

BEHAVIOR MATRIX LESSON PLANS

Schedule for Teaching Rules & Procedures

First Trimester

- Teach schoolwide and classroom rules and procedures during the first two weeks of school.
 - Provide opportunities for review and practice
 - Provide frequent reinforcement/acknowledgement
- After the first two weeks, review rules two or three times per week.
 - Rapid paced oral review during first or last few minutes of class (e.g. What is the procedure for sharpening your pencil?)
 - Have students play the behavior Kahoot
 - Divide the class into two teams. Ask review questions about rules and procedures for teams to answer and award a point for each correct answer. Team with the most points at the end of week or month wins.
- October (After Fall Break)
 - Reteach all expectations

Second Trimester

- December (After Thanksgiving Break)
 - Reteach all expectations
- January (After Winter Break)
 - Reteach all expectations
- Review rules and procedures once per week as needed based on data
- Reinforce school-wide and classroom behavioral expectations daily

Third Trimester

- April (After Spring Break)
 - Reteach all expectations
- Review rules and procedures as needed based on data
- Reinforce school-wide and classroom behavioral expectations daily

Teachers

Step 1: Review School Wide Rules

Show Pride, Positive Attitude, Wise Choices and Safety

What is Pride?

A feeling that you respect yourself and deserve to be respected by other people.

What is a Positive Attitude?

Hopeful and confident and looking at the good side of things

What are Wise Choices?

Make a decision based on careful thought and good judgment. Doing the right thing.

What is Safety?

Protecting yourself and others from physical or emotional harm or danger.

Step 2: Tell Why Expectations are Important

Explanation in student friendly term

- To establish a positive, safe and caring learning environment.
- To practice what a positive, safe and caring learning environment looks like in classrooms.

Step 3: PAWS Behavior Expectations Lesson Plan (By Location)

Grade Levels: K–6

Time per location: 15–20 minutes

Materials: PAWS Matrix poster, role-play cards, visual aids, tokens or stickers for positive reinforcement

ON CAMPUS

Focus: Pride, Attitude, Wise Choices, Safety

Objective: Students will understand and demonstrate how to move safely and respectfully around campus.

Activities:

- **Discuss:** What does it mean to show pride and safety while walking around school?
 - **Model:** Proper walking, removing hats/hoods, putting phones away, and staying in supervised areas.
 - **Role-Play:** Walk directly to destination vs. wandering; interacting with peers vs. disrupting.
 - **Reflection:** Why is it important to know where you're going?
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WORKING SPACES (CLASSROOM, LIBRARY, ETC.)

Focus: Pride, Attitude, Wise Choices, Safety

Objective: Students will understand how to contribute to a respectful and productive learning environment.

Activities:

- **Discuss:** How do we show pride in our work? What does being a supportive classmate look like?
- **Visual Aid:** "Best Work" posters and clean desk visuals.

★ 3. Best Work Rubric Poster (Kid-Friendly)

Use emojis, stars, or color levels to help students self-assess:

- 🌟 4 = Outstanding Effort
- 😊 3 = Good Work
- 😐 2 = Needs More Effort
- 😞 1 = Try Again

Include criteria like:

- Did I follow directions?
- Did I check my work?
- Did I use complete thoughts?

★ 4. Visual Examples of Workstation Expectations

Post pictures near centers showing:

- What the workspace should look like before, during, and after the task
- Expected posture (sitting upright, eyes on task)
- Materials organized

- **Partner Share:** One way to support a classmate.
 - **Role-Play:** Active listening, using materials respectfully.
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CAFETERIA

Focus: Pride, Attitude, Wise Choices, Safety

Objective: Students will demonstrate responsible behavior while eating and interacting in the cafeteria.

Activities:

- **Discuss:** Why do we say “please” and “thank you”? What is voice level 1?
 - **Model & Practice:** Walking on the black line, throwing away trash, not sharing food.
 - **Game:** [“Cafeteria Bingo”](#) with expected behaviors.
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PLAYGROUND

Focus: Pride, Attitude, Wise Choices, Safety

Objective: Students will understand how to interact respectfully and play safely on the playground.

Activities:

- **Discuss:** What does it mean to include others in games? How can we solve problems kindly?
- **Model:** Walking in line, eating at tables, appropriate language.

- **Scenarios:** Students draw playground situations from a hat and act out expected responses.
 - Following directions
 - Respecting personal space
 - Approved areas on the playground
 - Taking turns
 - Using playground equipment appropriately
 - Picking up play equipment and putting it away on the cart
 - You decide to do rock-paper-scissors to help solve the problem.
 - You are playing in the bark box and see a classmate by themselves.
 - You and a friend are playing basketball. Your friend makes a basket
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RESTROOM

Focus: Pride, Attitude, Wise Choices, Safety

Objective: Students will understand proper restroom use and privacy expectations.

Activities:

- **Discuss:** Go, flush, wash, leave — what does that look like?
- **Teach:** Privacy and respect—no playing, no food, quick in-and-out.
- **Practice:** Line up, take turns, review handwashing steps with a song.
 - 🎵 **Hand Washing Song** 🎵
(Tune: Twinkle, Twinkle, Little Star)

Wash, wash, wash your hands,
Get them nice and clean.
Front and back and in between,
Make those germs go unseen!
Wash, wash, wash your hands,
Now they're sparkly clean!

- 🎵 **Scrub, Scrub, Scrub Your Hands (to "Row, Row, Row Your Boat")** 🎵

Scrub, scrub, scrub your hands,
Scrub them nice and clean.

Scrub the top and scrub below,
And fingers in between!

WALKWAYS & QUAD

Focus: Pride, Attitude, Wise Choices, Safety

Objective: Students will walk calmly, greet others respectfully, and stay in designated areas.

Activities:

- **Discuss:** Why is walking calmly important? What does “voice level 1” sound like?
 - **Model:** How to walk with a pass, wave to an adult, or use seating respectfully.
 - **Role-Play:** Lost pass scenario, walking with a friend, asking to use outdoor furniture.
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Closure (Wrap-Up Activity)

- Create a PAWS Passport where students get a stamp/sticker for demonstrating expectations in each area.
- Celebrate with a PAWS Parade or “Caught Being Great” certificates at the end of the week.

Former Years Behavior documents below this line.....

[PBIS Behavior Matrix Slide Deck](#)

CLASSROOM

P
PRIDE

- Remove hats & hoods indoors
- Keep your classroom clean



A
ATTITUDE

- Be respectful of people and their property
- Cheer for your classmates and celebrate their success.
- Accept responsibility for your actions



W
WISE CHOICES

- Be prepared with charged laptops and all needed supplies
- Track the speaker



S
SAFETY

- Maintain personal space
- Use materials appropriately
- Walk
- Cell phones off and in backpacks 7:55-2:15 p.m.



Step 4: Demonstrate Expectations-

Split students into groups and give each group a scenario to act out.

Make it fun! Break class into 5-7 groups. One group will be the judges and the others are going to role play. Role play will be done in a competition style where they compete for a prize/treat/reinforcement. Judges will score performances and choose the winning group or maybe 1st, 2nd and 3rd place.

<u>Expectations</u>	<u>Example</u>
Pride	<ul style="list-style-type: none">• You are working on an art project and it is time to clean up. You take all of your paper scraps and go to put them in the garbage. On your way to the garbage you see some scraps on the ground that are not yours. You pick them up and then throw all of the trash away.• Your teacher is greeting every student on the way in from morning recess. You are almost to the door when you remember to remove your hood before you go inside.
Attitude	<ul style="list-style-type: none">• You and a classmate are approaching the water fountain. You remember that you need to take turns and wait in line. You tell the other person to go first.• Your teacher asked you to work on Lexia but you decided to play games instead. When your teacher asked you to share about what you learned in Lexia you admitted that you played games instead of doing what you were asked to do. You apologized for your actions.• Your teacher gives you a math challenge and your classmate, who usually has a tough time with math, works through the problem and doesn't give up. You and your classmates cheer her on and provide encouragement for her perseverance.
Wise Choices	<ul style="list-style-type: none">• You just returned from ELD, and you hear your teacher's voice. Stop, look and keep looking until your teacher stops speaking.• The teacher asks a question and you don't feel like raising your hand but you remember that you need

	<p>to participate in your learning. You raise your hand and wait to be called on by the teacher.</p> <ul style="list-style-type: none"> • Today is the day that your class visits the library. You hear your teacher remind you to bring your library card and books. You remember that you left your books in the classroom last week. You missed part of Mrs. Roland's lesson because you had to go back to the classroom and get your books. This time, you are prepared with materials and remembered to get your books and card. • Your teacher asks you to go to Google Classroom to access your assignment. You reach into your backpack to get your Chromebook. You're feeling proud that you charged it the night before so you could get your work done in class today.
Safety	<ul style="list-style-type: none"> • You are working on a project that involves using markers and when finished, you cap them and return them to the correct place in the classroom. • Your teacher tells you to spread out and find a place for Go Noodle. You notice you may be too close to another student. You check to find your personal bubble. You decide to take a step away from the other student. • At recess your friend tells you about a funny video they watched on YouTube and you want to see it too. You reach into your backpack to get your phone but remember that phones should be turned off and in backpacks during school hours. You decide to wait until after school to watch the video.

Step 5: Provide Opportunities to Practice

- Discuss/Model/Practice
 - Following directions
 - Using quiet voices
 - Finding and maintaining your personal bubble
 - Using materials appropriately
 - Tracking the speaker/ Be an active Participant
 - Taking turns
 - Following procedures.
 - Being prepared with materials.
 - Doing quality work.
 - Conversations on Subject/ Stay on Task/ Correct way to work in independent groups
 - Raising your hand and waiting to be called.
- Role play: what to do if someone stops at your desk to talk during instruction.
- Role play: how to raise your hand to answer to participate in your learning.
- Role Play: Enter class, Attention signals and starting day correctly and positively.

Step 6: Follow Up/ Reinforcement Activities

- Compliment the students who are meeting or exceeding expectations
- Ask students to report others who follow the rules.
- Give Dojo/House points with specific positive behavior feedback
- Pre-correct expected behaviors (Reminders before behaviors are expected).
- Supervise-Move, scan and interact with students.
- Feedback-Observe student performance and give positive, specific feedback to students.
- Reteach-Practice throughout the day and school year.

Cafeteria (Indoor & Outdoor)

Step 1: Review School Wide Rules

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What are Wise Choices?

Make a decision based on careful thought and good judgment. Doing the right thing.

What is Safety?

Protecting yourself and others from physical or emotional harm or danger.

Step 2: Tell Why Expectations are Important

Explanation in student friendly term

- To establish a positive, safe and caring environment in the cafeteria.
- Following the cafeteria rules is great practice for when you eat at someone else's house or at a restaurant.
- To practice and maintain good manners.

Step 3: Teach Expectations for Specific Setting

[PBIS Behavior Matrix Slide Deck](#)

CAFETERIA

P
PRIDE

- Remove hats and hood indoors
- Pick up and throw away all of your trash



A
ATTITUDE

- Use good manners

THANK YOU

I'M SORRY

PLEASE

EXCUSE ME

W
WISE CHOICES

- Level 2 voice
- Get everything you need in line the first time



VOICE LEVELS

3	OUTSIDE (Hearable by all)
2	TABLE TALK (Hearable by those at your table)
1	WHISPER (Hearable only by the person next to you)
0	NO VOICE (Silent)

S
SAFETY

- Walk on the black line.
- Stay Seated until dismissed.
- Maintain personal space.
- Only eat your own food.
- Eat food at the table.



Step 4: Demonstrate Expectations

<u>Expectations</u>	<u>Example</u>
Pride	<ul style="list-style-type: none">• When you are finished eating, you place trash in the proper containers.• Before leaving the cafeteria, you double check to make sure that you have cleaned up your area on the table and picked up any trash on the floor.
Attitude	<ul style="list-style-type: none">• When you pick up your tray the lunch lady says, "have a great day!" You respond, "Thank you, you too!"• You need to use the bathroom. You would like to get right up and go but you remember to raise your hand, wait for the adult to come over, and ask to use the bathroom.• You need help opening your milk. You raise your hand and ask, "Will you please help open this for me?"
Wise Choices	<ul style="list-style-type: none">• You see your friend from another class. You want your friend to see you, so you start to shout "Hello". Since your friend is too far away to use a quiet voice, you wave instead.• You pick up your tray and go to the salad bar. Before you go to your table you look over your tray to double check that you got everything you need and see that you need to get a fork and napkin. You grab one and go to your table.
Safety	<ul style="list-style-type: none">• You enter the cafeteria and you are really hungry. You think about running to get your food but you remember that you are supposed to walk along the black line to the kitchen window.• You walk up to your classroom's table. The side that your friend is on is full. It would be easy to squeeze in, but you remember to respect the space of others. You decide to look for an empty space.• Your best friend has chips. They are your favorite snack and you are still hungry. You begin to reach over for a chip but you remember to touch only your own food.

	<ul style="list-style-type: none"> • When you are finished eating, you raise your hand, wait to be called, and ask the cafeteria monitor to leave the table. • You have finished your lunch and are so excited to go outside to play. Noon Duty Aide asks your table to clean up and line up for recess. You want to jump out of your seat and start running to be first in line. You remember that you are supposed to clean up your area quickly and walk quietly to the line.
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Step 5: Provide Opportunities to Practice

- Role play: how to stop what you're doing, listen, and follow directions.
- Role play: how to find an empty seat at an almost-full lunch table.
- Discuss the importance of asking permission to leave your seat, using a quiet voice, and touching only your food.
- Model and discuss the importance of using materials appropriately.
- How to carry a lunch tray with both hands.
- How to recycle and dispose of trash.
- The importance of keeping your area clean.
- How to ask permission to leave your seat.
- The importance of eating your food before socializing and/or playing
- How to clean up quickly in order to line up quickly
- How to line up quietly
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Students Teach Other Students About Rule

Step 6: Follow Up/ Reinforcement Activities

- Compliment the students.
- Ask students to report others who follow the rules.
- Give Dojo/House points with specific positive behavior feedback
- Pre-correct expected behaviors (Reminders before behaviors are expected).

Playground

Step 1: Review School Wide Rules

Show Pride, Positive Attitude, Wise Choices and Safety

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What is a Positive Attitude?

Hopeful and confident and looking at the good side of things

What are Wise Choices?

Make a decision based on careful thought and good judgment. Doing the right thing.

What is Safety?

Protecting yourself and others from physical or emotional harm or danger.

Step 2: Tell Why Expectations are Important

Explanation in student friendly term

- To establish a positive, safe and caring playground environment.
- To practice what a positive, safe and caring playground environment looks like.

Step 3: Teach Expectations for Specific Setting

[PBIS Behavior Matrix Slide Deck](#)

PLAYGROUND

P PRIDE

- Be a problem solver: Rock/Paper/Scissors
- Return all equipment at the end of recess
- Report any problem or injury to the nearest adult as soon as you see it



A ATTITUDE

- Use positive and appropriate language
- Be kind to everyone
- Include others in playing and games



W WISE CHOICES

- Use restroom and fountains during recess
- Read rules before a game
- Use school equipment appropriately
- Freeze when the bell rings



S SAFETY

- Stay in approved areas
- Maintain personal space
- Walk to line after whistle.
- Eat food at the picnic tables



Step 4: Demonstrate Expectations

<u>Expectations</u>	<u>Example</u>
Pride	<ul style="list-style-type: none">• You are playing a game and see that there is a piece of broken glass on the playground. You report this to the playground monitor right away.• You are playing basketball and have a disagreement if you were out of bounds. You decide to do rock-paper-scissors to help solve the problem.• You are playing football in the field. At the end of recess, you see another ball in the grass. You pick it up and put it back on the cart on your way to line.
Attitude	<ul style="list-style-type: none">• You are playing a game and you patiently wait for the person ahead of you to take their turn or you offer to let the student go ahead of you.• You are playing in the bark box and see a classmate by herself. You invite her to play with you.• You and a friend are playing basketball. Your friend makes a basket and you tell them, "Good Job!"
Wise Choices	<ul style="list-style-type: none">• As you are waiting at the top of the slide ladder, you watch for the child ahead of you to slide down. When they reach the bottom, you then sit and follow safely.• You are playing on the jungle gym when the recess bell rings. You immediately get down off of the equipment and freeze.• On your way out to recess you choose to use the restroom and get a drink and then go play.
Safety	<ul style="list-style-type: none">• You brought a snack to eat at recess time. You sit at the picnic tables to enjoy your snack and then go play.• You see a student go behind the storage container. You choose not to go there because you know that you are supposed to stay in approved areas.• Recess just ended and the whistle blows, you walk directly to your line.

Step 5: Provide Opportunities to Practice

- Discuss/Model/Practice:

- Following directions
- Respecting personal space
- Approved areas on the playground
- Taking turns
- Using playground equipment appropriately
- Freezing when the bell rings
- Picking up play equipment and putting it away on the cart
- Rules of the playground games

Step 6: Follow Up/ Reinforcement Activities

- Compliment the students.
- Ask students to report others who follow the rules.
- Give Dojo/House points with specific positive behavior feedback
- Pre-correct expected behaviors (Reminders before behaviors are expected).

Restroom

Step 1: Review School Wide Rules

Show Pride, Positive Attitude, Wise Choices and Safety

What is Pride?

A feeling that you respect yourself and deserve to be respected by other people.

What is a Positive Attitude?

Hopeful and confident and looking at the good side of things

What are Wise Choices?

Make a decision based on careful thought and good judgment. Doing the right thing.

What is Safety?

Protecting yourself and others from physical or emotional harm or danger.

Step 2: Tell Why Expectations are Important

Explanation in student friendly term

- To establish and maintain a clean, safe, and private environment.
- To practice what clean, safe, and private behavior looks like in the bathrooms.
- Following the bathroom rules shows that you respect the school, are responsible in keeping the bathrooms clean, and working hard to make the right choices every time you go in there.

Step 3: Teach Expectations for Specific Setting

[PBIS Behavior Matrix Slide Deck](#)

RESTROOM

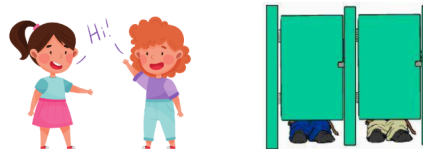
P
PRIDE

- Return to class/playground as soon as you are done
- Clean up after yourself
- Report any problems to the nearest adult as soon as you see them



A
ATTITUDE

- Respect the privacy of others
- Be kind to everyone



W
WISE CHOICES

- Level 2 Voice
- Use water and supplies appropriately



VOICE LEVELS	
1	OUTSIDE (Hear and be heard...)
2	TABLE TALK (Hear and be heard...)
3	WHISPER (Hear and be heard...)
4	NO VOICE (Silence...)

S
SAFETY

- Keep food out of the restroom
- Maintain personal space
- Wash hands with soap & water



Step 4: Demonstrate Expectations

<u>Expectations</u>	<u>Example</u>
Pride	<ul style="list-style-type: none">• You are on the way back from the bathroom and see a friend that wants to talk about a movie. You remember that your teacher told you to go and come right back from the bathroom. You tell your friend that you will call him at home and go directly to the bathroom and then return to class.• When you are done in the bathroom, you are not quite ready to return to class, so you are walking slowly. Then you remember your teacher is starting the math lesson and you need to be ready to learn. You speed up your pace and return promptly back to class.• You enter the bathroom and see water all over the floor. You tell Superman or Billy right away.• You see some trash on the ground. Instead of passing it by, you stop and pick it up.
Attitude	<ul style="list-style-type: none">• You are in the bathroom and need to use the toilet. The door is closed. You knock lightly and listen for a response. Another student says, "I am in here." You wait patiently away from the stalls. After the student walks past you, you enter the stall.• While in the bathroom, you see a friend from another class and want to chat. You remember that in order to stay focused and on task, you need to go directly to the bathroom and return to class immediately afterwards. You say a quick "Hello" and "I'll see you later."
Wise Choices	<ul style="list-style-type: none">• You are in the bathroom and other students are also in there. You think it would be funny to pull out a lot of paper towels or toilet paper and put them in the sink, but you remember that to be responsible in the bathroom means that you use supplies properly and then put them in the trash bin.
Safety	<ul style="list-style-type: none">• After using the bathroom, you go to the sink and use both warm water and soap to wash your hands. You throw trash away and leave as soon as you are done.

	<ul style="list-style-type: none"> • You need to wash your hands and there is another student at the sink. You remember to keep your personal space and wait until the other student leaves the sink to wash your hands. • You are almost finished eating lunch at the picnic tables and need to use the restroom. You decide to finish your crackers at the table and not take them into the bathroom because you know it is unsafe to eat food in there.
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Step 5: Provide Opportunities to Practice

- Discuss/Model/Practice:
 - Following directions
 - Being mindful of your and others' space
 - Giving people privacy
 - Proper hand washing technique
 - How to ask permission to use the bathroom in the classroom
 - How to use the classroom sign-out procedure for hallway bathrooms.
 - How to use and dispose of the paper towels
- Role play: how to walk promptly back to class.
- Role play: how to ignore distractions in the bathroom.

Step 6: Follow Up/ Reinforcement Activities

- Compliment the students.
- Ask students to report others who follow the rules.
- Give Dojo/House points with specific positive behavior feedback
- Pre-correct expected behaviors (Reminders before behaviors are expected).

Walkway

Step 1: Review School Wide Rules

Show Pride, Positive Attitude, Wise Choices and Safety

What is Pride?

A feeling that you respect yourself and deserve to be respected by other people.

What is a Positive Attitude?

Hopeful and confident and looking at the good side of things

What are Wise Choices?

Make a decision based on careful thought and good judgment. Doing the right thing.

What is Safety?

Protecting yourself and others from physical or emotional harm or danger.

Step 2: Tell Why Expectations are Important

Explanation in student friendly term

- These expectations are important because they keep our school safe and welcoming for everyone on our campus.
- Following the bathroom rules shows that you respect the school, are responsible in keeping the bathrooms clean, and working hard to make the right choices every time you go in there.

Step 3: Teach Expectations for Specific Setting

[PBIS Behavior Matrix Slide Deck](#)

WALKWAY

P
PRIDE

- Walk directly to where you are going
- Throw trash away



A
ATTITUDE

- Smile and be courteous to people you meet in the walkway



W
WISE CHOICES

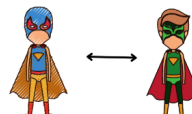
- Level 1 Voice

VOICE LEVELS



S
SAFETY

- Maintain personal space
- Walk on the sidewalk, at all times



Step 4: Demonstrate Expectations

<u>Expectations</u>	<u>Example</u>
Pride	<ul style="list-style-type: none">• You are the second person in line. You know that the procedure is the line leader stops at the end of the building. Instead, that student went past the end of the building and walked down to the library. Instead of following the other student, you decide to stop where the teacher asked the class to stop.• On the way to PE class, you notice a piece of trash on the ground. You didn't throw it there and you don't know who did. You want to keep the school clean so you pick up the trash and throw it away.
Attitude	<ul style="list-style-type: none">• You and your classmates are walking down the hallway and you pass a classroom. A teacher is standing at the doorway waiting to exit. You stop and politely tell him/her to go ahead.• The teacher has asked you to take a note to the office. You are walking in the middle of the hallway when you notice a class coming towards you. You remember to stay to the right of the hallway so the class can pass.
Wise Choices	<ul style="list-style-type: none">• You are waiting in the main foyer before school. You are happy to see your friends and have so many things to tell them. Remembering that you need to use a quiet voice, you speak in a whisper.
Safety	<ul style="list-style-type: none">• You are walking in your class line and accidentally step on the shoe of the person in front of you. After apologizing, you remind yourself to maintain your personal bubble.• You are walking back to class from the office and consider walking along the curb of the planter box but you remembered that you are supposed to walk on the sidewalks at all times.

Step 5: Provide Opportunities to Practice

- Discuss/Model/Practice:
 - Following directions
 - Using a level 1 voice
 - Finding and maintaining personal space
 - Allowing others to enter/exit doorways or let lines pass without cutting through them
 - Entering school, rooms, and hallways quietly
 - Picking up trash when you see it
 - Walking on the sidewalks and avoiding walking on the curbs or cutting through the planter boxes
 - Being courteous to other people in the walkways

Step 6: Follow Up/ Reinforcement Activities

- Compliment the students.
- Ask students to report others who follow the rules.
- Give Dojo/House points with specific positive behavior feedback
- Pre-correct expected behaviors (Reminders before behaviors are expected).

Library

Step 1: Review School Wide Rules

Show Pride, Positive Attitude, Wise Choices and Safety

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What are Wise Choices?

Make a decision based on careful thought and good judgment. Doing the right thing.

What is Safety?

Protecting yourself and others from physical or emotional harm or danger.

Step 2: Tell Why Expectations are Important

Explanation in student friendly term

- These expectations are important because they keep our school safe and welcoming for everyone on our campus.
- Create a safe quiet learning environment in Library

Step 3: Teach Expectations for Specific Setting (Library)

[PBIS Behavior Matrix Slide Deck](#)

LIBRARY

P
PRIDE

- Remove hats and hoods indoors
- Treat books with care
- Report book damage to the librarian as soon as you see it



A
ATTITUDE

- Be a Good Listener
- Follow directions



W
WISE CHOICES

- Level 1 Voice
- Use materials appropriately

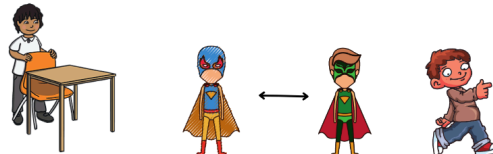


VOICE LEVELS

3	OUTSIDE Anything can hear you
2	TABLE TALK Others can hear
1	WHISPER Only people next to you can hear
0	NO VOICE Silent and motionless

S
SAFETY

- Maintain personal space
- Push in chairs or stools
- Walk



Step 4: Demonstrate Expectations

<u>Expectations</u>	<u>Example</u>
Pride	<ul style="list-style-type: none">• You are excited to be going to the library. As you walk in the door, you remember to take off your hat as you make your way to your seat.• As you are reading the book you just checked out you see that someone has written in it. You report it to Mrs. Roland right away so she can help remove the marks.
Attitude	<ul style="list-style-type: none">• The teacher is going over the instructions for the art project. You are not talking and tracking her with your eyes as she explains what to do.• You are ready to check out your books. You know your number (or have your card) and tell Mrs. Roland so you can check out quickly.• Mrs. Roland is reading a story to your class. You are paying attention so you can hear and are not talking so everyone else can hear as well.
Wise Choices	<ul style="list-style-type: none">• There are some cool new markers in art that you want to try out. You decide to ask for some paper to write on instead of writing on the desk.• For your STEAM project, you get to use hot glue guns. You make sure to listen to the directions so you know how to use them safely and properly.• You check out a book about the solar system and see a really cool picture of a black hole. Instead of yelling, "Check this out!", you quietly show your neighbor.
Safety	<ul style="list-style-type: none">• Your table was dismissed to check out books. You get up and push your chair in so people nobody else will trip over it.• You have your eye on a particular book and really want to get it but remember that you need to walk in the library to make sure you don't bump into someone.

Step 5: Provide Opportunities to Practice

- Discuss/Model/Practice:
 - Following directions

- Importance of using a level 1 voice
- Taking care of library books
- Putting books back where they belong
- Pushing in chairs and stools
- Returning books
- Lining up when it is time to leave;l how to carry a book in the walkway

Step 6: Follow Up/ Reinforcement Activities

- Compliment the students.
- Ask students to report others who follow the rules.
- Give Dojo/House points with specific positive behavior feedback
- Pre-correct expected behaviors (Reminders before behaviors are expected).