

SWPBS Training

Examples & Forms Packet

**Teaming Matrix
Expectation Grids
Lesson Plans &
Teaching Schedule**

**Chris Borgmeier, PhD
Portland State University
cborgmei@pdx.edu
www.uyrdkufdyqtmeqo**

School _____

Name of Team: _____ Date: _____

Office Contact: _____ Phone # _____

Team's Mission/Purpose

Team Meeting Schedule:

Meeting Minutes are located in:

Team Member Roles and Back-Ups:

Team Member Name & Email	Role	Back-Up Team Member
1.	Facilitator	
2.	Data Analyst	
3.	Minute Taker	
4.	Timekeeper	
5.		
6.	Team Member	
7.	Team Member	

Team Norms:

Decision-making method (i.e. voting, everyone must agree, majority rules):

Signed By:

_____	_____
_____	_____
_____	_____

Sample Teaming Matrix

Initiative/ Committee	Purpose	Outcome	Target Group	Staff Involved	SIP
<i>Attendance Committee</i>	Increase attendance	Increase % of students attending daily	All students	Eric, Ellen, Marlee	Goal #2
<i>Character Education</i>	Improve character	Improve character	All students	Marlee, J.S., Ellen	Goal #3
<i>Safety Committee</i>	Improve safety	Predictable response to threat/crisis	Dangerous students	Has not met	Goal #3
<i>School Spirit Committee</i>	Enhance school spirit	Improve morale	All students	Has not met	
<i>Discipline Committee</i>	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlee, Otis	Goal #3
<i>DARE Committee</i>	Prevent drug use		High/at-risk drug users	Don	
<i>EBS Work Group</i>	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2

Expectations
Grid
Elementary
Schools

School-wide Behavioral Expectations

School _____

Year _____

	School Rules		
Setting			

Behavior Expectations & Routines

----- Elementary

LOCATION	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
ALL COMMON AREAS	•	•	•
LUNCH LINE		•	•
	<u>Routines</u> •		
PLAYGROUND/ RECESS		•	•
	<u>Routines</u> •		
GYM		•	•
	<u>Routines</u> •		

Behavioral Expectations & Routines Matrix

Manuel Peña Jr. Elementary

LOCATION	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
ALL COMMON AREAS	<ul style="list-style-type: none"> ● Walk facing forward and stay to the right ● Keep hands, feet and objects to self ● Stay on the sidewalk 	<ul style="list-style-type: none"> ● Use kind words & actions ● Use appropriate voice level ● Listen and follow teacher's directions 	<ul style="list-style-type: none"> ● Use a hall pass ● Pick up any trash you find along the way ● Follow adult directions ● Be in dress code
	Routines: <ul style="list-style-type: none"> ● What being in uniform looks like, walking in line, entering building quietly 		
CAFETERIA	<ul style="list-style-type: none"> ● Walk calmly and quietly ● Keep hands, feet and objects to self ● Keep both hands on tray 	<ul style="list-style-type: none"> ● Use quiet voices ● Stand in line ● Wait your turn 	<ul style="list-style-type: none"> ● Know your lunch number ● Be ready to make your choice ● Pick up all your trash when you leave ● Eat food in the cafeteria only
	Routines: <ul style="list-style-type: none"> ● Teach students how to enter their number, which tables to sit on, raise hand to go to bathroom, raise your hand and wait to be dismissed (if student has a pass, they need to raise their hand with their pass until dismissed), 3rd-5th grade has to walk around tables not through tables, sit together so that there's room for everyone, wait behind red line until it's your turn to type in lunch number, dump leftover milk in bucket and trash in the trash can, walking out of cafeteria to assigned playground 		

BEHAVIORAL EXPECTATIONS & ROUTINES MATRIX
Manuel Peña Elementary School

PLAYGROUND/ RECESS	<ul style="list-style-type: none"> ● Keep hands, feet and objects to self ● Play approved games only 	<ul style="list-style-type: none"> ● Include everyone ● Talk out problems ● Share and use equipment properly 	<ul style="list-style-type: none"> ● Stop playing when the bell rings and line up ● Stay in assigned area ● Play by school game rules ● Follow adult directions ● Be in uniform ● Pick up any trash you see
	<ul style="list-style-type: none"> ● Teach what games are okay to play, how to use equipment (jump ropes, etc.) appropriately, put equipment back in bins, designated spot to line up 		
CLASSROOMS	<ul style="list-style-type: none"> ● Walk quietly and calmly ● Keep hands, feet and objects to self ● Keep all furniture (chairs, desks, etc) on the floor (all four legs on ground). 	<ul style="list-style-type: none"> ● Include everybody ● Fill out problem report if there's an issue (3-5) 	<ul style="list-style-type: none"> ● Follow adult directions ● Wait for signals ● Share and use materials properly
	<ul style="list-style-type: none"> ● Line up quietly when leaving classroom, transitions within the classroom, teach quiet signal (or a way to get students' attention), how to get materials, what to do if student needs to go to the bathroom, drink, nurse... 		
BATHROOMS	<ul style="list-style-type: none"> ● Keep hands, feet and objects to self ● Wash hands ● Keep floor and walls clean and dry 	<ul style="list-style-type: none"> ● Respect privacy ● Use quiet voices ● Wait for your turn ● Keep bathroom clean 	<ul style="list-style-type: none"> ● Return to classroom right away ● Use a bathroom pass
	<ul style="list-style-type: none"> ● Bathroom sign in/sign out, report to teacher if the bathroom is dirty or there is a problem, 		
BUS	<ul style="list-style-type: none"> ● Stay in your assigned seats ● Face forward ● Keep hands, feet and objects to self 	<ul style="list-style-type: none"> ● Use quiet voices ● Use kind and polite words to peers and adults ● Wait for your turn to get off bus 	<ul style="list-style-type: none"> ● Take all of your belongings with you ● Pick up trash ● Report graffiti or vandalism
	<ul style="list-style-type: none"> ● Make sure students understand what school appropriate (kind and polite) language is, 		

Centennial Elementary Playground Rules and Behavioral Expectations

Play Area	Be Safe	Be Respectful	Be Responsible
Swings	<ul style="list-style-type: none"> • sit on bottom only • no pushing others • do not jump out • do not play around the swings 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
Slides	<ul style="list-style-type: none"> • slide on bottom only, feet first • go up the ladder only • no jumping off • off limits when wet • line forms on the ground 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • one person at a time on the slide and ladder • line up quickly and quietly when whistle blows
Merry-Go-Around	<ul style="list-style-type: none"> • 2 people per section • sit on edge only • bottoms only • no laying or hanging 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
New Construction	<ul style="list-style-type: none"> • no running 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
Monkey Bars	<ul style="list-style-type: none"> • one hand on bars at all times • go in one direction • do not sit/stand on top 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
Tennis Court	<ul style="list-style-type: none"> • no climbing on wire 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
Field	<ul style="list-style-type: none"> • no tackling or wrestling • stay away from river • plastic bats only • no climbing on fence • soft balls only 	<ul style="list-style-type: none"> • share and take turns • include everyone • ask permission of other students before chasing them or playing tag 	<ul style="list-style-type: none"> • line up quickly and quietly when whistle blows
Overall	<ul style="list-style-type: none"> • cross only with safety patrol or adult • throw no objects • hula hoops okay with enough distance 	<ul style="list-style-type: none"> • arguments and fighting may cancel games 	<ul style="list-style-type: none"> • mind the crossing guard

Behavior Expectations Liberty Elementary

LOCATION	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
ALL COMMON AREAS	<ul style="list-style-type: none"> ● Walk facing forward ● Keep hands, feet and objects to self ● Use all equipment and materials safely 	<ul style="list-style-type: none"> ● Use kind words & actions ● Use appropriate voice level ● Listen and watch for signals 	<ul style="list-style-type: none"> ● Use a hall pass ● Follow school rules ● Take care of belongings and equipment ● Follow adult directions
LUNCH LINE	<ul style="list-style-type: none"> ● Walk calmly and quietly ● Keep hands, feet and objects to self ● Keep both hands on tray 	<ul style="list-style-type: none"> ● Use quiet voices ● Stand in line ● Wait your turn 	<ul style="list-style-type: none"> ● Know your lunch number ● Be ready to make your choice ● Eat in classroom only
PLAYGROUND/ RECESS	<ul style="list-style-type: none"> ● Keep hands, feet and objects to self ● Play approved games only 	<ul style="list-style-type: none"> ● Include everyone ● Use problem-solving skills ● Share and use equipment properly 	<ul style="list-style-type: none"> ● Stop when whistle blows ● Stay in assigned area ● Use pass to enter building ● Play by school game rules ● Follow adult directions
GYM	<ul style="list-style-type: none"> ● Walk quietly and calmly ● Be aware of others around you ● Keep hands, feet and objects to self 	<ul style="list-style-type: none"> ● Include everybody ● Use problem-solving skills 	<ul style="list-style-type: none"> ● Follow adult directions ● Wait for signals ● Share and use equipment properly ● Play by school game rules
BATHROOMS	<ul style="list-style-type: none"> ● Keep hands, feet and objects to self ● Wash hands ● Keep floor clean and dry 	<ul style="list-style-type: none"> ● Respect privacy ● Use quiet voices ● Wait for your turn 	<ul style="list-style-type: none"> ● Flush toilet after use ● Return to classroom right away ● Use a bathroom pass

Lesson Plan Examples

EXPECTATIONS AND PROCEDURES LESSON PLAN

Setting: Cafeteria/Lunch

EXPECTATIONS

RESPECTFUL	RESPONSIBLE	SAFE
<ul style="list-style-type: none"> • Good manners at all times 	<ul style="list-style-type: none"> • Wait in line patiently • Eat your food only • Clean up your area • Share food appropriately 	<ul style="list-style-type: none"> • Stay off the stage

REASON THE EXPECTATIONS ARE IMPORTANT:

To make lunch a socially enjoyable time for all students. Keeps cafeteria looking nice for all students. Keeps floor clean and safe for PE classes. Prevents spread of disease.

TEACHING EXAMPLES AND NON-EXAMPLES

<p>Example: Stands patient in line, hands to self, quietly conversing.</p> <p>You and your friend are finished eating and getting ready to go. Somebody starts to leave without picking up his or her milk carton. You remind them to get it as you check to make sure your garbage is cleared.</p> <p>Recognize the effort of the cafeteria staff by thanking them or saying hello.</p> <p>Use utensils properly at the salad bar.</p> <p>You sit with a friend to eat and agree together to trade a banana for cookies.</p>	<p>Non-Example: Push each other, take cuts and yell at other students while standing in a semi-group line.</p> <p>You and your friends walk off and leave spilled juice and used napkins on the table.</p> <p>Kids walk through the lunch line and get food put on their plates without saying thank you or even acknowledging the presence of the cooks.</p> <p>Do not put spoons back in proper containers; food slopped from one container to another.</p> <p>Someone comes up behind you and grabs a cookie off your plate without your permission. They start eating it and walk away.</p>
--	--

STUDENT ACTIVITIES AND FOLLOW-UP

1. Review recyclables on try and procedure for recycling.
2. Model expectations during a classroom snack time.
3. Have custodian in classroom as guest speaker.
4. Model and practice dismissal procedure during lunches.

BE RESPONSIBLE IN THE CAFETERIA

Use examples listed on the school rules and Behavioral expectations page for "Being Responsible."

Step 1: Introduce Rule

- A. Outline focus of the lesson. "Today we are going to learn about being responsible."
- B. Check for student understanding. "What are we going to learn about?"
- C. Define being responsible.
Being responsible means to be dependable and trustworthy at all times.

Step 2: Demonstrate Rule

- A. Model (or provide a story of) positive examples of being responsible and negative examples of not being responsible, using another adult or a student. Have students label the situation as responsible or not responsible.
- B. Ask 2-3 students to give an **example of a situation** in which they know how to be responsible.
- C. Role plays: Some examples to use:
 - You are really in a hurry to get out to recess. You want to get through the line as soon as possible. After you are seated you realize that you need silverware and milk. What was the responsible thing to do? (Get utensils, milk and condiments when 1st going through the line.)
 - You don't want to finish all of your lunch right now. You decide to take your pizza back to the classroom for later. What is the responsible thing to do? (All food stays in the cafeteria.)
 - Another example.
 - Another example.

Step 3: Provide Monitoring and Feedback

- A. Discuss role-play.
 - Ask students to **indicate or show** how they could be responsible.
 - **Encourage** and support appropriate discussion/responses. Minimize attention for inappropriate responses.
- B. Use real situations as examples during class discussions.
 - **Just before** students transition to another activity outside the classroom, ask them to tell you how they can be responsible – (**pre-correction**).
 - When you see student(s) being responsible, provide **specific praise** to the student(s).
 - When you see a student(s) who is not being respectful, stop him/her, **state the rule and redirect**, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

(Type Setting Here)

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

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		
Be Respectful		
Be Responsible		

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

School-wide PBS

Acknowledgment
System

Examples

Pawsome Awards

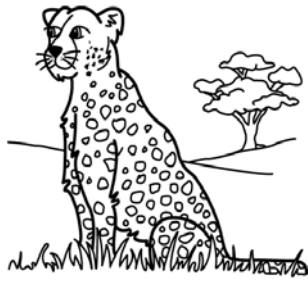
Procedures for Use

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: _____

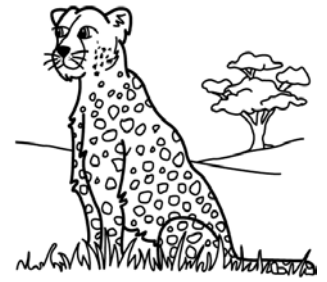
Teacher

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

Bright Spot

I was spotted being

- safe
- respectful
- responsible



Name: _____

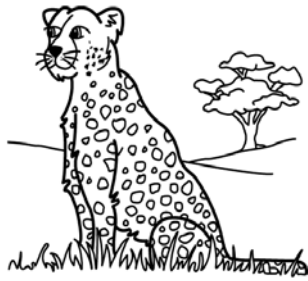
Teacher

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

Bright Spot

I was spotted being

- safe
- respectful
- responsible



Name: _____

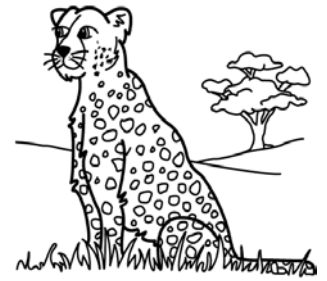
Teacher

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

Bright Spot

I was spotted being

- safe
- respectful
- responsible



Name: _____

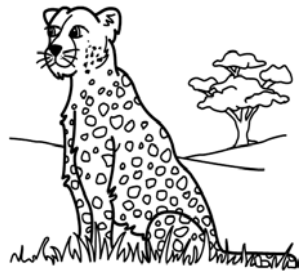
Teacher

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

Bright Spot

I was spotted being

- safe
- respectful
- responsible



Name: _____

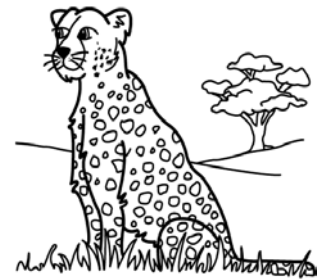
Teacher

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

Bright Spot

I was spotted being

- safe
- respectful
- responsible



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

School-wide PBS

Correction Systems

Chris Borgmeier
Portland State University
cborgmei@pdx.edu

A Menu of Ideas for Responding to Misbehavior

Staff Managed Behaviors	
Definition: Failure to follow school or classroom rules and expectations	
Behaviors	Responses/ Consequences
<p><u>Level 1 – Minor</u></p> <ul style="list-style-type: none"> • Talk outs • Off task • Failing to follow rules/directives • Interrupting instruction • Inappropriate voice level • Disruptive • Inappropriate language/comments • Put downs/ low level teasing • Hands/feet/objects on others • Note passing • Out of assigned area • Unsafe play/ inappropriate use of equipment • Late coming in from playground • Spitting • Running in halls • Not walking wheels on school grounds • Littering <p><u>Level 2</u></p> <ul style="list-style-type: none"> • Repeated Minor behavior • Unexcused tardy/ absence • Cheating • Defiance • Intimidation/threats • Inappropriate displays of affection • Electronic equipment at school 	<p><u>1st minor offense</u></p> <ul style="list-style-type: none"> • Ask student which school rule was broken • Teach appropriate behavior • Remind, redirect, reinforce • Additional practice of the correct behavior • Closer monitoring/ proximity • Ignore/ acknowledge appropriate behavior • Use humor • Complete paperwork for minor behavior if necessary • Contact parent (as necessary) <p><u>Repeated minor offense or Level 2 behavior</u></p> <ul style="list-style-type: none"> • Re-teach appropriate behavior w/ student practice • Complete necessary paperwork • Mild Consequences (natural, logical consequences are optimal): <ul style="list-style-type: none"> – loss of a privilege (i.e. recess, computer time, etc.) – time out – write letter or a plan for change – clean up duty – contact parent – send to another classroom – stay after school to complete work missed – restitution – detention – referral to Rule School – Consult with student – Conference w/ student & parent • Consult w/ colleagues, behavior specialist in school • Develop a plan of support

Office Managed Behaviors

Definition: Serious misbehavior that endangers the safety or well-being or makes normal classroom activities difficult or impossible

Behaviors	Responses/ Consequences
<ul style="list-style-type: none">• Danger to others with intent to hurt• Weapons• Fighting/ assault/ physical aggression• Serious disruption• Overt defiance• Harrassment/Bullying• Inappropriate touching• Unsafe activities• Theft• Use/possession of alcohol or drugs• Vandalism• Chronic minor behavior	<ul style="list-style-type: none">• Send student to office• Complete office referral form• Parent contact• Notify law enforcement (as necessary)• Consequencses<ul style="list-style-type: none">– Detention– Suspension– Restitution– Loss of privileges– Parental escort at school• Formal behavior plan

Middle School Office Referral Form

Name _____
 Date _____ Time _____
 Teacher: _____
 Grade 4 5 6 7 8
 Referring Staff _____

Location

- | | |
|--|--|
| <input type="checkbox"/> Classroom # _____ | <input type="checkbox"/> Library |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bathroom |
| <input type="checkbox"/> Breezeway | <input type="checkbox"/> Arrival/Dismissal |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Computer Lab |
| <input type="checkbox"/> Gymnasium | <input type="checkbox"/> Other _____ |

Zero Tolerance Behavior
<u>Direct referral to office</u>
<input type="checkbox"/> Fighting/ physical aggression <input type="checkbox"/> Possession/Use of a Weapon <input type="checkbox"/> Possession/use drugs/alcohol <input type="checkbox"/> Vandalism <input type="checkbox"/> Extreme defiance <input type="checkbox"/> Verbally/physically threatening <input type="checkbox"/> Harassment <input type="checkbox"/> Other _____

Staff Managed Behavior	Interventions Attempted
<input type="checkbox"/> Abusive <input type="checkbox"/> Language/Profanity <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Teasing/taunting <input type="checkbox"/> Tardy <input type="checkbox"/> Bullying <input type="checkbox"/> Physically unsafe <input type="checkbox"/> Other _____	<input type="checkbox"/> 1. Warning <input type="checkbox"/> 2. Student/Teacher Conference <input type="checkbox"/> 3. Life Skill Sheet & Parent Conversation <input type="checkbox"/> 4. Detention <input type="checkbox"/> 5. Parent Conference <input type="checkbox"/> 6. Office Referral

Possible Motivation	Others involved:
<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/ activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid task or activities <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____	List student initials if known: <input type="checkbox"/> No one <input type="checkbox"/> Peers _____ <input type="checkbox"/> Staff _____ <input type="checkbox"/> Substitute _____ <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____

Administrative Decision (to be completed by administrator)
<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact <input type="checkbox"/> Detention (____ hours/days) <input type="checkbox"/> In-school suspension (____ hours / days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____

Other comments:

All staff managed behaviors must have been addressed using the six interventions listed above before the becoming an office referral. Document all interventions tried.

Parent Signature _____

Date sent to parent _____

Uh-oh

Name: _____ Grade: _____ Date: _____

Referring Person: _____ Time: _____

Other(s) involved: _____

Issue of Concern

Location

- Minor Problem Behaviors
- | | | |
|--|--|--|
| <input type="checkbox"/> inappropriate. lang | <input type="checkbox"/> classroom | <input type="checkbox"/> playground |
| <input type="checkbox"/> disruption | <input type="checkbox"/> cafeteria | <input type="checkbox"/> passing area |
| <input type="checkbox"/> property misuse | <input type="checkbox"/> bathroom | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> non-compliance | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area |

Possible Motivation

- | | | |
|--|---|---|
| <input type="checkbox"/> Attention from adult(s) | <input type="checkbox"/> Avoid work | <input type="checkbox"/> Avoid peer(s) |
| <input type="checkbox"/> Attention from peer(s) | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know | <input type="checkbox"/> Other _____ | |

What happened? _____

Consequences

- lose recess parent contact conference
 follow up agreement lose other privilege _____

Uh-oh

Name: _____ Grade: _____ Date: _____

Referring Person: _____ Time: _____

Other(s) involved: _____

Issue of Concern

Location

- Minor Problem Behaviors
- | | | |
|--|--|--|
| <input type="checkbox"/> inappropriate. lang | <input type="checkbox"/> classroom | <input type="checkbox"/> playground |
| <input type="checkbox"/> disruption | <input type="checkbox"/> cafeteria | <input type="checkbox"/> passing area |
| <input type="checkbox"/> property misuse | <input type="checkbox"/> bathroom | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> non-compliance | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area |

Possible Motivation

- | | | |
|--|---|---|
| <input type="checkbox"/> Attention from adult(s) | <input type="checkbox"/> Avoid work | <input type="checkbox"/> Avoid peer(s) |
| <input type="checkbox"/> Attention from peer(s) | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know | <input type="checkbox"/> Other _____ | |

What happened? _____

Consequences

- lose recess parent contact conference
 follow up agreement lose other privilege _____

Uh-oh

Name: _____ Grade: _____ Date: _____

Referring Person: _____ Time: _____

Other(s) involved: _____

Issue of Concern

Location

- Minor Problem Behaviors
- | | | |
|--|--|--|
| <input type="checkbox"/> inappropriate. lang | <input type="checkbox"/> classroom | <input type="checkbox"/> playground |
| <input type="checkbox"/> disruption | <input type="checkbox"/> cafeteria | <input type="checkbox"/> passing area |
| <input type="checkbox"/> property misuse | <input type="checkbox"/> bathroom | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> non-compliance | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area |

Possible Motivation

- | | | |
|--|---|---|
| <input type="checkbox"/> Attention from adult(s) | <input type="checkbox"/> Avoid work | <input type="checkbox"/> Avoid peer(s) |
| <input type="checkbox"/> Attention from peer(s) | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know | <input type="checkbox"/> Other _____ | |

What happened? _____

Consequences

- lose recess parent contact conference
 follow up agreement lose other privilege _____

Uh-oh

Name: _____ Grade: _____ Date: _____

Referring Person: _____ Time: _____

Other(s) involved: _____

Issue of Concern

Location

- Minor Problem Behaviors
- | | | |
|--|--|--|
| <input type="checkbox"/> inappropriate. lang | <input type="checkbox"/> classroom | <input type="checkbox"/> playground |
| <input type="checkbox"/> disruption | <input type="checkbox"/> cafeteria | <input type="checkbox"/> passing area |
| <input type="checkbox"/> property misuse | <input type="checkbox"/> bathroom | <input type="checkbox"/> arrival/dismissal |
| <input type="checkbox"/> non-compliance | <input type="checkbox"/> special event | <input type="checkbox"/> restricted area |

Possible Motivation

- | | | |
|--|---|---|
| <input type="checkbox"/> Attention from adult(s) | <input type="checkbox"/> Avoid work | <input type="checkbox"/> Avoid peer(s) |
| <input type="checkbox"/> Attention from peer(s) | <input type="checkbox"/> Obtain item(s) | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Don't know | <input type="checkbox"/> Other _____ | |

What happened? _____

Consequences

- lose recess parent contact conference
 follow up agreement lose other privilege _____

General Procedure for Dealing with Problem Behaviors

