

SW-PBIS Training

Examples & Forms Packet

Day 2

Acknowledgement Systems

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Classroom Behavioral Expectations & Routines

Teacher _____ Date _____

School _____

School Rules	Safe	Kind	Responsible	Be a Learner
Expected Student Behavior				
Classroom Routines Defined				
Entering the Classroom				
Starting the Day				
Attention Signal				
Working Independently				
Working in Groups				
Asking for Help				
Transition Procedures/ Lining up				
Hall Pass System				
Obtaining Materials/ Supplies				
Completing & Returning Homework				

Example

Map School-wide Rules & Expectations to Classroom Routines


School Rule	Be Safe	Be Respectful	Be Responsible
Expected Student Behaviors	Walk facing forward Keep hands, feet & objects to self Get adult help for accidents & spills Use all equipment & materials appropriately	Use kind words & actions Wait for your turn Clean up after self Follow adult directions Be silent with lights are turned off	Follow school rules Remind others to follow school rules Take proper care of all personal belongings & school equipment Be honest Follow game rules
Classroom Routines			
Starting the day	<ul style="list-style-type: none"> • put personal belongings in designated areas • turn in homework • put instructional materials in desks • sharpen pencils & gather necessary material for class • be seated & ready to start class by 8:30 		
Entering the classroom	<ul style="list-style-type: none"> • enter the room quietly • use a conversational or 'inside voice' • keep hands, feet, objects to self • walk • move directly to desk or assigned area • sit quietly & be ready for class 		
Working independently	<ul style="list-style-type: none"> • select area to work • have materials ready • work without talking • raise hand to ask for help • keep working or wait quietly for assistance when the teacher is helping someone else • move quietly around the room when necessary • put materials away when finished • begin next activity when finished 		
Asking for help	<ul style="list-style-type: none"> • always try by yourself first • use the classroom signal for getting assistance • keep working if you can or wait quietly • remember the teacher has other students that may also need help 		
Taking care of personal needs	<ul style="list-style-type: none"> • follow the class signal for letting the teacher know you have a private concern • let the teacher know if you need immediate help or if you can wait a while • try to speak to the teacher privately & quietly if you do not want other students involved 		
Completing & returning homework	<ul style="list-style-type: none"> • collect your work to take home • complete work, get parent signature when needed • bring work back to school • return work to homework basket 		

PBS

It Works At Clear Lake
And It Can Work At Home Too

Positive Behavior Support (PBS) at Clear Lake



Bethel School District began a partnership with the University of Oregon in 1991 on what is now called **Positive Behavior Support (PBS)**, and since 2000, Bethel Schools have implemented **PBS**. **PBS** is an approach which focuses on proactive teaching, reinforcing positive behavior and decreasing the less desirable behaviors. 

Why is it so important to focus on positive social behaviors?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by using punishment-based strategies. Things like reprimands, loss of privileges, office referrals, suspensions and expulsions. Research has shown that the use of punishment, especially when it is not consistent and in the absence of other positive strategies, is not effective. Introducing, modeling, practicing and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to happen before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

Where did we begin?

Clear Lake School's purpose is to promote teaching and learning in a secure, positive environment where all staff and students can develop academically, socially and personally. Using the PBS model in order to provide a secure and positive environment it was necessary to start with expectations that were taught school wide. All adults, in all settings would have the same limited number of expectations. Here at Clear Lake we chose:

RESPECT OTHERS includes behaviors such as accepting difference, treating others fairly, and acknowledging the rights, space and property of others.

MANAGE SELF includes taking responsibility for one's own behavior, demonstrating self control, keeping hands and feet to self, completing classroom assignments by trying and working for quality, and learning to be an independent worker.

SOLVE PROBLEMS RESPONSIBLY includes controlling anger, making good decisions, and using resources such as a class meeting, and/or staff for assistance.

The next step

The next step in the process was to develop what is called a Routine Matrix. The purpose of the matrix is to examine the routines and indicate what the expected behaviors are when students are in that setting. Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process, the hallway process, etc. We slowly work to complete our Behavior matrix and the result for Clear Lake was this:

Clear Lake Behavioral Expectations and Settings Matrix

Location/Activity	Manage Self	Respect Others	Solve Problems Responsibly
Arrival	<ul style="list-style-type: none"> -Walk wheels on sidewalk. -Walk in the grassy area. -Wait at the entry in your grade-level line. -Be on time, but not too early –supervision begins at 8:30 a.m. -Enter the building through your grade level door. -Walk directly to your classroom. 	<ul style="list-style-type: none"> -Talk quietly with friends while waiting. -Wait patiently for the doors to be open and the signal given. -Enter in an orderly manner. -Keep hands and feet to self. 	<ul style="list-style-type: none"> -Keep hands and feet to self. -TALK, WALK, SQUAWK -Keep school grounds clean and neat. -Lock bikes up in the bike racks.
Dismissal	<ul style="list-style-type: none"> -Wait to be dismissed by your teacher. -WALK at all times -Wait for your ride on the sidewalk, or your bus behind the yellow line. -Walk wheels on the sidewalk until safely across the crosswalk. 	<ul style="list-style-type: none"> -Keep hands and feet to self. -Exit building in an orderly manner. -Watch for cars. 	<ul style="list-style-type: none"> -Always cross at the crosswalks. -Keep the school grounds neat and clean. -Leave school grounds by 3:00. -If still waiting for a ride at 3:00 you must wait in the office.
Cafeteria	<ul style="list-style-type: none"> -Use good table manners. -Wait until the right time for recess. -Raise your hand to be excused. 	<ul style="list-style-type: none"> -Hands and feet to self -Talk quietly, help lower the noise level. -Wait patiently in line, have money ready. 	<ul style="list-style-type: none"> -Clean your area when finished eating. -Put trays away properly.
Playground/Recess	<ul style="list-style-type: none"> -Play fair, follow the rules. -When the whistle blows move slowly and carefully to line up. -Use kind words 	<ul style="list-style-type: none"> -Everyone gets a turn. -Fair counting if you are waiting -Help put the equipment away. -Hands and feet to self 	<ul style="list-style-type: none"> -TALK, WALK, SQUAWK -Next in line is judge. -If no judge, Do-Over -Help keep the playground clean.
Hallways/Courtyard	<ul style="list-style-type: none"> -Quiet voices. -Always WALK. -Shoulder up. 	<ul style="list-style-type: none"> -Hands and feet to self -Hold door for the person behind you 	<ul style="list-style-type: none"> -Keep appropriate distance between those in front of you. -No cuts
Assemblies	<ul style="list-style-type: none"> -Enter and exit quietly -Be a good listener -Focus on presentation. 	<ul style="list-style-type: none"> -Sit on bottom -Hands and feet to self -Respond appropriately to the attention signal. 	<ul style="list-style-type: none"> -Follow directions.

The beauty of having a matrix and involvement by all staff in the process of building this Matrix together is that everyone needs to be in agreement about what the behaviors should be for each routine. If one teacher personally may not mind if children talk in the hallway during transitions but as a building team we agree that the expectation in the hallway is that children are quiet, then all students in the building can be sure that teachers are in agreement that talking is not allowed when in the hallway. This makes things consistent for all students.

Now that we have our complete matrix and have used it for a number of years it is safe to say that students when they enter school as kindergarteners will have the same expectations reviewed and required as they proceed through the years of their schooling at Clear Lake.

Ahhh, consistency!!

EVERY YEAR

During the **first 2 weeks of school** each year there is a focus on teaching the school-wide rules, expectations and routines to all students across all settings in the school. We do not want to assume that students know and remember these expectations and routines. This is done through classroom lessons, discussions and always PRACTICE.

We must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when we can anticipate having more troubles, or in areas that continue to be problematic.

Try PBS at home? You can start by taking out three school expectations which are Manage Self, Respect Others and Solve Problems Responsibly. Then you select a routine or setting in your home and begin to build your own matrix. For example, let's take the routine – Doing homework. What would that behavior look like under each of the expectations? You can even ask your child to help fill in the matrix they are pretty good at reporting what behaviors are expected. You may come up with something that looks like this:

Routine	Manage Self	Respect Others	Solve Problems Responsibly
Homework	-Do homework from 4:30 -5:30 everyday -Do work in study area -No TV or music -Do your best work -Use signal to indicate when help is needed.	-Work quietly -Save questions until parent check in	-Have all materials ready and organized -Skip difficult problems for help later

Now that you have completed this Routine matrix it should be reviewed with your child. You may need to practice what these behaviors would look like. There are many ways to

customize this for your household. Maybe you would want then to work for an hour instead of from a particular time so you might have a timer that is set for 1 hour, or you could have a card with a ? on it to indicate that help is needed. It's good to be creative and have fun with it if you can.

Here are a few more examples of routines and possible behaviors listed under each expectation.

Routine	Manage Self	Respect Others	Solve Problems Responsibly
Computer Time	-Only use games or sites approved by mom or dad	-Only one hour each day	-
Bedtime	-Brush teeth before bed - In bed by 8:00 -Lights out by 8:30	-Follow directions the first time	-Get glass of water before bed -Set Clothes and backpack out for tomorrow.
Getting ready for school	Out of bed by 7:30 -Brush teeth and comb hair -	Only 5 minutes in the bathroom	Set alarm the night before Have backpack loaded and leave by front door.

Give it a try....

Routine	Manage Self	Respect others	Solve Problems Responsibly

Don't forget Now it's time to teach, practice and let your child know when you see him/her making choices to follow the expectations.

School-wide PBS

Acknowledgment
System

Examples

Pawsome Awards

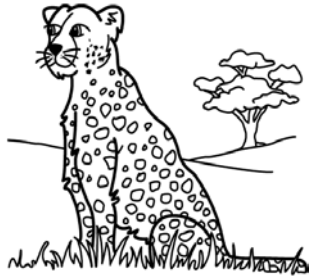
Procedures for Use

1. A staff member observes a student who displays one of the behaviors outlined on the expectations matrix.
 2. The staff member hands a completed Pawsome Award to the student **while complimenting the student, linking the behavior to a school rule (...You were being very respectful when you...) and identifying the behavior that earned the Pawsome Award.**
 3. The student keeps the white copy to take home and places the yellow copy in his/her classroom's receptacle promptly.
 4. Each Friday, the teacher/student/volunteer for that classroom counts the number of Awards for the entire class. The teacher then draws 3 names from the receptacle. Those students will choose a prize from the Pawsome bag. (prizes will be supplied and replenished by Mrs. L)
 5. All Pawsome awards for that week are sent to the office to be tallied for each student on a cumulative record sheet. **Highlight and place on the top of the pile the Awards of the three selected students.** These students will be recognized on the following week's K-5 news broadcast.
 6. At the end of the month, 20 Pawsome Awards will be randomly pulled from the collected awards for that month. The names of the students selected are announced on the first Friday of the month on K-5, and they report to the office for their prize immediately following the news.
 7. All of the Awards for that month are then added to the school-wide, cumulative "doghouse."
- School-wide goals will be set by the Pawsome Team. As each goal is reached the staff can reward the students with some kind of "big activity!"**

Bright Spot

I was spotted being

- safe
- respectful
- responsible



Name: _____

Teacher

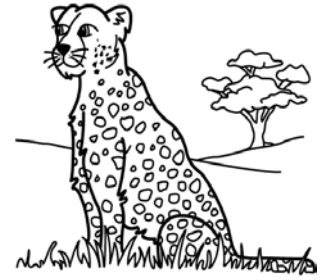
KC KR 1B 1K 1E 2F 2S 2K 3B 3E 3A

Bright Spot

12

I was spotted being

- safe
- respectful
- responsible



Name: _____

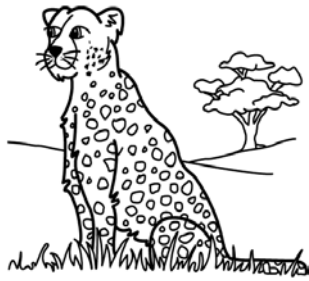
Teacher

KC KR 1B 1K 1E 2F 2S 2K 3B 3E 3A

Bright Spot

I was spotted being

- safe
- respectful
- responsible



Name: _____

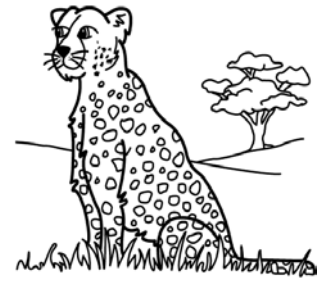
Teacher

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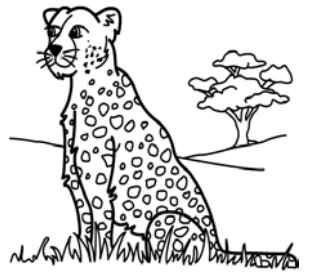
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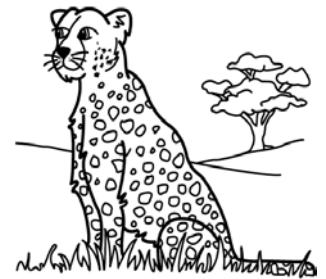
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Name: _____

Teacher

KC KR 1B 1K 1E 2F 2S 2K 3B 3E 3A

POSITIVE REINFORCEMENT

WE HAVE DEFINED OUR EXPECTED STUDENT BEHAVIORS.
WE HAVE TAUGHT OUR EXPECTED STUDENT BEHAVIORS.

NOW... WE WILL ENCOURAGE THOSE BEHAVIORS THROUGH
POSITIVE REINFORCEMENT

REINFORCEMENT NEEDS TO OCCUR ON VARIOUS LEVELS:

- Individual
- Classroom
- Grade Level
- School
- Home

WE NEED TO MAKE PLANS TO:

- Communicate with parents
- Display Achievements / Provide Public Recognition
- Plan for re-teaching and provide MORE encouragement during the hot spots of the year.

Individual Level:

- Verbal Praise
- PAWsome Awards

Classroom Level:

- Verbal Praise
- Weekly Drawing (3 st.)
- Extra Recess
- And...

Grade Level:

- Verbal Praise
- PAWsome Parties



School Level:

- PAW Tracker
- Monthly Drawing (20)
- Awards
- Surprises

FOR ALL OUR KIDS WE WANT OUR KIDS TO WIN

What is the positive system about?

On a daily basis, a student can earn "Thank You" tickets. Students earn a Thank You ticket when they are being caught being **Safe, Respectful and/or Responsible** by a staff member (see matrix for examples). There will be many instances that a student will receive verbal praise instead of a Thank You ticket. The Thank You ticket will be given by all staff members so as to have more impact.

All staff have the opportunity to hand out Thank You tickets. This is a school-wide effort to positively reinforce student's behavior.

Thank You tickets are designed to be user friendly. They are small enough to fit in your pocket and will only take a quick moment to fill out.

How does the process work?

1 - During a school week, each staff member will have the opportunity to hand out up to 10 Thank You tickets to students. Handing out Thank You tickets is not limited to the students in a classroom. The opportunity exists to positively acknowledge a student's behavior in all areas of the school.

All students should hear from the staff: "If I had all the money in the world, I would buy a personal assistant for each of you! That assistant would be there to notice all the times you are responsible, respectful, and/or safe and would be able to let me know. I just am not able to do that! So I'll try my best to notice you. But you can't let me know; that's my job."

2- Giving a Thank You ticket is easy. When you see a student whom you decide deserves a Thank You ticket, simply follow these two easy steps:

- A. Fill out the Thank You ticket with the student's name and your signature (legibly!)
- B. Hand the Thank You ticket to the student and quickly explain why he/she is receiving a Thank You ticket by linking it directly to one of the 3 school rules.
- C. Students may not solicit tickets for themselves or for others.

3- A student who receives a Thank You ticket should hold on to the ticket until an appropriate time when he/she can stop by the library and drop it in the piñata. Staff can remind students to drop off tickets but ultimately the students are responsible for dropping off their own tickets. There are two different piñatas in which to drop the tickets: one for grades K-3 and another for grades for 4-8.

4- Each Friday, 10 names will be drawn, five from each piñata, by Ms. Schock or Mrs. Collier. These 10 students will be called down to the principal's office. Each student will have the opportunity to share with the administrator why they received the ticket. They will also get to pick an "opportunity" from the opportunity box. The opportunity box will have several selections for the students to choose from, either a coupon for a special privilege or a small item.

Students will also sign a triangle to glue to the large triangle poster on the wall outside Ms. Schock's office as a visual reminder of students who have been recognized for behavior that's safe, responsible, and/or respectful.

When students put tickets in the piñatas in the library, the tickets will remain in the piñata for the month. At the end of the month, all tickets will be counted and dumped into the larger, clear container. It will be centrally located and visible to all.

5-Periodically, there will be drawings from the big container for larger items such as a school t-shirt, etc.

Why would you collect data?

1 - To chart and contrast the number of positive rewards given out with the number of Minor/major discipline problems.

2- Monthly, the school board is presented with the number of infractions from WGS and we would like to add the number of positive rewards given to students.

How is communication going to be handled?

1- Ms. Schock will present the Effective Behavior Support Program to parents at the information night on September 2, 2004.

2- Staff will be trained during the in-service week prior to the start of school.

3- The Effective Behavior System (EBS) committee will have a suggestion box where staff are welcome to make suggestions to the committee. Suggestions will be reviewed monthly during EBS committee meetings.

What could go wrong?

- Thank You tickets could be given out for the wrong reasons (ex. they don't fit the expectations)
- Thank You tickets are forgotten about and not given out
- Rewards are not things/opportunities that students enjoy or care about
- Students could pester staff about receiving Thank You tickets

Other Positive Recognition Opportunities for Students at WGS

1 - Student of the Month:

Teaching staff will have the opportunity to choose one or two students to receive the Student of the Month award each month. At the beginning of the month, teaching staff will receive a slip of paper in the mail boxes that should be filled out with the selected child's name and returned to Laurie no later than the 15th of each month. The current month's name will only be taken. Teachers are provided with a school year list to be able to keep track of names of students that have been given the award for their personal information.

2- Attendance Awards:

Each month, attendance awards will be given out to students who fit the following criteria: Perfect attendance (present at school full days all month) and with minimal tardies.

EBS – Opportunity Box

Grades K-5

Stuff

Pencils
 School supplies
 Gel pens
 Treats
 Magnifying glass
 Stickers
 Playing cards
 Zipper pulls
 Ice cream
 Toothbrush / paste
 Travel kit

Coupons

Sit with a friend at lunch
 First in line for the day
 Use the teachers' chair for the day
 Assist in another classroom
 Chalkboard time / 15 min.
 Computer time / 15 min.
 Gum in class
 Teacher - positive call home
 Class joke / skit
 Read aloud to the class
 Extend recess - 5 min for one day
 Free recess with two friends
 Special lunch with friend
 Switch classroom jobs
 Trade desks with another student

Grades 6-8

Stuff

Candy
 Gum
 Magnetic locker stuff
 School supplies
 Key rings
 Zipper Pulls
 Lanyards
 Playing cards
 Books
 Small spirals / journals

Coupons

Catered lunch with three friends
 **One daily assignment cut in 112
 **Free assignment pass
 Computer / library time
 ** Asst. in K-5 class - 30 min.

Business coupons:

Subway
 McDonalds
 Pool
 Movie
 Burger King
 Fultanos
 Pizza Hut
 Arcade

** With teacher permission

Possible larger opportunities: School t-shirts or buttons

Possible sources of \$\$ -

PATHS
 Title 4
 Donations

BRAVO! TICKETS

The BRAVO! Ticket Program is a school-wide reward program that has the following attributes:

Whole school reward system

Staff distributes tickets. Each staff member will receive his or her own packet to distribute

- Students earn tickets by being 'caught being good particularly with regards to school rules
- Teachers collect tickets in containers
- Winners are drawn monthly at a school wide "quick" assembly
- Teachers may have weekly drawings in their classroom
- Sample prizes may include: erasers, pencils, stickers or other school supplies (no candy or gum)
- The names of the Monthly drawings will be posted publicly

**Willow Oaks School
Bravo Award**

- You are safe
- You are respectful
- You are responsible



Name _____

Teacher _____

**Willow Oaks School
Bravo Award**

- You are safe
- You are respectful
- You are responsible



Name _____

Teacher _____

**Willow Oaks School
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Name _____

Teacher _____

**Willow Oaks School
Bravo Award**

- You are safe
- You are respectful
- You are responsible









Name _____









Teacher _____

REWARDS AND INCENTIVES

If you give out incentives, you know that middle school students get bored with some of the incentives that they loved in elementary school. So what's the solution? Get creative. Some of the ideas below won't even cost anything. (Free? Free? Did she say FREE?) Give the students variety. Change your rewards every so often, or put them in a basket and let the students choose.



-  Create coupons that allow the student one extra day to complete a homework assignment. This will help take care of the minor emergencies that cause middle school students to forget about homework.
-  If you order from Scholastic or Troll book clubs, use your free points to buy books that the students will enjoy taking home. Give these out for large rewards. Or reward the students with points and let them buy the books once they have accumulated enough points. At Christmas, they sometimes run specials where you can buy coupons for 95 cents that the students then use to order books.
-  Reward the students with lunch from a local fast food restaurant. The students can still pay for the lunch, but you can get a parent volunteer to go get the order and deliver it for you. It would be easiest to do all of the rewards on one day of the week or month.
-  Reward the students with a pizza party. Once you have awarded enough students for one or two pizzas, do the actual party. The students can still pay for their lunch. You can provide the soft drinks. If you let the students eat in the cafeteria, they will attract attention. Perhaps you could place a sign on the table indicating why they were allowed to have pizza.
-  Use your computer to create coupons that the students can use for free test answers, half off a homework assignment, a guaranteed "A" on a quiz, etc. You'll have to set limits as to how they can be used, but I promise the students will love this idea. I created coupons that give students a choice: 1 pencil, 10 sheets of paper, or 10 index cards.
-  Check with your local fast food restaurants for free food coupons. Many of the larger chains have these on hand just for teachers.

-  **Put a sticker of the student's first initial on a good paper. Put both initials on a great paper. (Even my 8th grade boys put the stickers on their notebooks and lockers. The one year I taught 9th grade, the boys were begging the girls for stickers that matched their initials so they could wear them on their football uniforms.)**
-  **Use your computer to create free early dismissal or late arrival passes. (Get this approved by your principal first.)**
-  **Give out sports cards. If you buy them in quantity, they are cheaper. Also, sometimes you can get these by writing the teams and asking for some. Occasionally you can even get them autographed.**
-  **Check with the local video and electronic game rental stores. Sometimes you can get free rental coupons. Be sure to tell the manager why you want the coupons.**
-  **Check with the local movie theaters. They sometimes give out free movie passes. (Don't forget to mention you are a teacher.)**
-  **Order a supply of pencils or pens with special messages. They are usually cheaper if you buy in bulk.**
-  **Use your computer to create dollars or tickets. (Tie the name to your team name or school mascot--Hawk Bills, Scholar Dollars, Blue Bucks.) When you give these out, the students will need to save them until the end of the quarter, semester, or year. At the end of the specified time, let the students spend their dollars in a store that is supplied with goodies. (Some of the other ideas will work as the goodies.) The actual cost of the goodies will be higher, but you will need fewer. An alternative to the students saving the actual dollars is to set up a bank with an account for each student. (There's a great math lesson here.)**
-  **Oriental Trading can supply you with pencils, candy, and incentives of all kinds.**

Gordon Russell Middle School Acknowledgement Activity Worksheet

Activity: Substitute Recognition Program

Specifics: Substitute Teachers give names of students who were exceptional during their teaching day

Goal of Activity: Recognize students who follow expectations in a teacher's absence

Materials needed: Great Student Reporting form, T-Bird Awards

Step	What	When	Who
1.	Form is given to substitutes	At check in	Head Secretary
2.	T-Bird Awards are given to substitutes	At check in	Head Secretary
3.	Substitutes fill in names of exceptional students	Throughout day	Substitute Teachers
4.	Form is left on desk or put in teacher's box	3:30 PM	Substitute Teachers
5.	Students receive recognition for their exemplary behavior	Next day	Teacher

SAMPLE FORM

Great Student Reporting Form for _____ **Date:** _____
Teacher Name

Dear Substitute Teacher,
 Thank you for teaching my classes today. Our theme signs posted in the classroom and around the school say:

- G**reat Staff and Students
- R**espect Others and Property
- M**ake Safe and Responsible Choices
- S**trive for Success

I would like to have you recognize at least 3 students today who stand out in a positive, responsible way. Please give them a red T-Bird Award, and give me their names below so that I may also recognize them when I return. Thank you!

Great Students Today Were:

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