

RED TRAIL ELEMENTARY SCHOOL

WE ARE HERE TO LEARN!



Positive Behavioral Interventions & Supports at Red Trail Elementary School

Positive Behavioral Interventions & Supports (PBIS) is not a curriculum or a program; it is a proactive systems approach for creating and maintaining a safe and effective learning environment at Red Trail.

Positive Behavioral Interventions & Supports (PBIS) is a school-wide system intended to assist in fostering a positive school climate. It also provides a structure that allows student to academically achieve in an environment where they know the expectations and feel safe.

What is PBIS?

*PBIS is teachers working together to develop common expectations for students.

*PBIS emphasizes using common language by all staff members.

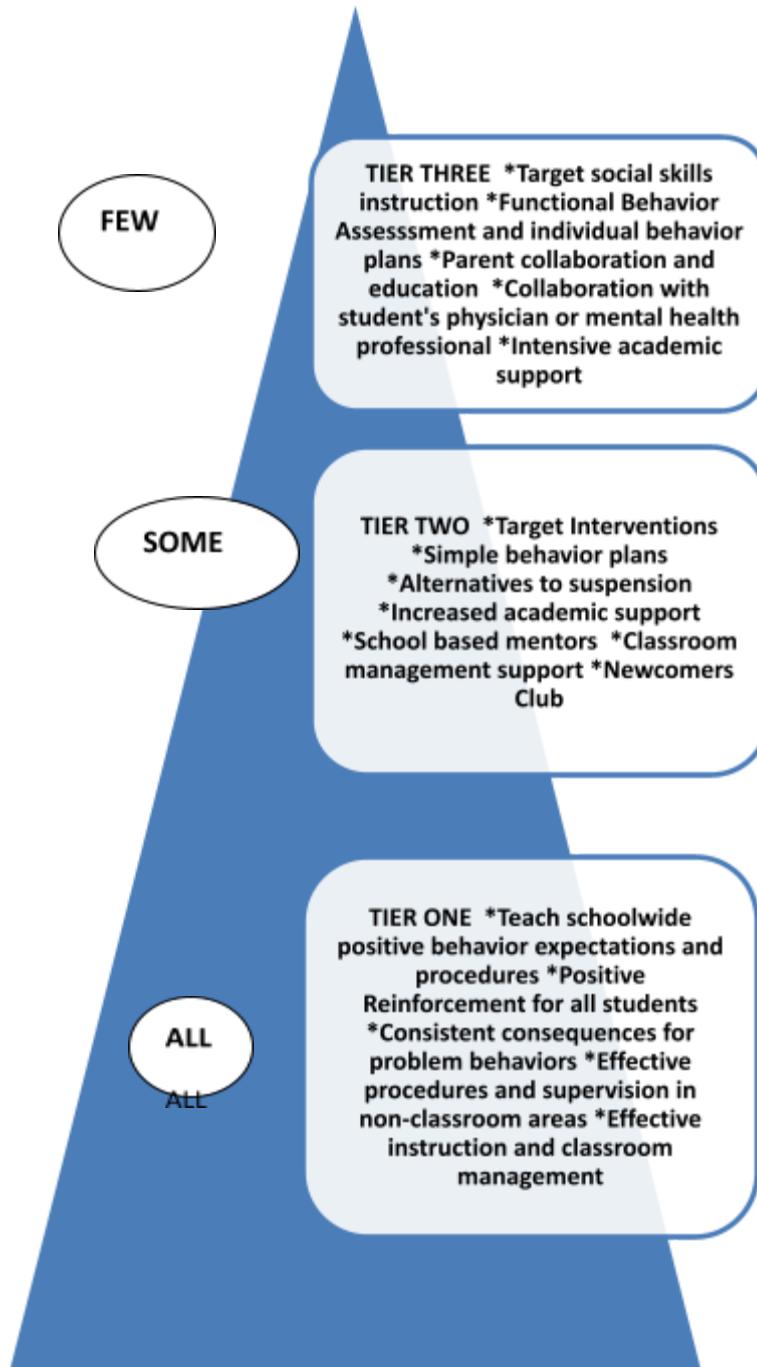
*PBIS is DIRECT TEACHING and re-teaching of the expectations. This provides students with an understanding of what is expected in all areas of our school.

*PBIS is recognizing students for positive behavior. Building relationships is key, and teachers taking an interest in each student and building trust are critical components.

Our plan will focus on three areas:

1. Respect
2. Responsibility
3. Safety

THREE-TIERED MODEL OF SCHOOL-WIDE BEHAVIOR SUPPORT

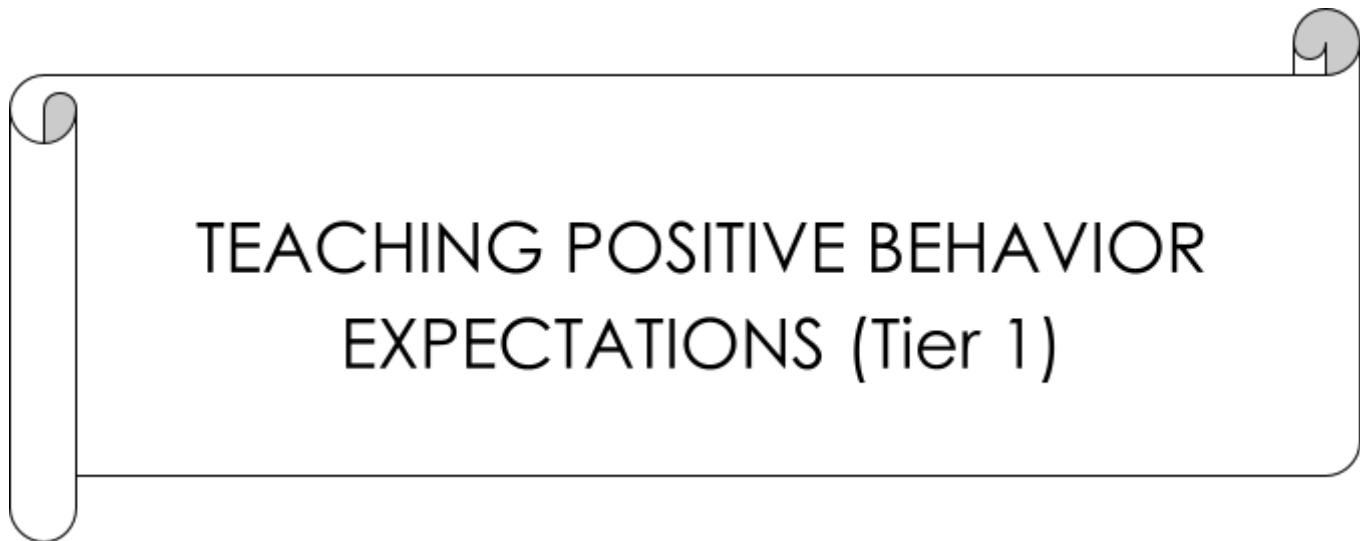


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Guidelines for Teaching Positive Behavior Expectations

(The Matrix)



How long should it take to teach the behaviors on the matrix?

*Plan to teach the expectations listed on the matrix over the first two-three weeks of school. Lessons will need to be repeated a few times initially and reinforced strongly at the outset of the year. For PBIS to be effective, we must ensure all students receive systematic instruction on the expected behaviors versus simply assuming students will know what to do.

And then I'm done, right?

*Not quite. Plan to teach “booster” lessons throughout the school year. If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student enter the class is also a perfect time for a “refresher” course.

What do you mean by “teach” the expectations? I always go over the class rules.

*This is a little different. By teach we mean show, as in model, demonstrate, or role-play. Have the students then actually get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).

*Team up with a colleague to plan and teach lessons.

*Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

* Matrix expectations are for ALL students and staff members, and should be modeled by students and staff throughout all settings of the school.

How much time am I supposed to commit to this?

*Keep the lessons brief. 5-15 minutes per lesson.

How do I fit this in with everything else?

*Accompany your students to the different areas of the school described on the Matrix and plan to conduct brief lessons. Or build it

into intervention time or other activities you already do, like morning meeting. Consider it an investment during the first part of the year that will pay off with more orderly behavior later.

How is this different than teaching procedures?

*It is important to have clear classroom procedures that are defined and directly taught to students. These are the foundations of good classroom management.

*The positive behavior expectations defined in the Matrix may be included in classroom procedures, but they are grounded in the core values of **RESPECT, RESPONSIBILITY AND SAFETY**. Part of our objective is to teach these core values beyond the level of simple classroom procedures.

Social Emotional Learning

Social Emotional Learning or SEL is an essential part of educating students. Effective SEL education will only make our school better. If students learn how to better interact with the world around them, it will give us more time to focus on academic areas. We use the Caring School Communities Curriculum supplemented with Second Step Curriculum and teaching of the Growth Mindset. Please be using the Second Step Kits and working with your grade level team

to plan your schedule. We will also be teaching Growth Mindset to our students. Please follow the scope and sequence below. You can come up with how you want to teach the lessons, if you need ideas contact Mr. Moser or check out Pinterest.

1. Growth vs. Fixed Mindset (K-1)
2. Learning from Mistakes (K-1)
3. The Power of Yet (1-2)
4. Positive Self Talk (1-2)
5. Effort and Hard Work (2-3)
6. Grit (2-3)
7. Setting Smart Goals (3-5)
8. Embracing Challenges (3-5)
9. Asking for Help and Accepting feedback (3-5)

Red Trail Elementary School TRAIL Expectations Matrix

	Classroom	Bathroom	Office	Cafeteria	Arrival/ Dismissal	Hallway	Recess	Bus Line	Bus
Be RES PE CTF UL	<ul style="list-style-type: none"> * Use kind words *Listen when others are speaking *Take care of school property *Dress appropriately * Help others * Give Me Five *Use appropriate Voice Level 0, 1, 2, 3, 4 -remember personal space. 	<ul style="list-style-type: none"> *Give others privacy * Use inside voice * Go, Flush, Wash, Leave. Use a 0 voice 	<ul style="list-style-type: none"> *Address the staff politely *Wait quietly *Say please, thank you, and excuse me * Be patient 	<ul style="list-style-type: none"> *Use kind words *Say please and thank you *Follow directions *Use Voice Level 1 or 2 * Help others * Give Me Five *follow prompts of the cones 	<ul style="list-style-type: none"> *Use kind words *Respect others' space and property *Follow staff directions 	<ul style="list-style-type: none"> *Use quiet walking feet * Use a voice level 0 while in hallways during school *Use a 1 or 2 voice before and after school *Keep hands off walls, bricks, and artwork * Help others * Give Me Five 	<ul style="list-style-type: none"> *Share and take turns *Be a good sport *Use kind words *Include everyone * Follow directions given by adults * Give Me Five 	<ul style="list-style-type: none"> *Follow directions * Treat bus driver and staff with kindness * Be polite 	<ul style="list-style-type: none"> *Follow directions. *Treat bus driver with kindness. *Do not take another student's property. *Use kind words. *Be polite. *Use appropriate voice level. Only visit with peers in your seat and seat across from you. *Give 5
Be RES PO NSI BLE	<ul style="list-style-type: none"> *Follow directions *Take care of all materials *Clean up after yourself *Always do your best * Do your job *Keep coatroom organized and clean. *Keep belongings in your assigned area of coatroom 	<ul style="list-style-type: none"> *Get permission *Return to class quickly * Put trash into garbage can 	<ul style="list-style-type: none"> * Be honest * Bring a phone pass 	<ul style="list-style-type: none"> *Stay in your spot *Get permission to leave your table by raising your hand *Keep food on tray *Clean up after yourself *Follow lining up procedure * Raise your hand for help * Stay with your selected choice Take napkins and utensils 	<ul style="list-style-type: none"> *Be on time * Go to assigned area *Keep track of your belongings *Get permission to return to classroom following dismissal 	<ul style="list-style-type: none"> * Use trail stops as directed by staff * Go directly to location -Give silent greetings 	<ul style="list-style-type: none"> *Wear clothing appropriate for the weather *Line up right away at designated area when bell rings * Clean up playground materials (balls jump ropes, etc.) 	<ul style="list-style-type: none"> *Remain in bus line or assigned area * Know your bus number * Gather all belongings before getting on/off the bus 	<ul style="list-style-type: none"> *Remain in bus seat until arrival at your destination. *Gather all your belongings before getting off the bus.

Be SA FE	<ul style="list-style-type: none"> *Keep hands, feet, objects to yourself *Use materials/equipment correctly *Push in chairs *Walk facing forward * Ask permission to leave the room 	<ul style="list-style-type: none"> *Wash hands with soap and water * One person per bathroom stall *Report problems to a staff member 	<ul style="list-style-type: none"> * Sit or stand in one place quietly 	<ul style="list-style-type: none"> *Use forward walking feet * Keep hands, feet, and objects to yourself *Eat own food * Keep food on your tray or in your mouth * Wait your turn 	<ul style="list-style-type: none"> *Walk bikes on school property *Use stranger safety *Be at designated drop off/pick up points promptly 	<ul style="list-style-type: none"> *Walk facing forward * Keep hands, feet, and objects to yourself * Report anyone without a badge to a staff member *Do not open outside doors to allow others in the building 	<ul style="list-style-type: none"> *Follow the rules of the game *Stay in assigned areas * Report bullying, injuries, or accidents to a staff member * Walk quietly while entering/exiting building 	<ul style="list-style-type: none"> * Walk to bus facing forward * Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> *Stay seated in the bus seat. (Do not stand while bus is moving.) *Keep hand, feet and objects to yourself. *Keep feet on the floor and not out in the isle. *Keep all body parts inside the bus window.
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PROCEDURES TO PRACTICE WITH STUDENTS

Topics listed in red are common school-wide procedures that must be taught, practiced, and enforced by all.

- Line up in lunchroom or at recess
- Raise your hand
- Group work
- Quiet area
- Audience
- Guest
- Water Fountain
- **Bathroom**
- **Locker**
- Snack/milk room
- **Hallway**
- **Dismissal**
- **Arrival**
- Pencil sharpening
- Paper heading
- Daily Five
- **Assembly**
- Field Trip
- Politeness
- How to follow directions
- Accepting “no” answers
- Accepting criticism
- Ways to show respect to others
- Accepting compliments
- Accepting consequences
- Asking for help
- Completing homework
- Accepting loss or defeat
- Accepting winning
- Time management
- Interruptions during class
- **Meet and greet: using titles, introducing others, saying hello**
- **Library**
- **Lunchroom/recess procedures**

- Dismissal to office
- Safety Drills
- Respecting staff as authority figures

Sample Teaching Strategies/Lessons Ideas

- Use classroom discussions
- Create looks like/sounds like charts
- Brainstorm a list of actions that show respect, responsibility, safety, and citizenship
- Photograph students exhibiting appropriate behaviors.
- Have students talk about a person or character from a book they respect
- Role-play both appropriate and inappropriate behaviors
- Create bulletin boards showing respect, responsibility, safety and citizenship
- TEACH and practice procedures---
 - If a student doesn't know how to read, we teach.
 - If a student doesn't know how to swim, we teach.
 - If a student doesn't know how to multiply, we teach.
 - If a student doesn't know how to behave, we punish?

-John Herner

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WAYS TO PROVIDE ON-GOING SUPPORT FOR DESIRED BEHAVIORS

PROMPTING DESIRED BEHAVIORS:

All Quiet Signal

Explain to students that throughout the entire school year when a staff member wants you to come to attention, they will raise their hand say "Give Me Five" The students will also raise their hand to show that they understand that the staff member needs their attention. The student will also show the following: Eyes on the speaker, mouth quiet, body still, ears listening, and hands to yourself. To demonstrate, allow students to talk with a partner, getting to know them, asking about favorite subjects, sport, etc. After two minutes, *raise your hand*. See how long it takes them to come to attention. Surprise students by practicing this throughout the building.

Visual Cues

Use prompt cards at desks or posters in the classrooms to remind students of expected behaviors. These could include photographs of students engaged in appropriate behaviors.

Auditory Cues

Use music to indicate when an expected behavior should start and end. For example, when music is turned on, it's quiet working time.

Proximity

Move about room frequently to check on students' engagement. This is especially important in areas where there are a lot of children but few adults like the lunchroom, hallways, assemblies, or recess. Supervisors must be walking around and providing appropriate feedback on appropriate behaviors.

Modify the Setting

Be cognizant of environmental factors that may contribute to misbehavior such as seating arrangements, materials that could become distractions, too many children and too few supplies.

Voice Levels

Red Trail will use a Voice Level Chart and Language throughout the school
Here is a poster of our voice level expectations.

VOICE LEVELS



OUTSIDE
PRESENTING



TALKING



WHISPERING



SILENT

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More Examples can be found at

<https://www.peacefuschools.com/pbis/voice-level-posters/>



BUILDING FLUENCY/ MAINTAINING DESIRED BEHAVIORS:

Provide Verbal Feedback

Students need to receive clear feedback that connects their use of specific behaviors to the three universal behavioral expectations. When providing feedback, staff should use the school rule and the specific behavioral expectation listed on the matrix. For example: It was *responsible* of you to clean up your area. Or you were being *safe* when you walked with the scissors. All staff needs to use similar language to support behavioral expectations in all settings.

Peer Support

Encourage “peer tootling” rather than tattling. Children are encouraged to look for positive behaviors in their peers and then write about or verbally share it. Time is set aside daily to share the tootles, i.e. before or after lunch, at the end or beginning of the day, or at calendar or class meetings.

Set class goals to work toward a specific behavior goal such as lining up on the playground when directed. Reward with simple rewards: a hand stamp, treats, or free time.

Review Often

Learning and maintaining social behavior is very similar to maintaining academic skills. Behavioral expectations must be frequently reviewed, especially after breaks and long weekends.

Each classroom will establish their own “I” charts. The “I” chart should align with the matrix to reinforce the expectations.

WHAT MAKES A GOOD REWARD?

- **Readily available**
- **Appropriate to the environment**
- **Easy to deliver**
- **Can be controlled by the teacher**
- **Is powerful to the student**

WHAT IS IT?

Positive Teacher Attention!

How often should I give positive attention?



Four positives to one correction

Celebrations

Assemblies will be bi-weekly held. Each week a classes will be recognized for their positive behavior. The music, physical education, and lunch supervisors will each award a trophy to the class that best demonstrated positive behaviors. There will also be a trophy given to the class that has the best attendance throughout the week. The last award that will be given will be the Ranger Award. This award is given to a student who goes above and beyond the expectations of all students in the school.

School Wide Celebrations will occur during the school year to celebrate students demonstrating Respectful, Responsible and Safe behavior. Students will be recognized and participate in a fun-filled celebration to celebrate their accomplishments. All students will attend the celebrations, however, not all students will participate.

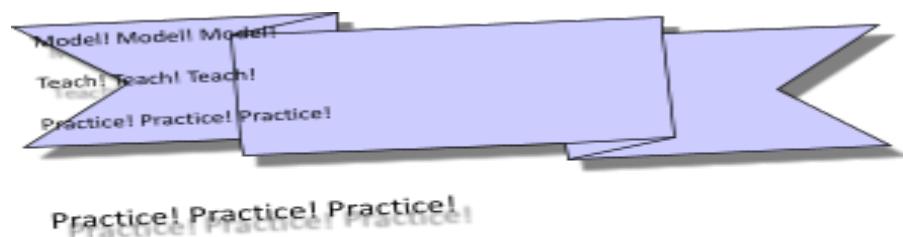
Assembly Procedures

Discuss appropriate behaviors for walking in the hallways. Practice walking to an assembly room and demonstrate appropriate manners and ways to sit. Remind students of the “all quiet signal” and that bathroom breaks and drinks should be taken care of before the program starts. Practice/discuss appropriate audience behaviors.

HOW TO SET A POSITIVE TONE AND INCREASE FOLLOWING DIRECTIONS

- USE DIRECT REQUESTS---NOT QUESTIONS
- MOVE UP CLOSE----RESPECT PRIVACY
- ESTABLISH EYE CONTACT
- GIVE TIME TO RESPOND
- USE START REQUESTS MORE THAN STOP
- DON'T NAG---FOLLOW THROUGH
- DON'T YELL. DON'T ARGUE
- ACKNOWLEDGE COMPLIANCE

100 Ways to Praise a Child



Wow	Fantastic Job	Fabulous
A+ Job	You're a Winner	Neat
How Nice	You're Important	Awesome
Marvelous	You're Fantastic	Dynamite
Well Done	How Smart	Love It
That's Incredible	You're Catching On	Way to Go
That's Super	Looking Good	You Brighten My
Good For You	Tremendous	Day

Magnificent	Good Thinking	Superior
You're On Target	Way To Be On Task	Cool
You Are Responsible	You're the Best	Good For You
You're Unique	You Learned it Right	Fantastic
*You Tried Hard	You Go	You Made My Day
That's Correct	Amazing	Radical
Spectacular Job	Sensational	Bravo
You're Beautiful	Exceptional	Perfect
You're Doing Well	First-Rate	You Care
You've Got It	Congratulations	Excellent
Brilliant	Remarkable	Nice Work
Phenomenal	Great	I Like You
Wonderful	Terrific	I Respect You
Splendid	Good Stuff	Beautiful Work
Impressive	Superstar	You're Darling
Good	Hurray	Great Discovery
Out of This World	You Belong	You Are Exciting
You Did It	I Trust You	Hip Hip Hooray
You're On Top of the World	Try Your Best	Now You're Flying
Beautiful	Creative Work	Thanks So Much
Super Job	You're Perfect	You're the Greatest
Good Job	You're So Smart	Ideal
You're on It	Fine Job	I'm Proud of You
	Outstanding	Stupendous

Reward Suggestions

What can I do for those kids who stay on green? Below are some suggestions you may choose to use. Feel free to add your own creative ideas.

- Send a postcard home praising them for their efforts. Hint: ask the office to print off a page of address labels at the beginning of the year to help you keep track of what students you have sent a postcard to.
- Lunch Club- students who have demonstrated exceptional behavior can eat lunch with their teacher.
- Homework pass
- iPad time
- Good phone calls home. Teachers will try and make phone calls to every parent about positive things that their children are doing at school.
- Donuts with the principal- The principal bring donuts to students that are nominated by their teachers.

What is Tier 2 of school-wide PBS?

When the universal support of Tier 1 is fundamentally in place for all students, it forms the base for implementing Tier 2 strategies. Tier 2 of the PBS triangle model provides additional

interventions to support that smaller percentage of students who do not sufficiently respond to Tier 1 strategies.

School-wide consequences: The Big Ideas

- The goal is to create a consistent approach so all staff members are “on the same page.”
- Consequences will then be predictable for students, staff, and parents.
- Consequences are not necessarily punishment but rather learning opportunities.
- All staff must be neutral, firm, and consistent. Reduce attention (and drama) for negative behavior.

When a student is not finding success with Tier 1 interventions, teachers and/or administrator may address the behaviors using targeted (Tier 2) interventions.

Targeted Interventions:

- Modify procedures/increase supervision in non-classroom settings.
- Increase classroom management support.
- Check in-Check out
- Targeted instruction in social skills and replacement behaviors.
- School-based mentors.
- Simple behavior plan-based on a targeted behavior.
- Behavior contract.
- Increased academic support.
- Alternatives to suspension.
- Counselor referral.

Tier 2 practices involve analyzing office referral data to identify:

- Locations in the school or times of the day that are especially problematic, and then problem-solve simple solutions for those situations.
- Teachers or classrooms that may be in need of additional classroom management support.
- Small groups of students who are demonstrating similar behavior problems and provide them with more intensive instruction in social skills or replacement behaviors.
- Students who could benefit from daily monitoring, increased feedback, an adult mentor, a simple behavior plan in school, or a behavior plan coordinated between home and school.
- Students who need more academic or organizational support.
- Students who could benefit from alternatives to suspension for major violations.

Critical features of Tier 2 interventions

Tier 2 interventions are implemented through a flexible and systematic process. The following are essential features of a Tier 2 system:

1. Continuous availability to the students.
2. Rapid access to the intervention (within 72 hours).
3. Low effort by teachers with maximum benefits to student.
4. Consistent with universal school-wide expectations.
5. Implemented uniformly by all staff in a school
6. Flexible intervention based on student need and assessment of behavior.

7. Functional assessment of student's behavior of concern.
8. Adequate resources through administrative support and team meeting with time to implement and to follow up with review and revision.
9. Student voluntarily participates.
10. Continuous monitoring of student behavior for decision making.
11. Intervention packages based on student need that "fits" the culture of the school so that students can be connected to these packaged interventions.

How are students selected for Tier 2 intervention?

- Office referrals may trigger a Tier 2 Intervention.
- Students may be nominated by staff or family members.
- Office discipline referrals may not be helpful in identifying all students that need additional support. Therefore, teachers and staff may recommend a student for Tier 2 intervention based on observation and knowledge of the student of concern.

How is a particular intervention selected for an individual student?

- Targeted interventions include increased structure, prompts, and feedback for students with instruction on skills needed to be successful.
- The selection for a specific Tier 2 intervention for an individual student should be based upon a functional

behavior assessment and should be done in collaboration with other team members.

- A quick sort tool that matches a student's issue or need to a supportive intervention.

Check-In/Check-out Process

Check-In/Check-out is an intervention used at Red Trail. Below are the steps for the Check-in/Check-out process

-A designated staff member will meet each morning with the student. (this staff member should not be the classroom teacher)

-The student and classroom teacher are responsible for filling out the sheet throughout the day.

-The Check-in/check-out form should follow the student to all specials during the day.

- The student will check-out with their designated staff member near the end of the day. Their assigned staff member will come to them check out with them during the last 45 minutes of the day.

Below is an example of a point sheet used for the Check-in/Check-out process. The form can be modified to fit individual needs of each student.

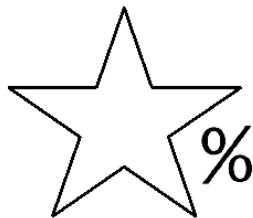
Name:

Date:

Key=	2 did my best	1 OK	0 tough time																	
	Morning Routine	Daily 5	Daily 5	Daily 5	Gym/ Music	Lunch Hand Washing	Lunch Recess	Math Daily 3	Math Daily 3	Math Daily 3	Recess	Writing	Gym/ Music/ Library	Misc.	End of Day Routine					
Respectful	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Responsible	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Safe	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Points earned/Total Points			



I am working towards:

Did I earn my goal?

Yes

No

Lunchroom

Cone System

Staff Responsibilities

- All Lunchroom supervisors need to walk around their lunchroom area and everyone should be helping
- Work with students on the lunchroom expectations
- Use of non-verbal cues, Give me 5, cones to control movement and noise levels.
- Staff model expectations in the lunchroom, using quiet voices to visit with students and other staff members
- Walk up to students that need redirection and visit with them about needed corrections.

Cone System

-Only teachers will change the cones-

Green Cone	Yellow Cone	Red Cone
Students enter lunchroom	Pause and think about voice level	0 voices
Level 1 voice		All trays dumped -No bathroom breaks

Lining Up Students

Please line up students in their assigned areas.

Students on the North side of the lunchroom will line up on the right side of the tables. Have the right side stand up and walk forward. Students on the left side of the table will then walk around the table to join their class before leaving.

Students on the south side will line up at line 2 or 3 on the south end of the lunchroom.

Indoor Recess

Indoor recess will happen in the classrooms. Students will enter the school through their recess doors.

RED TRAIL RECESS ENTRANCES/EXITS

2022-2023

Before School and Recess:

● Grades K-1	Door #9
● Grades 2	Door #8
● Grades 3	Door #7
● Grade 4	Door #4
● Grade 5	Door #11

NOTE: Staff are expected to greet their students outside and escort them into the building.

Students wanting to eat breakfast should enter door #2 and go to their classroom after finishing breakfast.

Assembly Entry/Exit

