

**Positive Behavioral Interventions and Supports
At Gilbert Park Elementary School**

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Positive Behavioral Interventions and Supports At Gilbert Park Elementary School

A General Overview

The main focus of Positive Behavior Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Gilbert Park Elementary School. While many faculty, staff and students may have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work together to create and maintain a productive, safe environment in which ALL school community members clearly understand the shared expectations for behavior. We believe that through the implementation of PBIS systems and strategies we will increase student academic performance, increase safety, decrease problem behavior, and establish a positive school climate.

PBS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors in the school. One of the keys of the system is a focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 85-95% of the students will meet those expectations.

As part of PIBS, Gilbert Park has developed school-wide procedures to accomplish the following:

1. **Define Behavior Expectations.** A small number of clearly defined behavioral expectations are defined in positive, simple, rules. At Gilbert Park Elementary School our expectations are: Be Safe, Be Respectful, Be Responsible. These expectations are outlined in the expectations matrix included in this packet.
2. **Teach Behavior Expectations.** The behavioral expectations are taught to all students in the building, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("the right way") are described and rehearsed, and negative ("the wrong way") are described and modeled.


Students are given an opportunity to practice the "right way" until they demonstrate fluent performance. Lesson plans are included in this packet.





3. **Acknowledge Appropriate Behaviors.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Gilbert Park has developed a formal system that rewards positive behavior. "Patriot Awards" are forms used by the individual staff member, at their discretion, as a tool of encouragement and a student motivator. Staff members can award "Patriot Awards" to students, whether they teach them or not. Instructions on the procedure to use in rewarding Patriot Awards are included in this packet. Additionally, school-wide drawings for incentives and assemblies will further acknowledge and encourage appropriate behavior.
4. **Proactively Correct Behavior Errors.** When students violate the behavioral expectations they are informed that their behavior was unacceptable. Clear procedures are used to redirect students to appropriate behavior. Instructions on using a "Reminder", "Uh-Oh", and "Referral" are included in this packet.

Another key element to PBS is the analysis by the school team of discipline referral data. The team-based approach to data analysis allows the school to identify the problem areas, brainstorm interventions, acknowledge the students exhibiting the expected behavior, and communicate the findings to staff, students and parents.

School-wide Behavioral Expectations

GILBERT PARK ELEMENTARY Year 2006-2007

Setting	School Rules		
	Be Safe	Be Respectful	Be Responsible
All Common Areas 	+ Walk facing forward + All body parts and objects to self +Get adult help for accidents and spills +Use all equipment and materials appropriately	+Use kind words and actions +Wait for your turn +Clean up after yourself +Follow adult directions +Quiet Voice	+Follow school rules +Remind others to follow school rules +Take proper care of all personal belongings and school equipment +Be honest
Hallway 	+Walk facing forward +Stay to the right +All body parts and objects to self +Walk in lines as a group	+Voices off +Quiet hands and feet + Hands, feet, and objects to self +Wave only	+Stay in line +Follow directions +Stay on walkway +Sit or stand quietly against the wall when waiting or working in the hall
Cafeteria 	+Sit with feet on floor, bottom on bench, facing the table +Hold tray with both hands +Always walk +Keep all food to self	+Wait your turn +Allow anyone to sit next to you +Use quiet voices and kind words +Turn voices off when adult is at the microphone +Follow adult direction	+Choose lunch selection quickly +Get all utensils, milk, etc. when first going through line +Get out of seat only when necessary and return to seat promptly +Take and touch only what you can eat +Pick up after yourself
Playground 	+Follow all game rules +Stay in playground boundaries +Safe touch according to game rules +Look before you throw, jump, and play + +	+Take turns and share +Use kind words and actions +Solve problems peacefully +Include everyone +Ask permission before chasing or playing tag + +	+Line up promptly when whistle blows +Wear weather appropriate clothing +Remember to take all personal belongings back to class + +
Bathroom 	+Wash hands +Keep feet on floor +Keep floor clean and dry	+Use quiet voices +Give privacy	+Get permission before using the bathroom + Follow classroom procedures +Walk directly to and from the bathroom + Return to room promptly
Assembly 	+Enter and exit quietly and calmly +All body parts and objects to self	+Sit on bottoms +Voices off and eyes on the speaker +Clap appropriately	+Follow directions +Remind others to follow the rules

<p>Arrival/Dismissal</p> 	<p>crosswalks +Walk bicycle on school Property +Wait calmly</p>	<p>actions +Follow adult directions +Use a quite voice</p>	<p>+Leave on time</p>
<p>Office</p> 	<p>+Walk to counter +All body parts, and objects to self</p>	<p>+Wait quietly for adult +Enter only with permission +Use kind and polite words</p>	<p>+Use hall-pass if visiting during the school day + +Walk directly to and from office</p>
<p>Health Room</p> 	<p>+Walk to door + All body parts and objects to self</p>	<p>+Enter quietly + Wait quietly for assistance +Use kind and polite words</p>	<p>+Use health Room pass/note +Walk directly to and from health room.</p>
<p>Computer Lab</p> 	<p>+Walk in single file +Keep all 4 legs of the stool on the floor +Use internet for school approved purposes</p>	<p>+Keep hands on your computer +Treat computers appropriately +Use quiet voices</p>	<p>+Bring only learning materials into lab + Log on, then wait for teacher directions +Log off at the end of class</p>

**Playground Behavioral Expectations
Gilbert Park Elementary 2006**

Setting	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
General: Applies to All Playground Areas	+ follow all game rules + stay within playground boundaries + use only safe touch according to game rules + keep enough space between yourself, others and equipment	+ take turns and share + use kind words + solve problems peacefully + include everyone + ask permission before chasing or playing tag + follow adult directions + exhibit good sportsmanship	+ line up promptly when whistle blows + wear weather appropriate clothing + remember to take all personal belongings back to class +
Additional Setting Specific Expectations			
Climbing structure	+ only use equipment you can reach on your own + no pushing others on slide bar + walk while on structure + no jumping from structure + all students go in the same direction on monkey bars		
Swings	+ sit on bottom only + no pushing others + no jumping off + play away from swings + only one person on swing at a time	+ keep feet out of barkdust	
Slide	+ only go down the slides + slide feet first, on bottom + slide one person at a time		
Bars	+ keep hands on bars at all times + only use the bars that you can get on without help		
Bark Chip Area	+ walk at all times + leave bark chips on the ground		
Asphalt Area	+ walk when lining up + go around games in play + stay under covered area when raining		
Field	+ play sports within designated area		
Sports Equipment	+ look before you throw, jump and play + use only school equipment		+ return all equipment to cart when finished

Positive Reinforcement at Gilbert Park

We have defined our expected student behaviors.

We have taught our expected student behaviors.

NOW...

it is time to ENCOURAGE those behaviors through positive reinforcement!

REINFORCEMENT NEEDS TO OCCUR AT VARIOUS LEVELS:

- Individual
- Classroom
- Grade Level
- School-wide
- Home

INDIVIDUAL LEVEL:

- 👍 Verbal Praise
- 👍 Patriot Awards

CLASSROOM LEVEL:

- 👍 Verbal Praise
- 👍 Classroom Goals and Awards

GRADE LEVEL:

- 👍 Verbal Praise
- 👍 Weekly Drawings

SCHOOL-WIDE LEVEL:

- 👍 Assemblies
- 👍 Monthly Drawings
- 👍 Surprises

**Positive Behavioral Interventions and Supports
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Acknowledgement System

On a daily basis, a student can earn "Patriot Awards" when they are caught being Safe, Respectful and/or Responsible by a staff member (see matrix for examples). There will be many instances when a student will receive verbal praise instead of a Patriot Award. The staff member may choose to give a Patriot Award so as to have greater impact.

All staff members have the opportunity to hand out Patriot Award whether they teach that particular student or not. This is a school-wide effort to positively reinforce student behavior.

Patriot Awards are designed to be user friendly. They are small enough to hopefully fit into a pocket and will only take a quick moment to fill out.

How does the process work?

1. A staff member observes a student displaying one of the behaviors outlined on the expectations matrix.
2. The staff member hands a completed Patriot 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 specific behavior that earned the Patriot Award.
3. The student brings the award back to his or her classroom to place in his or her classroom's receptacle.
4. Teachers have the option of doing a classroom reward for number of awards earned by his or her students.
5. Each classroom collects Patriot Awards for the week. Before the Words of Wisdom on Friday morning, a student from each class brings his or her classroom awards down to the front office and deposits them in a grade level container. After the Words of Wisdom are read, the principal draws 2 names from each grade-level receptacle. The students' names are read over the intercom. The students come to the front office and select a prize from the prize box.

In addition to the weekly drawings, Gilbert Park will also be holding monthly assemblies to build community and encourage positive behaviors. Kindergarten through second grade will meet together, as will third through fifth grade. A tentative schedule for assemblies includes meeting in the cafeteria and beginning by all students and staff singing a school song. All patriot awards earned for the month will then be placed in a single receptacle (K-2 together, 3-5 together) and 10 names will be drawn. These students will get to have ice-cream with the principal in the afternoon and will have a group picture taken for the bulletin board outside George's office. After the drawing, either a group of staff or students will perform a skit, song or puppet show about a positive behavior or character trait. The principal will then lead a closing and the students will return to class.

**Positive Behavioral Interventions and Supports
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Consequence System

When students violate the behavioral expectations, staff must intervene in order to inform the student of the problem behavior, teach the appropriate behavior for the particular situation, and administer appropriate disciplinary action. Gilbert Park has a 3 tiered consequence system.

Level 1:

For minor offenses, a staff member will give a verbal redirection and reminder. The staff member may also give the student a "Reminder" slip to further indicate to the student that the behavior was inappropriate for school.

Level 2:

For any offense that warrants communication with parents, student will receive an "Uh-Oh" form. The student takes home the original form to show their parents and returns the form to his or her teacher with a parent signature. The behaviors that indicate an "Uh-Oh" are more serious than a Level 1 offense and may result in disciplinary action. Students may also receive an "Uh-Oh" for repeatedly earning Reminders for the same behavior.

Level 3:

Serious student offenses for which the school principal will be involved call for a Referral Form. Such offenses will also merit parent communication and will likely result in some disciplinary action. A student may also receive a Referral for receiving 3 Uh-Ohs for the same offense.

All documentation regarding behavioral consequences goes through the classroom teacher. Specifically, the classroom teacher keeps the teacher copy of the Uh-Oh and Referral forms and monitors the return of parent forms.

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Attendance

As part of PBIS, we will be implementing a program to improve student attendance. This program focuses on encouraging those students without chronic attendance problems to come to school regularly and on time. The program is two-fold, including recognition for both individual and classroom attendance.

Individual Recognition: The records clerk will monitor student attendance on a monthly basis. Students with perfect attendance for the month will be excused early for the monthly PBIS assembly. These students will gather as a group in the cafeteria and be awarded an attendance certificate by the principal. They will get their picture taken as a group. The picture will be posted on the PBIS bulletin board outside Mr. Bryson's office.

Classroom Recognition: The lovely Ms. Sloan will also monitor monthly classroom monthly attendance. Two awards, one for k-2 and one for 3-5, will be given out to the classes with the highest percentage of student attendance. These classroom attendance awards will be presented at the PBIS assemblies. The class will be given a banner to hang over their door for the following month.

Arrival and Dismissal

Step 1: Review School Wide Rules

Safe: Be free from harm of any kind (physical or emotional).

Respectful: Be polite and cooperative with others.

Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

Safe	Respectful	Responsible
Use sidewalks and crosswalks Walk bicycle on school grounds	Use kind words and actions Follow directions Use a quiet voice	Arrive on time Leave on time

Step 3: Tell Why Rules are Important

It is important to make sure students are safe from harm when arriving at and leaving school. When students are in the appropriate place, following directions and waiting calmly they can be found quickly if needed and hear important announcements from the adults.

Step 4: Demonstrate Rules

Examples:

☺ Victoria rode her bike to school. When she reached the school grounds she got off her bike and walks her bike to the door.

☺ When Kole arrived at school, he waited outside until 8:30. At 8:30 he walks into the cafeteria for breakfast. When he is finished, Kole returns outside and talks quietly with his friends until the bell rings.

☺ Jose walks with his classmates outside the school for his mom to pick him up. He waits against the wall until the adult calls his name. Jose then walks to the car, being careful to watch for cars in the parking lot.

Non-Examples:

☹ George sees his mom parked on Ramona. He runs across the grass to get to his car.

☹ Ramon leaves his bus line to talk to his friend in another bus line.

☹ Crystal was hungry as she entered her classroom. She put her things away and talked to a friend. When the 9:00 bell rang, Crystal went up to her teacher and asked to go to the cafeteria to get breakfast.

OR...

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student rides her bike to school. When she gets to school grounds, she gets off her bike and walks to the door.	A student sees his parent parked on the street outside the school. He runs across the grass and over to his parent's car.
Be Respectful	When a student arrives at school, he eats breakfast, then waits outside for the bell to ring.	A student leaves her bus line to talk to her friend in another bus line.
Be Responsible	When a student's class goes out to pick-up, she walks with class and goes directly to wait on the wall for her mom to pick her up.	A student forgets to get breakfast and asks teacher if he can go to the cafeteria as the bell rings.

Step 5: Provide Opportunities to Practice

Class/Partner Discussion

Role Playing

Brainstorm/List Examples or Ways to Follow Rules

Draw/Write Examples and Non-Examples

Read A Book That Demonstrates Rule or Behavior

Perform Skits

Students Teach Other Students About Rules

Assemblies

Step 1: Review School Wide Rules

Safe: Be free from harm of any kind (physical or emotional).

Respectful: Be polite and cooperative with others.

Responsible: Follow school rules and remind others to do the same .

Step 2: Teach Expectations for Specific Setting

Safe	Respectful	Responsible
Enter and exit calmly & quietly All body parts & objects to self	Sit on bottoms Voices off & eyes on speaker Clap appropriately	Listen & follow directions Remind others to follow rules

Step 3: Tell Why Rules are Important

☞ Being safe in assemblies ensures that no one gets hurt and any special equipment brought in for the assembly isn't broken.

☞ When everyone is respectful in an assembly the speaker feels welcome and everyone in the audience is able to see, hear and enjoy the assembly .

☞ When everyone is responsible in an assembly the assembly will be able to start on time and students will not miss out on any of the important and fun activities planned.

Step 4: Demonstrate Rules

Examples:

☺ When Ann saw that there were students sitting down, she was careful not to bump into or step on anyone as she walked by. She also noticed that there was a cord on the ground and carefully stepped over it. She was being very safe.

☺ Mike was sitting still and listening to the speaker. He learned a lot and enjoyed the assembly. When the assembly was over, he clapped politely.

☺ Debbie listened to the speaker and had fun participating in the activities during the assembly. When it was time to go she waited for directions from her teacher and quietly walked in line back to class.

Non-Examples:

☹ When Julie came in she was running and talking loudly with her friends. She didn't see where her teacher wanted them to sit and almost tripped on the cord.

- ⊖ Luan was talking with his friends, turning around, and sitting up on his knees. This bothered others and made it hard for people to see over him.
- ⊖ Susie wasn't following directions and was being impolite by yelling out and forgetting to clap in a polite way.

OR:

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student was careful not to bump into or step on anyone as she walked by. She also noticed that there was a cord on the ground and carefully stepped over it.	A student came ran into the assembly while talking loudly to her friend. She didn't see where her teacher wanted them to sit and almost tripped on the cord.
Be Respectful	A student sat still and listened to the speaker. When the assembly was over, he clapped politely.	A student was talking with his friends, turning around, and sitting up on his knees during the assembly.
Be Responsible	A student waited for directions from her teacher before standing up and quietly walked in line back to class.	A student yelled out during the assembly and cheered and whistled instead of clapping.

Step 5: Provide Opportunities to Practice

Class/Partner Discussion

Role Playing

Brainstorm/List Examples or Ways to Follow Rules

Draw/Write Examples and Non-Examples

Read A Book That Demonstrates Rule or Behavior

Perform Skits

Students Teach Other Students About Rules

BATHROOM

Step 1: Review School Wide Rules

Safe: Be free from harm of any kind (physical or emotional).

Respectful: Be polite and cooperative with others.

Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

Safe	Respectful	Responsible
Wash hands Keep feet on floor Keep floor clean and dry	Use quiet voices Give privacy	Get permission before using the bathroom Follow classroom procedures Walk directly to and from the bathroom Return to classroom promptly

Step 3: Tell Why Rules are Important

Safe: To prevent the spread of germs to others, and so that no one gets hurt

Respectful: So that no one else has to clean up after you, and everyone has privacy.

Responsible: To help you show that you can be trusted to do the right thing without an adult watching

Step 4: Demonstrate Rules

**Provide more examples than non-examples*

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	John immediately washes his hands after using the toilet, shaking water from his hands into the sink. He gives his classmates plenty of room. He makes sure his used paper towel lands in the garbage can after he dries his hands.	Goofus slams a stall door back and forth a few times. He splashes water all over as he washes his hands. He tosses his wadded up paper towel over his classmates heads, and leaves it on the floor when it misses the garbage can.
Be Respectful	Terri knocks at a closed door to make sure it is empty before going into it. She waits patiently until a stall is free. She uses her quiet voice while reminding a classmate to pick up a dropped paper towel	Goofette talks loudly to a classmate as she walks in to the bathroom. She yells at someone in a stall to hurry up. While she impatiently waits she tries to smudge up the mirror with her fingerprints.

Be Responsible	Tim's following his classroom's bathroom procedure. He walks quickly and quietly straight to the nearest bathroom. He encourages some younger students to stop goofing off. He makes sure he tells an adult about a problem he sees with one of the toilets.	Goofus doesn't bother with getting permission. He wanders slowly to the farthest bathroom, taking his time. He hangs out in the bathroom, trying to get others to goof off with him.
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OR...

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	Always wash hands when done Shake off water in sink Place paper towels in garbage	Climbing on stalls and toilets Shooting baskets with paper towels
Be Respectful	Use quiet voices One person in stall at a time Leave it cleaner than you found it	Yelling and loud voices Marking up stalls
Be Responsible	Walk quickly and quietly to and from bathroom Ask for permission or follow classroom procedure Report any problems you see to a teacher or other adult	Goofing off Wandering slowly to and from the bathroom

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

CAFETERIA

Step 1: Review School Wide Rules

Be Safe, Be Respectful, Be Responsible

Step 2: Teach Expectations for Specific Setting

Safe	Respectful	Responsible
Sit with feet on floor, bottom on bench, facing the table Hold tray with both hands Always walk Keep all food to self Wash your hands prior to entering the cafeteria	Wait your turn Allow everyone to sit next to you Use quiet voices and kind words Turn voices off when adult is at the microphone Follow adult direction Take and touch only what you need to eat	Choose lunch selection quickly Get all utensils, milk, etc. when first going through line Get out of seat only when necessary and return to seat promptly Eat your food only Pick up after yourself Pay in the morning

Step 3: Tell Why Rules are Important

+Be Safe: To be free from harm of any kind (physical, social, or emotional).

+Be Respectful: Treat others the same way you want to be treated.

+Be Responsible: So lunchtime occurs in an efficient and effective manner.

Step 4: Demonstrate Rules

Examples:

☺ Jamie stands patiently in line while waiting for lunch.

☺ Tony stops talking and raises his hand as soon as he sees an adult at the microphone.

☺ John really likes sunflowers and is happy to see sunflower seeds are at the variety bar. However, he realizes that he already has a lot of food on his tray and so only takes a small amount of seeds.

Non-Examples:

☹ Christina eats half of her corn dog and then feels full. She gives the rest of her corn dog to the girl sitting next to her.

☹ Mark ignores the adult at the microphone and continues to talk loudly to his friend while the adult is giving directions.

☹ Satomi brushes her napkin and food wrapper on the ground so that the adult will let her class out for recess

OR...

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student stands patiently in line waiting for lunch.	A student gives the half of her corn dog to the girl sitting next to her.
Be Respectful	A student stops raises her hand and stops talking as soon as she sees an adult at the microphone.	I student ignores the adult at the microphone and continues to talk loudly to his friend while the adult is giving directions.
Be Responsible	A student takes a small amount of sunflower seeds.	A student brushes her napkin and food wrapper on the ground.

Step 5: Provide Opportunities to Practice

- Role play to show how to act safe, respectful and responsible in this setting. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- Class/partner discussions
- Brainstorm a list of what appropriate behaviors "look like" and "sound like"
- Perform skit

Students can teach each other about rules, in native languages

Computer Lab

Step 1: Review School Wide Rules

Safe: Be free from harm of any kind (physical or emotional).

Respectful: Be polite and cooperative with others.

Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

Safe	Respectful	Responsible
*Wait outside if an adult is not present *Walk in single file *Use internet w/adult supervision, for school approved purposes *Keep all 4 legs of the stool on the ground	*Keep hands on your own computer *Treat computer appropriately *Use quiet voices	*Bring only learning materials into lab *Log on and wait for teacher directions *Download &/or print only with permission *Log off at the end of class

Step 3: Tell Why Rules are Important

Safe: (Type rationale here)

Respectful: (Type rationale here)

Responsible: (Type rationale here)

Step 4: Demonstrate Rules

**Provide more examples than non-examples*

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	Jimmy needs to research worms. He comes to the lab, sees Mrs. Schelhaas and asks permission to search the internet on only safe sites for worms.	
Be Respectful	Sit on stool, listen to teacher instructions, calmly touch a key or mouse to wake computer	
Be Responsible	Cindy finds a cute kitten picture, she asks the teacher before sending to print.	

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules

- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

FRONT OFFICE

Step 1: Review School Wide Rules

Safe: Be free from harm of any kind (physical or emotional).

Respectful: Be polite and cooperative with others.

Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

Safe	Respectful	Responsible
Walk to counter All body parts, and objects to self	Wait quietly for adult Enter only with adult permission Use kind and polite words	Use hall-pass if visiting during the school day Walk directly to and from the office

Step 3: Tell Why Rules are Important

Being safe, respectful and responsible in the office keeps people's bodies and feelings from being hurt. If you are following the rules, people in the office will be able to do their jobs, students and staff problems will be taken care of, and the school equipment will be safe and clean for other people to use.

Step 4: Demonstrate Rules

Examples:

☺Julie walks quietly in the office door to give Ms. Sloan her classroom attendance sheet. She waits until Ms. Sloan is off the phone before saying excuse me and giving her the paper.

☺Frankie needs a band-aid for a cut on his hand. He waits until Mrs. Savicki invites him into the office before entering.

☺Sabrina's teacher has asked her to get a roll of tape from the front office. Sabrina takes a hall-pass and walks directly to the office. After getting the tape, she walks back to her classroom.

Non-Examples:

☹Tommy's ride is late to pick him up after school. He decides to call home and walks into the office without being invited. How can Tommy change his behavior to be more safe, respectful and responsible?

☹Janie interrupts Mrs. Sloan while Mrs. Sloan is talking to Mr. Bryson. Janie yells tells her that she needs some ice for her soar knee. How can Amy change her behavior so that she acts safely, respectfully and responsibly when she needs help?

Ⓜ Mia needs to ask Ms. Sloan or Mrs. Savicki a question about school pictures. They are on the phone. While she is waiting, Mia plays with the pens and doodles on a flyer on the counter. How can Mia change her behavior so that she acts safely, respectfully, and responsibly at the office?

OR..

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student waits quietly until Ms. Sloan is off the phone before asking for her attention.	A student enters with office without permission.
Be Respectful	A student waits to be invited into the office before entering.	Student loudly interrupts Mrs. Savicki while she is talking to ask for help.
Be Responsible	A student walks directly to and from the office with a hall-pass.	A student plays with the pens and paper on the counter while waiting for help.

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

Hallway

Step 1: Review School Wide Rules

Be Safe, Be Respectful, Be Responsible

Step 2: Teach Expectations for Specific Setting

Safe	Respectful	Responsible
Walk facing forward Stay to the right Hands, feet, and objects to self Walk in lines as a group	Quiet voice Quiet hands and feet Hands, feet, and objects to self	Stay in line Follow directions Stay on walkway

Step 3: Tell Why Rules are Important

☺ It is important to act safely in the hallway so that all people are free from harm of any kind (physical, social, or emotional). Being respectful in the hallway means treating others the same way you want to be treated. When everyone is respectful, other classrooms can work without being distracted. When students are responsible, traffic in the hallways is organized.

Step 4: Demonstrate Rules

Examples:

- ☺ Erica walks down the hallway, facing forward.
- ☺ Sue silently looks at the schoolwork on the walls as her class moves down the hallway. She keeps her hands at her sides and does not touch the work on the walls.
- ☺ Vova walks directly to where he is supposed to go in a timely manner.

Non-examples:

- ☹ Rodrigo runs down the hall to the bathroom.
- ☹ Margaret talks loudly to her friend as she walks with her class.
- ☹ Travis walks the "long way" to and from his destination and stops to visit with the people in the office and in the halls.

OR...

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student walks, facing forward, down the hallway	A student runs down the hallway.
Be Respectful	A student silently looks at the schoolwork on the walls as her class moves down the hallway. She keeps her hands at her sides.	A student talks loudly to her friend as she walks with her class.
Be Responsible	A student walks directly to where he is supposed to go in a timely manner	A student walks the "long way" to and from his destination and stops to visit with the people in the office and in the halls.

Step 5: Provide Opportunities to Practice

- Role play to show how to act safe, respectful and responsible in this setting. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- Class/partner discussions
- Brainstorm a list of what appropriate behaviors "look like" and "sound like"
- Perform skit
- Students can teach each other about rules, in native languages

Health Room

Step 1: Review School Wide Rules

Safe: Be free from harm of any kind (physical or emotional).

Respectful: Be polite and cooperative with others.

Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

Safe	Respectful	Responsible
Walk to door Hands, feet, and objects to yourself	Enter quietly Wait quietly for assistance	Use Health Room pass/ note Walk directly to health room and back to class

Step 3: Tell Why Rules are Important

Being safe, respectful and responsible in the health rooms keeps people's bodies and feelings from being hurt. If you are following the rules, people in the health room will be able to do their jobs, students health problems will be taken care of, and the school equipment will be safe and clean for other people to use.

Step 4: Demonstrate Rules

Examples:

☺ Bao walks quietly in the health room door to see if Mrs. Lenocker is there. She is not there, so Bao goes to the office to ask for an adult to get his medicine.

☺ Samantha waits silently for Mrs. Lenocker to stop working with another student before asking for help.

☺ After receiving permission from his teacher to go to the health room, Steve walks directly to the health room.

Non-Examples:

☹ Kathie runs down the hallway and into the health room because she is late taking her medicine. She runs into a student sitting by Mrs. Lenocker's desk. How can Kathy change her behavior so that she acts safely, respectfully and responsibly when she needs help?

☹ Amy interrupts Mrs. Lenocker while Mrs. Lenocker is talking on the phone. Amy tells her that she needs some ice for her soar knee. How can Amy change her behavior so that she acts safely, respectfully and responsibly when she needs help?

☹ Rick received permission from his teacher to go to the health room. On his way, he decides to first go to look in his friend's classroom and make faces at him from the

hallway. How can Rick change his behavior so that he acts safely, respectfully, and responsibly on his way to the health room?

OR..

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	A student walks quietly to the door, with hands at her side to see if Marlyss is there. Marlyss is not there, so she goes to the office to ask for an adult to get her medicine.	Student runs in to the health room and into a student sitting by the desk.
Be Respectful	A student waits silently for Marlyss stops working with another student before asking for help.	Student interrupts Marlyss while she is talking on the phone to tell her that she needs some ice for her soar knee.
Be Responsible	After receiving permission to go to the health room, a student walks directly to the health room taking a health room pass with him.	Student received permission from his teacher to go to the health room. On his way, he decides to first go to look in his friends classroom and make faces at him from the hallway.

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

Playground-General

Step 1: Review School Wide Rules

Safe: Be free from harm of any kind (physical or emotional).

Respectful: Be polite and cooperative with others.

Responsible: Be dependable and trustworthy at all times.

Step 2: Teach Expectations for Specific Setting

Safe	Respectful	Responsible
Follow all game rules Stay in playground boundaries Use only safe touch according to game rules Keep enough space between yourself, others and equipment	Take turns and share Use kind words Solve problems peacefully Include everyone Ask permission before chasing or playing tag Follow adult directions Exhibit good sportsmanship	Line up promptly when whistle blows Wear weather appropriate clothing Remember to take all personal belongings back to class

Step 3: Tell Why Rules are Important

Safe: To keep everyone from getting hurt

Respectful: To keep recess a fun time for everyone

Responsible: So that we all get to use all the equipment and play all our games during recess

Step 4: Demonstrate Rules

*Provide more examples than non-examples

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	Ted waits his turn to use the bars, and doesn't crowd or shove at the students already there. Later, when the ball they are using to play foursquare bounces out past the quad, he gets permission from a duty person to retrieve it	Goofus tries to climb over another boy as he clambers up the bars. Later he tries to grab a girl's legs as she is swinging.
Be Respectful	Tanya invites Gloria to join the group playing basketball. When Gloria gets overexcited and fouls Tanya, Gloria apologizes and gives the ball back. When a duty person calls out Tanya's name, she stops dribbling, gives the ball to Gloria and goes to see why she is wanted. When Tanya comes back everyone pauses the game to allow Tanya back in.	Goofette ignores Gloria when Gloria asks to join the basketball game. Goofette makes fun of a teammate's shooting ability. When Goofette hears a duty person calling her name, she pretends she doesn't hear it.

Be Responsible	Tim, while playing basketball, hears the whistle blow and immediately stops dribbling the ball and heads quickly over to the ball bin to drop it in. On the way to the ball bin he picks up his jacket. After dropping the ball in the bin, he hurries over to where his class is lining up and quietly waits for his teacher.	Even though it's very cold and windy, Goofus ignores his teacher's reminder to the class to wear jackets. When the whistle blows while playing basketball, he continues to shoot several more baskets, and then slowly walks over to the ball bin, dribbling the basketball all the way. He tries to shoot a basket at the ball bin, but the ball hits the side of the building instead.
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OR...

<u>Rule</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe	Wait to use playground equipment if it is already crowded Explain the game or equipment rules to anyone who doesn't seem to be following them	Pushing and shoving to get around on playground equipment Playing outside the boundaries
Be Respectful	Let everyone join who wants to play in a game Listen to and quickly follow any directions given by an adult Talk calmly as a group to solve a problem when playing a game Walk quietly to and from the playground	Arguing and name calling when there is a disagreement during a game Hogging the use of balls and playground equipment
Be Responsible	Put balls back in bin when finished Pick up jackets Stop playing and line up as soon as whistle blows Report problems to an adult on duty	Playing just a little longer after whistle blows, walking slowly to line up Coming out without a jacket when it's cold

Step 5: Provide Opportunities to Practice

- Class/Partner Discussion
- Role Playing
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- Read A Book That Demonstrates Rule or Behavior
- Perform Skits
- Students Teach Other Students About Rules

Gilbert Park Elementary School Rules and Behavior Expectations for _____'s Classroom

Setting	School Rules		
	<u>Be Safe</u>	<u>Be Respectful</u>	<u>Be Responsible</u>
Whole Group Instruction			
Small Group Instruction			
Break Time			
Inside Recess			
Bathroom/Drink Break			
Transitions +In the classroom +In-out of the classroom			
Student materials and desks/tables			
Teacher's materials and desk			
Arrival and dismissal			

**Positive Behavioral Interventions and Supports
At Gilbert Park Elementary School**

School Song

Sung to the tune of "Clementine"

In the hallway,
On the playground,
In the Classroom every day,

Be Responsible,
Be Respectful,
and **Be Safe** in every way

Who's the best school,
in the world,
Gilbert Park, it's no contest,

We're responsible,
We're respectful,
and we're safe,
HEY! WE'RE THE BEST!!

Written by Val Ellett

