietly. Model teacher behavior as you walk around and wait to see what activity they will work on to reinforce student behavior.

Independent Practice: Students will get out all supplies that they brought with them to class and place items on top of desks. The teacher will instruct students that they are going to do a released item from the MAP test and they need to use responsible testing behaviors. Wait and witness if students completely clear their desks except for pencils and erasers (calculators). Pass out the released MAP item, check to make sure students have not put a heading, have shown their work in the box, and answer on line provided. Make sure they flip paper over and put pencil at top of the desk and raise their hand when finished. Ask the students during practice what quiet activity they would work on next to make sure it is appropriate.

Closure: Have several students volunteer to verbally explain their t-charts and the steps needed to be a responsible MAP test taker.