

Mill Valley Elementary School

PBIS Handbook



Mill Valley Behavioral Expectations

Be Respectful

Be Responsible

Be Kind

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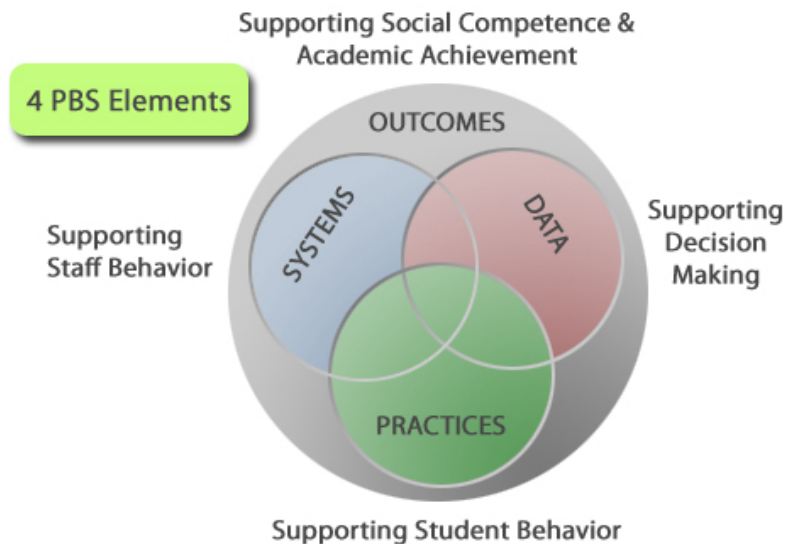
What is School-wide PBIS?

Definition

School-wide positive behavior intervention and supports (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school: it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

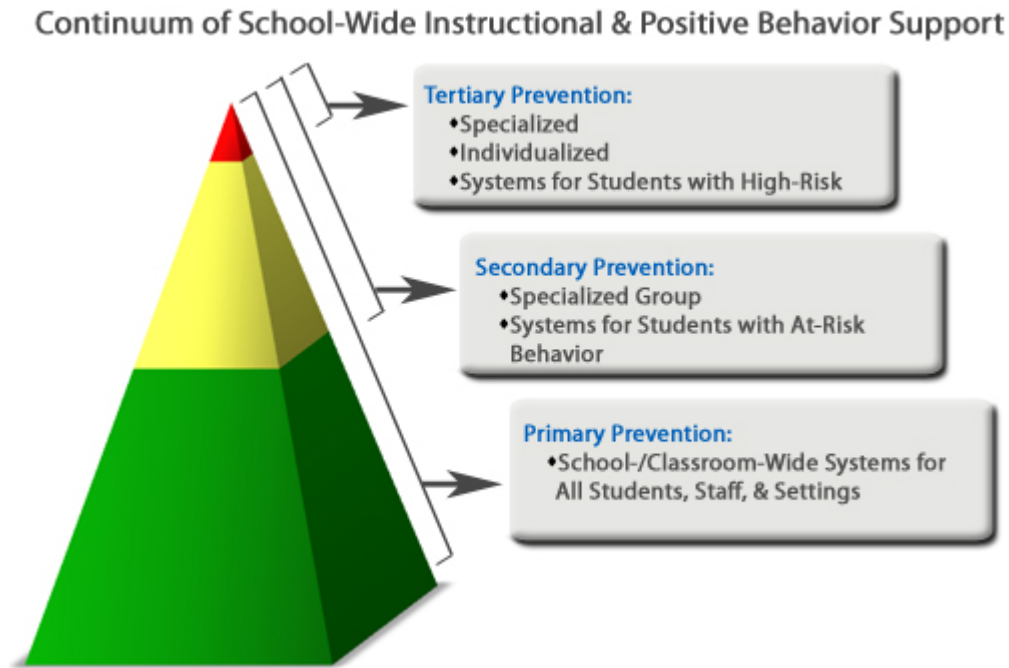
There are four main elements in SW-PBIS:

- Customized practices to support student behavior, such as defining and teaching appropriate behavior
- Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- Data-based decision making, which is the cornerstone of the behavior problem-solving process
- And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success



Multi-tier support

School-wide means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.



An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

Purpose Statement

The purpose of implementing PBIS at Mill Valley School is to create a more positive culture through consistency in behavioral expectations. We will use data to guide our decision making and respond to the behavioral needs of all students to create an effective and equitable learning environment for all.

Behavioral Expectations



What does this mean for staff?






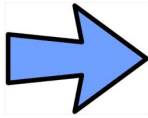















- All staff must recognize and acknowledge children who are following the school-wide expectations.
- All staff must know the Behavior Flow Chart & be consistent with their responses.
- All staff must complete the Minor form or Office Discipline Referral Form if a child's response to a problem behavior indicates the need.
- Teaching staff must post the School-wide Expectations in their class and other areas that children often use.
- Teaching staff must include "Cool Tools" in their lesson plans as needed (for whole group or individuals).
- All staff need to CELEBRATE successes as much as possible!
- All staff must be ready to give out paw prints to students in the classroom and throughout the building.

PBIS Tier 1 Team Members

Team Member	Grade Level	Role on Team
Robin Schrot	Principal	Administrator
Laura Shanahan	Assoc. Principal	Administrator
Jennifer Losey	School Psychologist	Internal Coach
Deanna Welsh	Social Worker	External Coach
Allyce Harris	TLC	Instructional Coach
Julie Hetzel	TLC	Instructional Coach
Wendy Lyon	Kindergarten	Regular Ed teacher
Kelly Hamberger	Kindergarten	Regular Ed teacher
Shannon Huxford	Kindergarten	Regular Ed teacher
Casey Weyhrich	Kindergarten	Regular Ed teacher
Amy Goose	1st grade	Regular Ed teacher
Kali MacIver	1st grade	Regular Ed teacher
Kathy Johnson	2nd grade	Regular Ed teacher
Erica Navarrette	2nd grade	Regular Ed teacher
Katie Phelps	3rd grade	Regular Ed teacher
Nikki Driver	4th grade	Regular Ed teacher
Chantelle Awadallah	Music	Represents specials
Deb Carlson	Aide	Represents aides
Carrie Peterson	Parent	Represents parents

2018-19 Tier 1 Meeting Dates:

- September 26
- October 24
- November 28
- December 21*
- January 23
- February 27
- March 27
- April 18*
- May 22

	Be Respectful	Be Responsible	Be Kind
Classroom  Channel 0, 1, or 2	<p>Follow teacher directions and classroom routines</p> 	<p>Keep track of my belongings</p>  <p>Have materials ready</p>	<p>Be a friend</p> 
Hallway  Channel 0 or 1	<p>Use the right side of the hallway</p> 	<p>Keep your area clean</p> 	<p>Walk with your hands at your sides</p> 
Lunchroom  Channel 1 or 2	<p>Stay in your spot</p>  <p>Follow adult directions</p>	<p>Use your time wisely and eat your own lunch</p>  <p>Clean up after yourself</p>	<p>Use your manners and kind words to everyone</p> 
Playground  Channel 2	<p>Follow adult directions</p>  <p>Come in and out quietly</p>	<p>Dress for the weather</p> <p>Follow game rules</p>  <p>Put equipment away</p>	<p>Solve problems peacefully</p>  <p>Include everyone and take turns</p>
Bathroom  Channel 0 or 1	<p>Flush the toilet</p> 	<p>Wash hands</p>  <p>Throw away trash</p> 	<p>Respect privacy</p> 

Bus



Channel 1 or 2

Follow adult directions



Stay seated



Use kind words and tone



Assemblies



Channel 0 or 1

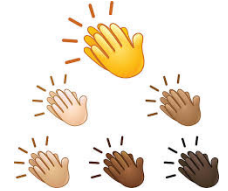
Listen to the speaker/performer



Sit down and keep your hands to yourself



Respond and applaud appropriately



Pay attention to the speaker/performer

Library



Channel 0 or 1

Follow adult directions



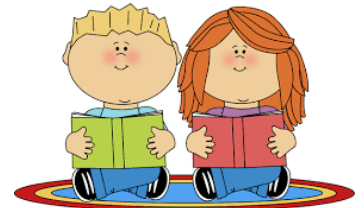
Wait patiently for help

Bring books back on time



Keep the library neat

Read quietly



Technology



Channel 0 or 1

Handle your device with care



Use appropriate sites for learning



Be kind online



Channels of the Voice



0 -- Voices off, no sound



1 -- Whisper Voice



2 -- Talking Voice




3 -- Performance /Presentation Voice

Acknowledging/Recognizing Appropriate Behavior

Paw Prints:

Based on the behavioral data, each month we will concentrate on an area of the school in an effort to reinforce positive behaviors. Staff may acknowledge positive behavior of students by handing out paw prints. Students will then turn them into the office (in your den bucket) for weekly drawings or recognition.



Paw-riffic job!

Student Name: _____

Grade: K 1 2 3 4

Respectful Responsible Kind

Golden Awards:

Golden awards are given to classes that show exceptional behavior in the lunchroom, art room, gym, music room, bus and classroom/hallway. The awards are given once a month during the whole school Wolf Pack meeting.

School-wide Recognition Activities:

- Have a reading party- bring slumber bags, pajamas, flashlight and favorite books- go into gymnasium and get everyone situated – then turn out the lights and let everyone read inside their sleeping bags for an hour. Teacher can be set up in a pop-up tent.
- Extra recess
- Free computer time (15 minutes)
- School-wide movie
- Free choice seating at lunch for a week
- Minute to Win It Activities
- Assemblies

Classroom incentive ideas:

- Be the first one in the lunch line
- Earn extra computer time (15 minutes when you see fit)
- Eat lunch outdoors in courtyard
- Eat lunch with a teacher in classroom
- Eat lunch with principal
- Get a “no homework” pass
- Play on chromebook during recess
- Run the smart board for the teacher
- Sit with a friend at lunch
- Take a trip to the treasure box
- Watch a video instead of recess
- Ice cream treat at lunch
- Use melted ice popsicles & go outside and draw in snow
- Ice pop treat at lunch
- Search for “PBIS incentive ideas” for more

Interventions and Consequences for Problem Behavior

Correction Guidelines

Adult behavior when providing correction is:

- * Calm
- * Brief
- * Respectful
- * Consistent
- * Immediate

Strategies to respond to inappropriate behavior:

Correction Technique	How this can be used
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Provide an alternate choice that still accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternate behavior and explain why it is better. Practice. Provide feedback.

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative
4. Discuss why alternative is better
5. Have student practice by showing or telling
6. Provide feedback

Data Collection

When student behavior is unsafe or noncompliant after being redirected, staff will document the behavior on the Staff Discipline Referral Log. If it is a major offense, it will be recorded on the Office Managed Referral Form (pink slip) and sent to the office. The student will complete the Student Behavior Self-Assessment (pink sheet) and obtain parent signature. If it is a minor offense, the student will be given a Student Behavior Self-Assessment (yellow slip) to complete and parents need to sign and return it. This data is compiled monthly and used to locate areas in need of reteaching, as well as students in need of more intensive interventions.

Distinctions Between Office vs. Classroom Managed Behaviors

Classroom managed		Office Managed
Reminders (teacher managed but non-recorded on tracking form)	Minor (Non-referred but recorded on tracking form)	Major (referred to office and recorded in IC)
Noncompliant -Not following directions as they are intended	Continued Oops! Offense	Tracking form shared with office - after 3 offenses
Unsafe Behavior - putting self or others in an unsafe situation: running with scissors, standing on furniture, throwing objects	Cheating	Fighting/Physical aggression
Property misuse - Not handling school or someone's property in a protective way or as it is intended or allowed to be used.	Computer Violation (i.e. on wrong website or not using for learning)	Vandalism - drawing, writing, cutting on school or other's personal property
Loud voices/yelling	Lying	Harassment/ Bullying - repeated, intentional
Not keeping hands/feet to oneself	Inappropriate conversation - swearing	Stealing/theft - being in the possession of another person's belongings without permission
Arguing with peer	Disruptive behavior	Open defiance/refusal to comply - repeated behavior and/or disruptive to the learning environment
No supplies – coming to class unprepared	Inappropriate physical contact	Endangering conduct - attempting to or simulating harm to self or others (i.e. throwing objects at someone with intent to hurt)
Teasing - making fun or calling names	Arguing with adults	Profanity directed to another person
		Spitting at others
		Inappropriate touching/ conversation - sexual
		Computer violation - on inappropriate site

Teacher-Managed Behaviors



(Classroom disruptions, tardy, disrespect/put-downs, refusal to work, inappropriate language or attitude, minor technology violation, insubordination, property misuse, physical contact/ play-fighting/ horseplay)

1. Reminder- “This is your reminder.”

- *Give student a reminder of expected behavior.

2. Name Problem Behavior- “This is your warning.”

- *Give verbal warning.

- *Re-teach appropriate behavior to meet expectations. (refer to behavior matrix)

3. Student “Takes a Break”- “You need to take a break.”

- *Student “takes a break” in designated area of lunchroom/recess/ classroom (by teacher). Review the matrix.

- *This becomes a minor offense and staff member has the student complete the yellow Think sheet.

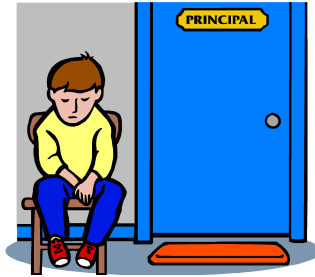
- *Two copies of the yellow slip will be made by the end of the day and given to teacher and Jen Losey (to record).

- *The yellow think sheet goes home for parent signature.

- *Signed slips are returned to Robin.

- *If a student receives 3 yellow slips within a trimester (for any behavior), the 4th becomes a major (pink). Teachers are responsible for keeping track of this.

Office-Managed Behaviors







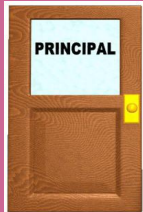
(Fighting/aggressive physical contact, harassment/bullying, abusive/inappropriate language, threats, property damage, vandalism, defiance, insubordination, non-compliance)

Teacher/Staff will:

1. Complete the pink slip and notify Kim/Kimberly ASAP of slip. Put slip on magnet between admin offices. Don't put it in a mailbox. Kim/Kimberly will radio an admin notifying them of slip clipped on magnet. (If admin is out of building, Kim/Kimberly will notify the next in charge.)
2. Answer questions from administration about the incident.
3. Allow the student the opportunity to "right the wrong" and start with a clean slate.
4. Send pink slip home to be signed.
5. Put signed pink slip in Robin's mailbox when returned. If pink slip is not returned, teacher should contact home.

Principal will:

1. Conference with the student - seek to understand, provide corrective feedback, teach/re-teach, detention (loss of recess).
2. Issue appropriate office consequence and have student complete Think sheet (pink sheet) at home.
3. Notify parents via phone call or required parent signature.
4. Follow up with referring staff member and teacher(s).
5. Complete the documentation of the incident in IC/SWIS.
6. Collect signed student Behavior Self-Assessment sheet to Robin the next day.

<u>Consequence</u>		<u>What it Means</u>
1. Reminder		<i>"What is expected of you is..."</i>
2. Verbal Warning		<i>"Here is what you need to do, or you will need to take a break."</i>
3. Take a Break		<i>Removal from group and teacher gives student yellow slip to complete and send home</i>
4. Second Warning		<i>"This is your final warning before further help is requested."</i>
5. Office Visit/Office Managed		<i>Meet with Principal and the office makes contact with parents (pink slip)</i>

Office Discipline Referral (Major)	
Date:	Time:
Student:	Grade:
Setting (location):	
Reason:	
Fighting/physical aggression	
Disruption	
Repeated disrespect	
Stealing	
Vandalism/Property Damage	
Inappropriate language	
Repeated minor behavior (3 or more incidents) please describe:	
Other:	
Possible motivation (check or circle):	
Obtain Peer Attention	Avoid Peer
Obtain Adult Attention	Avoid Adult
Obtain item/activity	Other
Avoid task/activity	Unknown
Sent to office by:	
Resolution:	

Office Discipline Referral (Major)	
Date:	Time:
Student:	Grade:
Setting (location):	
Reason:	
Fighting/physical aggression	
Disruption	
Repeated disrespect	
Stealing	
Vandalism/Property Damage	
Inappropriate language	
Repeated minor behavior (3 or more incidents) please describe:	
Other:	
Possible motivation (check or circle):	
Obtain Peer Attention	Avoid Peer
Obtain Adult Attention	Avoid Adult
Obtain item/activity	Other
Avoid task/activity	Unknown
Sent to office by:	
Resolution:	

Mill Valley Elementary - Think Sheet (Major)

Student Name: _____ Teacher: _____ Date: _____

1. Which behavior expectation did you not follow? (Please circle all that apply)

Be Respectful

Be Responsible

Be Kind

2. Write/draw a picture about what happened and what you did.

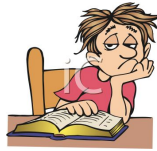
3. Why did you do this? (circle all that apply)



I didn't want
to do my work.



I wanted attention.



I was bored.



I was angry.



I was too
excited.



I was sad.

4. Write/draw a picture about what you could do the next time.

Parent Signature: _____

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



Major (pink) discipline incidents involve actions that require being sent to the office. Some examples of major incidents are: fighting/physical aggression, vandalism, harassment/bullying, stealing/theft, open defiance/refusal to comply. As a consequence, students are asked to reflect on their behavior by completing a reflection sheet with their parents/guardian. Often times additional consequences will be given at school, such as a detention, that will be served at recess. We ask that parents complete this form with their child, sign this slip and have their child return it to school. Please use this tool as a means of discussing the event with your child and know that we value your partnership in caring for the whole child.

Additional suggested conversation starters include:

1. Tell me more about what happened.
2. Tell me what ways help you calm down? Handle frustration? Express your feelings?
3. What other choices could you have made (good or bad)?
4. What lesson did you learn?

Mill Valley Elementary - Think Sheet (Minor)

Name: _____ Date: _____ Time: _____

Teacher: _____ This form was given by: _____

What happened (teacher complete): _____

What was the problem?



Not Keeping
Hands, Feet,
Objects to Self



Not Listening



Disruptive



Unsafe Act



Not Using
Time Wisely



Disrespecting
Others, Materials,
School Property



Incomplete
or Missing
Work



Not Following
Teacher Directions

Whom did your behavior effect?



Myself



A Friend



An Adult

Where did your problem happen?



Classroom



Hallway



Bathroom



Special
Area



Cafeteria



Playground

Why did you do this?



Not Thinking



To Get Out
Of Work/Activities



Funny



Angry



To Get Attention



Want/Need
Something

Were you being Respectful, Responsible or Kind? Yes ☐ No ☐

Next time this would be a better choice (write or draw):

Parent Signature: _____ Student Signature: _____

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

Minor (yellow) discipline incidents are “warnings” and a chance for students to think/reflect about their behavior. Some examples of minor incidents are: disruptive behavior, cheating, misusing computer, lying, inappropriate language (swearing), arguing with adults. This follows a verbal warning. Our intention is that the student’s reflection will give them better ways of following the school expectations of being respectful, responsible and kind. If the student has 3 incidents in a trimester, the fourth incident becomes an office referral. We ask that the parent signs this minor slip and their child return it to school. Please use this tool as a means of discussing the event with your child and know that we value your partnership in caring for the whole child.

Here are some suggested conversations:

1. Tell me more about what happened.
2. What other choices could you have made (good or bad)?
3. What lesson did you learn?

Protocol for Minors

1. When a minor behavior occurs, students will receive a yellow slip (Think Sheet) and they will have to complete it when time is available. The referring adult will complete the top portion with date, time, and reason for the referral.
2. If a minor occurs at **recess**, there will be a file folder inside the doors with the “Think Sheets”. The aide will complete the top portion with date, time, and reason for the referral and hand it to the classroom teacher. The teacher will find a time for the student to complete the form.
3. After the student completes the form, it will be given to the classroom teacher. The teacher will put the form on a clip outside their door by 3pm (backwards or folded for confidentiality). Designee will pick up the forms and make 2 copies of each. S/he will then give the original and 1 copy back to the teacher so the students can take one home to be signed and one for the teacher to keep. The last copy will be put in Jen’s mailbox. The signed copy that comes back to school will go in Robin’s mailbox.
4. Classroom teacher will monitor the frequency of minors. When a student has 3 minors, the 4th one will be written as a major (pink slip). This does not have to be for the same behavior. Time frame is trimesterly but use your judgement.

You need to operationally define problem behaviors so everyone is seeing it the same way and teach this to ALL staff.

Defining a Minor

• **When the minor behavior is significant or frequent enough that it causes the staff person to halt instruction or activity to engage the student in the re-teaching process, that makes it a minor.**

* Generally, a minor is defined as any behavior on the “classroom managed” side of the chart.

• Repeated minors (conversion rule) becomes an Office Discipline Referral (ODR) data point (a major).

• The existence of a minor behavior does not make it a minor

Used as a tool to identify *patterns of behavior*

• When are the behaviors occurring? (math, transition)

• What are the recurring behaviors?

• What are the classroom interventions that have been used? Are these interventions working or does something else need to be utilized?

• Why is the behavior occurring? (motivation, example: Johnny rips up his math sheet and is given time out and gets out of his work. He always gets to avoid doing his math work)

What criteria is used to determine when a problem behavior must be documented? To answer this, we return to our goal, which is increasing student engaged time. Here are some general guidelines.

The following situations probably would **not** require documentation:

• If redirection is all that is needed to address behavior

• If the student needs to be taught the routine

• If the student needs more practice with a routine

These last two instances may especially be the case with new students, students with special learning needs, and students who have not already learned the behavior at home.

Documentation would also not be required for correcting the behavior

• requires only a minimum break in your lesson delivery, or

• results in minimum disruption to the student’s learning or that of his classmates.

Here are some examples of misbehaviors that **may** require documentation:

• It requires more than a minimum break during a lesson

• It significantly disrupts the student’s learning or that of his classmates

• The consequence that needs to be delivered is more serious. Also, if the teacher is using a teaching consequence, documentation is important to determine if it is making a difference.

Teaching Cool Tools

Helpful tools for teaching the expectations of being **respectful, responsible and kind**:

1. Pre-Teaching: Review the behavior expectation for a particular common area before transitioning to and from that area. Develop a rhyme or song that reinforces the behavior as you transition.
2. Direct Experience: Take the students to a particular common area and have them “practice” the expected behavior (i.e. walking feet in the halls).
3. Get the children’s input: Use children’s literature to stimulate a group discussion about a common problem behavior, such as hitting. Have the students identify the problems with this behavior and brainstorm coping strategies or solutions with them. Use the Behavior Expectations Matrix for that area to guide your discussion.
4. Role-play: Have the students act out scenarios that address the expected behaviors in common areas to ensure their understanding as well as to provide them an opportunity for feedback. Encourage students to use the words on the Behavior Matrix.
5. Reflection: Have the students talk about any experiences they have had at school and process their responses in relation to the Cool Tools and Behavior Matrix.
6. Acknowledgement: Whenever possible positively acknowledge students who are demonstrating school-wide behavior expectations by utilizing the school-wide acknowledgement system.

Behavior Lesson Plan: Cool Tool Classroom

Universal Expectation: Be Respectful, Be Responsible, Be Kind

Skill/Setting: Classroom **Grade Level:** K-4

PURPOSE OF LESSON (what do you want them to know)

Students will be respectful, responsible, and kind in a classroom setting.

- Provide an environment that everyone can work best and learn.
- To respect others and their personal space and property.
- To come to class prepared and ready to learn, having all materials and necessary work completed.
- To provide a safe environment for all students and adults.

TEACHING TOOLS/RESOURCES/EXAMPLES

No extra materials needed.

STUDENT ACTIVITIES

Be Respectful

Say, "Today I am going to teach you how to act respectful in the classroom." State and discuss the Mill Valley Behavior Expectations Matrix for Classroom.

* I can follow teacher directions and classroom routines.

Restate and review the expectations with students: Ask the students, "*How do we act respectful in the classroom?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Responsible

Say, "Now I am going to teach you how to be responsible in the classroom." State and discuss the Be Responsible expectations from the Matrix.

* I can keep track of my belongings.

* I can have materials ready.

Restate and review the expectations with students: Ask the students, "*How can we be responsible in the classroom?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Kind

Say, "Today I am going to teach you how to be kind in the classroom ." State and discuss the Be Kind expectations from the Matrix.

* I can be a friend (what's a good friend?)

Restate and review the expectations with students: Ask the students, "*How can we be kind in the classroom?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Other Activities:

Students will model correct ways to be respectful, responsible, and kind to learn in the classroom.

Have students model:

- coming in the room quietly and prepared (channel=0,1,2)
- how to follow the morning routine: make their lunch choice, check take home folder for notes or work to turn in, sit down at your desk and be ready to learn
- good listening by having eyes on the speaker, body still, and lips quiet
- how to politely raise hand to answer a question
- lining up for specials/lunch
- appropriate behavior for when the bell rings for recess (wait to be dismissed by teacher)
- what to do when they hear the sound that an announcement is coming over the loudspeaker (channel 0 and stop everything)
- classroom transitions to and from the carpet and work spaces

Activity:

Lead students in a game of correct or incorrect behaviors. Students will give a thumbs up or thumbs down after observing teacher role play. This will give the classroom teacher an opportunity to show desired and undesired behaviors in the classroom.

For example:

- Come in quietly/ come in running or yelling
- Come in with assignment notebook or folder/ come in empty handed
- Listen with eyes on speaker/ visit with friend while teacher is talking
- Raise hand quietly, waiting your turn/ shouting "Oh, Oh, I know" and blurting out
- Asking for a pencil and handing one to someone/ shouting "I need a pencil" and throwing one to someone
- Keep hands to self/ touching others or things
- Actively listening/ digging in desk during teaching

FOLLOW UP/REINFORCEMENT ACTIVITIES (re-teaching, modeling, demonstrating, show knowledge)

- Teacher reviews, models, and practices with class.
- Teacher and students have the right to correct inappropriate actions.
- Review appropriate actions as needed.
- Compliment students for appropriate behaviors.
- Encourage students to help each other to do it the "Mill Valley Way".

Behavior Lesson Plan: Cool Tool Hallway

Universal Expectation: Be Respectful, Be Responsible, Be Kind

Skill/Setting: Hallway **Grade Level:** K-4

PURPOSE OF LESSON (what do you want them to know)

- students will be able to walk in the hallway in a manner that is safe and efficient
- students will learn to get from one place to another quickly and quietly
- students will learn to be respectful of other classrooms by using responsible behavior

TEACHING TOOLS/RESOURCES/EXAMPLES

- chart paper/markers
- behavior matrix

STUDENT ACTIVITIES (modeling/role play/lg, sm group/reading/writing)

Be Respectful

Say, "Today I am going to teach you how to act respectful in the hallways." State and discuss the Mill Valley Behavior Expectations Matrix for Hallways.

- * I can use the right side of the hallway

Restate and review the expectations with students: Ask the students, "*How do we act respectful in the hallway?*" Choose a small group or individual student to model/discuss each expectation in the appropriate way.

Be Responsible

Say, "Now I am going to teach you how to be responsible in the hallway." State and discuss the Be Responsible expectations from the Matrix.

- * I can keep my area clean

Restate and review the expectations with students: Ask the students, "*How can we be responsible in the hallway?*" Choose a small group or individual student to model/discuss each expectation in the appropriate way.

Be Kind

Say, "Today I am going to teach you how to be kind in the hallway." State and discuss the Be Kind expectations from the Matrix.

- * I can walk with my hands at my side.
- * I talk nicely to others.

Restate and review the expectations with students: Ask the students, "*How can we be kind in the hallway?*" Choose a small group or individual student to model/discuss each expectation in the appropriate way.

Other Activities:

- discuss positive hallway behavior (what it looks like/sounds like) and create a list on chart paper
- have students role play negative hallway behavior, allow students to name the negative behavior and what they could do to change it
- have students demonstrate positive hallway behavior (hands at their side, walking in a straight line, channel 0) allow students to name the behavior they saw that was positive
- line the students up in the classroom and walk the MV hallways to practice positive hallway behavior, be sure to stop the entire line when a behavior arises that is not allowed
- refer back to the chart created and reinforce the positive behaviors you saw, address the negative behaviors and what the students need to do to fix it

FOLLOW UP/REINFORCEMENT ACTIVITIES (re-teaching, modeling, demonstrating, show knowledge)

- when the class is lining up to go in the hallway, reinforce the hallway expectations
- praise the students who demonstrate positive hallway behavior
- stop the entire line if a student is not following hallway expectations and discuss what he/she needs to do to fix the behavior
- post the hallway behavior matrix in every hallway and outside each classroom door to reference when needed

Behavior Lesson Plan: Cool Tool Lunchroom

Universal Expectation: Be Respectful, Be Responsible, Be Kind

Skill/Setting: Cafeteria/lunchroom **Grade Level:** K-4

PURPOSE OF LESSON (what do you want them to know)

1. To maintain a safe, quiet, and orderly environment while getting lunch and milk.
2. To establish a positive atmosphere in the cafeteria.
3. To practice and maintain good manners.

TEACHING TOOLS/RESOURCES/EXAMPLES

No extra materials needed.

STUDENT ACTIVITIES (modeling/role play/large or small group/reading/writing)

Be Respectful

· Say, "Today I am going to teach you how to act respectful in the cafeteria." State and discuss the Mill Valley Behavior Expectations Matrix for Lunchroom.

- o Stay in your spot
- o Follow adult directions

Restate and review the expectations with students: Ask the students, "*How do we act respectful in the cafeteria?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Responsible

· Say, "Now I am going to teach you how to be responsible in the cafeteria." State and discuss the Be Responsible expectations from the Matrix.

- o Use your time wisely and eat your own lunch
- o Clean up after yourself

Restate and review the expectations with students: Ask the students, "*How can we be responsible in the cafeteria?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Kind

· Say, "Today I am going to teach you how to be kind to the cafeteria." State and discuss the Be Kind expectations from the Matrix.

- o Use your manners and kind words to everyone

Restate and review the expectations with students: Ask the students, "*How do you be kind in the cafeteria?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

FOLLOW UP/REINFORCEMENT ACTIVITIES (re-teaching, modeling, demonstrating, show knowledge)

- Kids in your class are "fooling around" in lunch line: mishandling cards, tossing milk cartons on

trays, and talking loudly. What should you do?

- Aubrey saw her friend sitting at another table. She wanted to remind her friend to bring the jump rope out to recess. What should you do?
- You notice some kids dropped their trash on the floor and didn't pick it up. What should you do?
- Ethan could not get the lid off his sandwich container. He asked other kids sitting at his table to help but they couldn't remove it either. What should you do?

Behavior Lesson Plan: Cool Tool Playground

Universal Expectation: Be Respectful, Be Responsible, Be Kind

Skill/Setting: Playground **Grade Level:** K-4

PURPOSE OF LESSON (what do you want them to know)

- to teach students that recess can be an opportunity to practice responsible decision making
- to teach students to be a good sport and include everyone
- to encourage students to be kind, be responsible and be respectful

TEACHING TOOLS/RESOURCES/EXAMPLES

- chart paper/markers
- playground
- playground expectations matrix

STUDENT ACTIVITIES (modeling/role play/large or small group/reading/writing)

Be Respectful

Say, "Today I am going to teach you how to act respectful on the playground." State and discuss the Mill Valley Behavior Expectations Matrix for Playground.

- * I can follow adult directions
- * I can come in and out quietly

Restate and review the expectations with students: Ask the students, "*How do we act respectful on the playground?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Responsible

Say, "Now I am going to teach you how to be responsible on the playground." State and discuss the Be Responsible expectations from the Matrix.

- * I can dress for the weather
- * I can follow game rules
- * I can put equipment away

Restate and review the expectations with students: Ask the students, "*How can we be responsible on the playground?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Kind

Say, "Today I am going to teach you how to be kind on the playground." State and discuss the Be Kind expectations from the Matrix.

- * I can solve problems peacefully
- * I can include others and take turns

Restate and review the expectations with students: Ask the students, "*How do we be kind on the*

playground?” Choose a small group or individual student to model/discuss each expectation the appropriate way.

Other activities:

- discuss and list the activities the students can choose when they are out on the playground and how to be respectful when outside
- discuss the appropriate clothing to wear for the weather to be ready before going out
- discuss being responsible when the bell rings
- go outside on the blacktop/playground and discuss being kind, respectful, responsible while on each of the activities the students can choose when they are out on the playground
- encourage the students to share the behavior they saw during recess with the teacher/class

FOLLOW UP/REINFORCEMENT ACTIVITIES (re-teaching, modeling, demonstrating, show knowledge)

- refer to the playground behavior expectation matrix before recess
- praise positive playground behavior
- hand out paw prints

Behavior Lesson Plan: Cool Tool Bathrooms

Universal Expectation: Be Respectful, Be Responsible, Be Kind

Skill/Setting: Bathrooms **Grade Level:** K-4

PURPOSE OF LESSON (what do you want them to know)

To help students in seeing the appropriate and acceptable way to use the bathroom at school. Students will be Respectful and Responsible in the bathroom.

TEACHING TOOLS/RESOURCES/EXAMPLES

- Students and teacher will walk to the bathroom area in the hallway sitting on the floor by the girls' and the boys' restroom.
- Ask students, "What is the purpose of the bathroom?"
- Ask, "What does Be Respectful, Be Responsible, Be Kind look like in the bathroom?"

STUDENT ACTIVITIES (modeling/role play/large or small group/reading/writing)

Be Respectful

Say, "Today I am going to teach you how to act respectful in the bathroom." State and discuss the Mill Valley Behavior Expectations Matrix for Bathroom.

- I can flush the toilet

Restate and review the expectations with students: Ask the students, "*How do we act respectful in the bathroom?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Responsible

Say, "Now I am going to teach you how to be responsible in the bathroom." State and discuss the Be Responsible expectations from the Matrix.

- I can wash my hands
- I can throw away trash

Restate and review the expectations with students: Ask the students, "*How can we be responsible in the bathroom?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Kind

Say, "Today I am going to teach you how to be kind in the bathroom." State and discuss the Be Kind expectations from the Matrix.

- I can respect privacy

Restate and review the expectations with students: Ask the students, “*How can we be kind in the bathroom?*” Choose a small group or individual student to model/discuss each expectation the appropriate way.

FOLLOW UP/REINFORCEMENT ACTIVITIES (re-teaching, modeling, demonstrating, show knowledge)

Review the discussion points:

- What is the purpose of the bathroom?
- Why is it important to be efficient in the bathroom?
- What does Be Kind/Be Respectful/Be Responsible look like in the bathroom?

Behavior Lesson Plan: Cool Tool Bus

Universal Expectation: Be Respectful, Be Responsible, Be Kind

Skill/Setting: Bus **Grade Level:** K-4

PURPOSE OF LESSON (what do you want them to know)

- Students will learn what appropriate behaviors are when entering, riding, and exiting the bus.
- Students will learn why it is important to follow the rules of the bus and listen to the bus driver.
- 1. We keep hands, feet and objects to ourselves.
- 2. We will talk quietly while on the bus
- 3. We will talk nicely to the bus driver.
- 4. We choose a seat quickly and stay seated.
- 5. We will keep the bus clean (no food).
- 6. We will WALK on and off the bus.
- 7. We will follow the directions for arrival at school and dismissal.

“Today we are going to learn how to show respect and be responsible on the bus. The staff at Mill Valley and the bus drivers want you to be safe and have a good time on the bus. We want you to be able to talk quietly with friends and enjoy your ride on the bus.”

EXPLAIN THE PROCEDURE: (you may want to practice doing this)

1. After walking onto the bus, greet driver, and quickly take a seat.
2. Use a quiet voice and kind words.
3. Keep hands, feet, and objects to yourself.
3. Listen to the driver’s directions. Report problems to the driver.
4. Keep aisles clear.
5. Stay in your seat, facing forward, feet on floor.
6. Keep all objects and body parts inside the bus (not out the window)
7. Keep food and drink in your book bag.
8. Watch for your stop. Make sure your area is clean before leaving the bus.
9. Say goodbye in a friendly manner
10. Walk down bus steps one at a time

TEACHING TOOLS/RESOURCES

Be Respectful

- Say, “Today I am going to teach you how to act respectful on the bus.” State and discuss the Mill Valley Behavior Expectations Matrix for the Bus.

- * I can follow adult directions

Restate and review the expectations with students: Ask the students, *"How do we act respectful on the bus?"* Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Responsible

Say, "Now I am going to teach you how to be responsible on the bus." State and discuss the Be Responsible expectations from the Matrix.

- * I can stay in my seat

Restate and review the expectations with students: Ask the students, *"How can we be responsible on the bus?"* Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Kind

Say, "Today I am going to teach you how to be kind on the bus." State and discuss the Be Kind expectations from the Matrix.

- * I can use kind words and tone

Restate and review the expectations with students: Ask the students, *"How can you be kind on the bus?"* Choose a small group or individual student to model/discuss each expectation the appropriate way.

TEACHING EXAMPLES:

1. You are sitting on the bus and your friend wants you to change seats and sit with him. The bus is moving so you know that you have to stay seated and face forward. You stay where you are and tell your friend you'll sit with them tomorrow.
2. Susie hits you with her backpack. You want to hit her back but know it is not safe. You tell her to stop. You decide that you should tell an adult instead of hitting.
3. You get a treat at the end of the day. You remember that you can't eat on the bus so you put it in your backpack and wait until you get off the bus to eat your treat.
4. A friend is trying to talk to you in a loud voice but you know that it is hard for the bus driver to drive when it is noisy. You ask your friend to talk quietly.
5. While talking with her friends in the seat across from her, Jackie sees Joie walking down the aisle. She greets her quietly as she passes then continues her appropriate conversation with her friend.
6. It's a hot day. The window is open. You remember to keep your body in the bus. You sit as close as you can to the breeze, while staying seated.
7. Your friends around you are getting really loud and disruptive. The bus driver is telling you to quiet down. Your friends are not listening. You remember appropriate, respectful behaviors and follow the bus driver's directions.

8. On the bus ride to school Samantha and Rick were arguing. Samantha elbowed Rick in what she thought was a playful way but he reacted by pushing her and used inappropriate language. Samantha fell on another student's backpack and started to cry. The bus driver asked Samantha and Rick to respect self and others, respect property and use appropriate language. Both students apologized to each other and agreed to listen to the bus driver.

9. During the bus ride home Joshua was going to leave his seat to make plans to play baseball with Henry, when he remembered his teacher asking students to sit in assigned seats. He decided to be responsible and wait until he was off the bus to make plans with Henry.

10. When the students left school, the weather was warm and sunny and they were in a playful mood. When they boarded the bus, John started throwing a small eraser from person to person and seat to seat and students began to raise their voices. When John heard the loud voices he remembered - hands, feet and objects to self and quiet voices. He collected his eraser and reminded himself and others to use quiet voices on the bus.

TEACHING NON-EXAMPLES:

1. You see your cousin on the street. He starts talking to you while the bus is stopped at the corner. You stick your head out the window to talk to him.
2. While you're on the bus, you clean out your book bag. You leave your garbage on the bus.
3. You took a project home from school, so it's crowded on the bus seat. You decide to put your book bag in the aisle to make more room.

ROLE PLAYS:

1. Arrange two double rows of chairs like the seating on a bus and ask students to role play appropriate behavior. Ask a student to play the role of a bus driver and give feedback on student behaviors.
2. Practice sitting properly in the seat and telling a friend you can't change seats.
3. Role-play a child putting a treat in a back pack
4. Role-play checking your seat for belongings and garbage before leaving your seat.
5. Role-play finding a seat promptly and sitting down.

INAPPROPRIATE VS APPROPRIATE:

1. *Inappropriate Action:* Students are walking around the bus, switching seats, and bouncing/jumping up and down. One student sticks their head and arm waving out the window.

Appropriate Action: Students are seated facing the front the entire ride until the bus stops. Arms, legs, and backpack should be out of the aisle. Arms and head should stay inside the windows.

2. *Inappropriate Action:* Students are yelling to friends from the front of the bus to the back.

Appropriate Action: Use a level 2 voice (conversation) talking to those directly beside you.

3. *Inappropriate Action:* Student throws a wrapper from a snack on the bus floor. The student leaves backpack on the bus when student exits.

Appropriate Action: Student will put wrapper into their backpack to dispose of later at home or school and not eat the snack on the bus. Student will grab their backpack as they exit the bus.

4. *Inappropriate Action:* Student will continue to yell while the bus is stopped for a train. The bus driver asks student to be silent. The student then responds by yelling, "There's no train coming, why do I have to be quiet?"

Appropriate Action: Student is yelling on the bus at the train track. The bus driver asks the student to be silent. The student is silent as told.

5. *Inappropriate Action:* Bus driver says good morning. Student ignores and heads to a seat. As the student exits, the bus driver says have a nice day and the student continues to ignore and heads off the bus.

Appropriate Action: The bus driver says good morning. The student says, "Good morning, _____." As the student exits, the student says, "Thank you! Have a good day!"

ACTIVITIES/RESOURCES:

- For lower grade levels, read *Manners on the School Bus*, which is a book relevant to appropriate bus behavior.
- Students will watch a bus video that exhibits both inappropriate and appropriate bus behaviors. Discuss why safety is important.
- Discuss ideas for things that students can do while on their bus ride (eye spy - keep in mind the number of students on the bus, length of route etc)

Students (and teacher) will create a T-chart (attachment) listing the appropriate and inappropriate bus behaviors. This could be done in pairs, teams, whole class or as an individual assignment.

- Give students approximately 5-10 minutes to brainstorm and complete the chart.
- When students have completed the chart, have a short discussion and share with them the MV bus procedures. Students should be able to see many connections with what they wrote on their chart, thus reinforcing the importance of the procedures as they came up with many of the same ones that the staff came up with.

FOLLOW UP/REINFORCEMENT ACTIVITIES (re-teaching, modeling, demonstrating, show knowledge)

- Pre-correct proper bus behavior at the end of the day and on school announcements.
- Verbal Praise
- Bus Bucks
- Special Seat
- First One Off the Bus

- Best Bus Award each week
- Meet students at the bus and ask the bus driver if they were following the safety rules
- Have children nominate other children for following bus rules.
- School rewards
- Ask children to tell you what it looks like to be safe and caring on the bus.
- Wolf Certificates/WOWS used to recognize good bus behavior.
- Revisit idea of buddy system/safety patrol on bus.
- Summarize lesson by reviewing and summarizing expectations on the bus.
- Remind students of the behavior matrix on Monday mornings to start the week.
- Adults verbally praise students as they practice the skills
- Review bus manners/expectations before students leave for home in the afternoon
- Remind students of the bus expectations signs on the bus.
- Give reward for student who display appropriate expectations
- Talk about what the students are doing correctly and how that makes them safe and responsible.

Behavior Lesson Plan: Cool Tool Assemblies

Universal Expectation: Be Respectful, Be Responsible, Be Kind

Skill/Setting: Assemblies **Grade Level:** K-4

PURPOSE OF LESSON (what do you want them to know)

1. Students learn what appropriate behaviors are during large group presentations, performances, etc
2. Students learn WHY those behaviors are important

TEACHING TOOLS/RESOURCES/EXAMPLES

Be Respectful

Say, "Today I am going to teach you how to act respectful in assemblies." State and discuss the Mill Valley Behavior Expectations Matrix for Assemblies.

- * I can listen to the speaker/performer.

Restate and review the expectations with students: Ask the students, "*How do we act respectful in assemblies?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Responsible

Say, "Now I am going to teach you how to be responsible in assemblies." State and discuss the Be Responsible expectations from the Matrix.

- * I can sit down and keep my hands to myself

Restate and review the expectations with students: Ask the students, "*How can we be responsible in assemblies?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Be Kind

Say, "Today I am going to teach you how to be kind at assemblies." State and discuss the Be Kind expectations from the Matrix.

- * I can respond and applaud appropriately
- * I can pay attention to the speaker/performer

Restate and review the expectations with students: Ask the students, "*How can we be kind at assemblies?*" Choose a small group or individual student to model/discuss each expectation the appropriate way.

Other Activities:

1. You are watching a school presentation and the presenter does something funny. You begin laughing so loud that people around you are staring at you. You stop, think, and remember that you need to be respectful to the presenter. So you quiet down your laugh and watch the presenter continue the assembly.
2. The assembly is finished and you start to shout how much you liked the program until you remember that you need to be respectful. So you thank the presenter by clapping in a respectful manner.

3. During an assembly the presenter asks the students to cheer if they are enjoying the show. You use your indoor voices to cheer for the program.

STUDENT ACTIVITIES (modeling/role play/lg, sm group/reading/writing)

1. Have class sit as large group on the floor, similar to seating arrangements when attending performances, etc

2. Review appropriate audience behaviors :

BE A GOOD LISTENER

- Do not say or do anything that will distract the performers or audience members.
- NEVER hold a conversation or make verbal comments during a performance.

KEEP HANDS AND FEET QUIET DURING A PERFORMANCE

CLAP POLITELY AT THE APPROPRIATE TIMES

- Do not cheer or yell at performances.

USE RESTROOMS BEFORE THE PERFORMANCE

- or during the planned intermission where you can leave.

3. Role play:

-Select a student to “perform” a reading in front of the class. Have the student choose a short story that they would like to read to the class while reviewing behaviors with the class using the examples provided above as scenarios.

-Classroom teacher exaggerates inappropriate behaviors while the student is performing

-Discussion with the whole class why it's important to have appropriate behaviors:

- what would have been consequences to those behaviors?
- how did the performer feel during those inappropriate behaviors?
- how did classmates feel during those inappropriate behaviors?
- what can be done in situations like that to stop inappropriate behaviors?
- discuss the positive behaviors that children displayed while the student was reading.
- how did the presenter feel when the audience was listening quietly?

FOLLOW UP/REINFORCEMENT ACTIVITIES (re-teaching, modeling, demonstrating, show knowledge)

1. Review list of appropriate audience behaviors before upcoming performances.

2. Remind students of behavior matrix before performances, and reflect on the positive behaviors observed after the performance.

PBIS

Tier 2

PBIS Tier 2 Team Members

Team Member	Grade Level	Role on Team
Robin Schrot	Principal	Administrator
Laura Shanahan	Assoc. Principal	Administrator
Jennifer Losey	School Psychologist	Internal Coach
Deanna Welsh	Social Worker	External Coach
Allyce Harris	TLC	Coach
Rachelle Enk	TLC	Coach
Kim Chmielewski	Special Education	Represents SPED
Wendy Lyon	Kindergarten teacher	Regular Ed. Teacher
Kelly Hamberger	Kindergarten teacher	Regular Ed. Teacher
Shannon Huxford	Kindergarten teacher	Regular Ed. Teacher
Casey Weyhrich	Kindergarten teacher	Regular Ed. Teacher
Erica Navarrette	2nd grade teacher	Regular Ed. Teacher
Nikki Driver	4th grade teacher	Regular Ed. Teacher
Chantelle Awadallah	Music teacher	Represents specials

2018-19 Tier 2 Meeting Dates:

- September 6
- October 4
- November 1
- December 6
- January 3
- February 7
- March 7
- April 4
- May 2
- June 6

What is CICO?

Check in-Check out is a targeted intervention implemented within a schoolwide system of behavior support. The behavior sheet has goals related to respectful, responsible, and kind behavior.

- Reinforced through daily positive adult contact (attention-related)
- Implemented in all settings, throughout the school day

Features:

- Check-in and check-out daily with an adult at school
- Regular feedback and reinforcement from teachers
- Family component
- Daily performance data used to evaluate progress

CICO is a Tier 2 intervention for behavioral concerns (15-20% of student population). 75% of students in CICO should be successful.

Why do we use CICO?

Improved structure

- Prompts are provided throughout the day for correct behavior.
- System for linking student with at least one positive adult.
- Student is “set up for success”
 - First contact each morning is positive.
 - “Blow-out” days are pre-empted.
 - First contact each class period (or activity period) is positive, and sets up successful behavioral momentum.
- Increase in contingent feedback
 - Feedback occurs more often.
 - Feedback is tied to student behavior.
 - Inappropriate behavior is less likely to be ignored or rewarded.
- Program can be applied in all school locations
 - Classroom, playground, cafeteria (anywhere there is a supervisor)
- Elevated acknowledgement for appropriate behavior
 - Adult and peer attention delivered each target period
 - Adult attention (and tangible) delivered at end of day
- Linking school and home support
 - Provide format for positive student/parent contact
- Program is organized to morph into a self-management system
 - Increased options for making choices
 - Increased ability to self-monitor performance/progress

How do we do CICO?

1. Behavioral data will be evaluated by Tier 2 team (e.g. office referrals, behavior log, tardies, health room visits).
2. If teacher has concern, Tier 2 Team Request form can be completed and given to Jen Losey. [Tier 2 referral form](#)
3. If student qualifies for CICO, teacher will be notified and a Greeter will be assigned.
3. The student will be given a parent letter explaining the program. The teacher/principal will also call the parent. “We are going to start the CICO program with ____ (student’s name). The point of this program is for ____ (student’s name) to have positive interactions with teachers, staff and you for following school expectations so your child is more likely to meet those expectations in the future. “
4. A Tier 2 Team member then shows the teacher(s) how to fill out the DPR (Daily Progress Report) and to give the student feedback.
5. The teacher teaches the student how to participate in the program.
6. Student checks in and out with the assigned staff member (Greeter) daily.
7. Student receives feedback from teacher(s), and earns daily reinforcement as they meet their daily goal.
8. DPR sheets are copied at the end of each day for the designee to record and monitor.
9. After student has consistently met goal for six weeks, the student may be ready to graduate from PBIS CICO.
10. Once the student is eligible to graduate, the student will receive a parent letter explaining his or her success and he or she will receive a certificate presented by the student’s teacher.

Examples of how teacher can provide feedback:

- **Student earns full points;** teacher enthusiastically gives brief, specific, positive feedback: “Wow! You did such a nice job of following directions, keeping your hands and materials to yourself, and using kind words. I am impressed!”
- **Student earns full points for all but one area;** teacher gives positive and brief corrective feedback: “You really kept your hands and materials to yourself, and worked hard today. You received 2s for those. I am giving you a 1 for following directions because I had to remind you three times to put your materials away. You can earn a 2 next time if you follow directions the first time.”
- **Student does not earn full points in any area;** teacher gives brief corrective feedback, and reminds the student of the rules: “You are earning 0s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Jorge, and to use kind words with Janet. I know you can earn 2s if you remember to work hard, keep your hands to yourself and use kind words.”

Non-Examples:

- Student does not earn full points; teacher is negative:
- “I can’t believe how you were talking in class today. I told you five times to stop. You are not earning any points for that period. That was terrible.”
- Teacher penalizes student for behavior for a previous period or activity that has already passed and been rated: “I can’t give you full points for your good behavior in reading, because you were not following directions earlier in math.”

- Student earns full points; teacher does not give specific feedback on what the student did well: “Good work.”
- Teacher circles all points at the end of the day, instead of after each period or activity.

Instruction for students on CICO:

1. Pick up point sheet at check-in at 9:05
2. Carry point sheet with you to all classes
3. Take point sheet to check-out at the end of the day (3:30)
4. Take sheet home at the end of the day to get signed by your parent.
5. Bring parent signed sheet back to school the next day and give to your Greeter.

When do we use CICO?

Check In Check Out Data Rules

Referrals:

- 1 major within 30 days
- 3 minors within 30 days
- Attendance, tardies - 3 or more tardies per month
- Health Room visits - 3+ in a month
- Teacher referral (complete request form)
- Team discussion
- Parent referral

Interventions typically last 3-5 weeks, goal is 80%

Determine if CICO is working:

- If student has 4 weeks without meeting their goal or <70%, they are pulled from CICO and placed in the next intervention:
 - simple SAIG (reteaching expectations/skill of particular area)
 - mentoring (engagement, motivation issues)
 - individual CICO (performance deficits)

Graduate from CICO: By earning an 80% average at the end of 4 weeks or having no ODRs during the program. Services will then be faded (checking in with greeter 2x/wk (T, Th) then only 1x (Friday), then stop sheet and have student check in without sheet the next Friday). A certificate is given to the student.

Tier 2 Team Request

Please bring any data that supports your concerns to the meeting

Student Name: _____ Grade: _____ Date: _____

Teacher: _____

Request made by (circle one): Teacher/team Family Member Student

Name: _____

IEP (circle one) YES NO

Type of concern(s) (check all that apply and describe):

_____ Academic (list specific academic areas)

_____ Behavior (list specific behavioral concerns)

_____ Other:

What has been done already to address these concerns?

What contact have you had with parents about your concerns? _____

Form received by: _____ Date: _____

Date: _____

To the parent/guardian of: _____

As part of the Positive Behavior Interventions and Supports (PBIS) program at Mill Valley, we are implementing a second level intervention for your child called "Check In-Check Out". The purpose of Check In-Check Out is to provide frequent feedback regarding positive behaviors observed so as to avoid recurring incidents and discipline referral forms. This is a program designed to help students meet our school-wide expectations in a positive manner.

Your child will be assigned a Greeter and will be responsible for checking-in with that person each morning and checking-out again at the end of the day. A report will be filled out daily by the teacher(s) and the Greeter will review the report at check-in/out time. Your child will have a daily goal and will receive frequent feedback on meeting the goal throughout the day. The feedback system is connected to our Mill Valley Behavioral Expectations (Be Respectful, Be Responsible, Be Kind). The student will earn incentives and rewards for demonstrating appropriate behavior.

As parents, you are responsible for making sure your child arrives on time each day for check-in and that you review and sign the daily progress report. When you see the daily report, we ask for you to encourage your child by supporting the positive behaviors demonstrated. If your child did not meet his/her daily goal, instead of pointing that out, please be supportive of the areas that positive behavior was noticed and encourage them to try again the next day. Together, we can make this a positive experience for your child.

We appreciate your cooperation with this program and look forward to working with your child. Please contact Jen Losey, PBIS coordinator (262-971-1830 x8505), or Robin Schrot, principal (262-971-1830 x 8501), if you have any questions or would like further suggestions on how to reinforce the daily report with your child.

Wolf REPORT for _____ on _____ Daily Goal _____%

			(student)			(date)					
_____ out of _____ points earned = _____ %				Daily Goal Reached? Yes No							
	Early Morning	Mid Morning	Late Morning	Lunch	Early Afternoon	Mid Afternoon	Late Afternoon				
Expectations								Specials: Please write class in box above.			
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Kind	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
							42 Points	48 Points	54 Points	60 Points	66 Points
Totals											
Scoring Rubric	2			1			0				
Be Respectful	Was able to:			Needed some reminders to:			Was not able to:				
	follow teacher's directions			follow teacher's directions			follow teacher's directions				
	follow classroom routines			follow classroom routines			follow classroom routines				
Be Responsible	Was able to:			Needed some reminders to:			Was not able to:				
	keep track of my belongings			keep track of my belongings			keep track of my belongings				
	have materials ready			have materials ready			have materials ready				
Be Kind	Was able to:			Needed some reminders to:			Was not able to:				
	be a friend			be a friend			be a friend				
	solve problems peacefully			solve problems peacefully			solve problems peacefully				
	use kind words			use kind words			use kind words				
Parent Signature: _____											









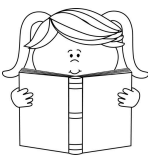



















Student Name _____

Date: _____

Daily GOAL:

____ out of ____ earned = ____% Was the Daily goal reached? _____

Be Respectful, Be Responsible, Be Kind!

Time of Day/Subject	How'd it go?
Arrival 	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
Math 	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
Reading 	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
Lunch/Recess 	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
Word Work 	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
Writing 	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 
Specials 	<input type="radio"/>  <input type="radio"/>  <input type="radio"/> 

Scoring Rubric		2	1	0
Be Respectful		Was able to:	Needed some reminders to:	Was not able to:
	Classroom	Follow teacher directions & classroom routines	Follow teacher directions & classroom routines	Follow teacher directions & classroom routines
		Pay attention to my work	Pay attention to my work	Pay attention to my work
		Walk to get into line	Walk to get into line	Walk to get into line
	Recess	Follow recess aide directions & routines	Follow recess aide directions & routines	Follow recess aide directions & routines
Be Responsible		Was able to:	Needed some reminders to:	Was not able to:
	Classroom	keep my hands & body to myself & use walking feet	keep my hands & body to myself & use walking feet	keep my hands & body to myself & use walking feet
		stay in my own personal space	stay in my own personal space	stay in my own personal space
	Recess	keep track of my belongings keep my hands & body to myself	keep track of my belongings keep my hands & body to myself	keep track of my belongings keep my hands & body to myself
		Was able to:	Needed some reminders to:	Was not able to:
Be Kind	Classroom	Be a friend	Be a friend	Be a friend
		Be polite to others	Be polite to others	Be polite to others
		Talk quietly and listen to others	Talk quietly and listen to others	Talk quietly and listen to others
	Recess	Cooperates and/or be a team player	Cooperates and/or be a team player	Cooperates and/or be a team player

Expectations for Adults Involved in CICO (Check In, Check Out) Process

Greeter

- Point sheet will be ready each morning.
 - If absent, let classroom teacher know where to get a blank copy.
- Greet student each morning with a positive comment. (no more than 1 min.)
- At the end of the day, compliment the student on something positive from their point sheet. (no more than 1 min.)

Classroom Teacher

- Each morning, allow student to check in with their Greeter AFTER doing their morning classroom routine.
 - They may need reminders in the beginning
- Keep track of student behaviors throughout the day, using the rubric at the bottom of the point sheet.
- Specific behaviors and subjects may be noted for parents to understand.
- Point sheet should be completed and outside your door by 3:00 for a copy to be made.
- Allow student to check out with Greeter at the end of the day.
- Keep returned copy with parent signature for your records.

Data Recorder

- A copy will be made of each point sheet at the end of the day and put into teacher's mailbox.
- Date, points earned, and total points will be recorded each day on a data table.
- The copy will be placed in a folder for each student for reference of progress.

CICO Program

TIPS for Providing Feedback during Check-in, Check-out and In Class

Things to say at check in

- Wow! You brought back your CICO Report signed!
- You're here on time again, great!
- Looks like you're all set to go.
- It's great to see you this morning.
- Looks like you're ready for a good day.
- You're off to a good start.
- You look so nice this morning.
- You look happy to be here this morning.
- I like the way you said "good morning."
- Thanks for coming to check in.
- Sounds like you had a good weekend.
- We missed you yesterday (if student was absent), nice to see you today.

Things to say at check out

- You had a great (awesome, terrific, etc.) day!
- You're right on target.
- Your mom/dad is going to be so proud of you.
- You're really working hard!
- You are such a good student.
- You made your goal, wow!
- Looks like today didn't go so well. I know you can do it tomorrow.
- I know it was a tough day—thanks for coming to check out.
- We all have bad days once and awhile. I know you can do it tomorrow.
- You look a little frustrated. What happened?
If a student looks upset take a few minutes to "just listen."
- Looks like you were having some trouble today. I know you can turn it around tomorrow.

|

Dear Guest Teacher,

We have a PBIS Program at Mill Valley called Check-In/Check-Out (CICO). If there is a student who is currently enrolled in CICO, please send the student to his or her CICO Greeter in the morning at 9:10am where the student will receive a DPR - Daily Progress Report. Please fill out the sheet each hour or during each natural transition, which checks a student's behavior progress for the day. The teacher indicates on the sheet if the student is being **Respectful, Responsible and Kind**. The student will receive a 2 if he or she demonstrated excellent behavior, a 1 if the student demonstrated satisfactory behavior with minimal prompts, and a 0 if the student does not follow the behavior expectations at all. Before the end of the day at 3:35 pm, please send the student to his or her assigned CICO greeter. If you have any questions at all please feel free to ask the following people below. Thank you for your assistance with this process.

Robin Schrot, Principal

Jen Losey, School Psychologist, Office

Resources/Powerpoint Presentations

[PBIS Staff Overview - 2014](#)

[CICO for staff - Nov. 2015](#)

[PBIS Tier 2 Presentation - March 24, 2016](#)

[PBIS Back to School 2016 - Sept. 2016](#)

Posters to have up in your room

- Behavioral expectations
- School behavior matrix
- Classroom behavior matrix
- Voice levels
- A Bug and a Wish
- Stop, Walk, and Talk

(on the following pages)

MV is the place to **Be**





















Be Respectful

Be Responsible

Be Kind

Behavioral Expectations

	Be Respectful	Be Responsible	Be Kind
Classroom  Channel 0, 1, or 2	Follow teacher directions and classroom routines 	Keep track of my belongings  Have materials ready	Be a friend 
Hallway  Channel 0 or 1	Use the right side of the hallway 	Keep your area clean 	Walk with your hands at your sides 
Lunchroom  Channel 1 or 2	Stay in your spot  Follow adult directions	Use your time wisely and eat your own lunch  Clean up after yourself	Use your manners and kind words to everyone 
Playground  Channel 2	Follow adult directions  Come in and out quietly	Dress for the weather Follow game rules  Put equipment away	Solve problems peacefully  Include everyone and take turns
Bathroom  Voice Level 0 or 1	Flush the toilet 	Wash hands  Throw away trash 	Respect privacy 
Bus	Follow adult directions	Stay seated	Use kind words and tone



Channel 1 or 2



Assemblies



Channel 0 or 1

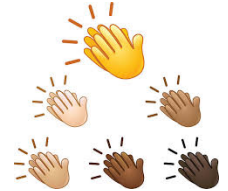
Listen to the
speaker/performer



Sit down and keep your
hands to yourself



Respond and applaud
appropriately



Pay attention to the
speaker/performer

Library



Channel 0 or 1

Follow adult directions



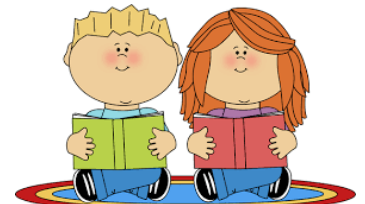
Wait patiently for help

Bring books back on
time



Keep the library neat

Read quietly



Technology



Channel 0 or 1

Handle your device
with care







Use appropriate sites
for learning



Be kind online



	Be Respectful	Be Responsible	Be Kind
<p>Classroom</p>  <p>Channel 0, 1, or 2</p>	<p>Follow teacher directions and classroom routines</p> 	<p>Keep track of my belongings</p>  <p>Have materials ready</p>	<p>Be a friend</p> 

Channels of the Voice



0 -- Voices off, no sound



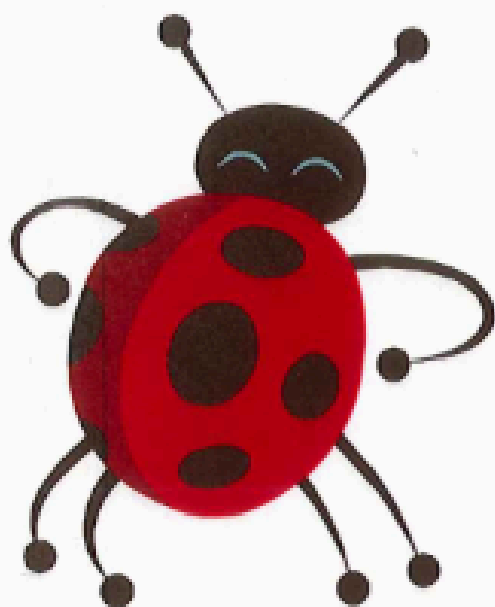
1 -- Whisper Voice



2 -- Talking Voice



3 -- Performance /Presentation Voice



A BUG...

AND A WISH!



STOP

WALK

TALK