

Skyline North Elementary PBIS Resource Manual 2025-2026

Success Starts at Skyline
Skyline Bears are Respectful,
Responsible, and Safe!



PBIS Overview and Strategies

Positive Behavioral Interventions and Supports

PBIS: A Way to Improve Discipline and Behavior

PBIS is a schoolwide approach to make schools safe and promote positive behavior. It's also a way for schools to decide how to respond to a child who misbehaves. There are a few important principles:

- Every child can learn proper behavior.
- Stepping in early can prevent more serious behavior problems.
- Each child is different and schools need to provide many kinds of behavior support.
- How schools teach behavior should be based on research and science.
- Following a child's behavioral progress is important.
- Schools must gather and use data to make decisions about behavior problems.

Keep in mind that PBIS is not a treatment or therapy. It's more like a framework for teachers, administrators and parents. And it's used with all students in the school, whether or not they receive special education services.

According to several studies, PBIS leads to better student behavior. In schools with PBIS, students receive fewer detentions and suspension. There's less bullying. Students also have better grades. To help schools, the U.S. Department of Education has created a center with training and information on PBIS.

The Focus of PBIS: Prevention, Not Punishment

In a school with a traditional approach to discipline, teachers may try to correct behavior through punishment. Here's a typical example:

A student sitting in the back of a classroom throws a spitball. The teacher reacts by scolding the student or sending her to the Principal's office. After the student is punished, she'll return to class and be expected to behave. All students follow the same rules. Punishment is the same for any child who breaks the rules. If there's more bad behavior, the punishment might be increased.

By contrast, in a school using PBIS, the focus is on preventing problems. From the start, students learn about what behavior is appropriate, just like they learn math or science. Students are taught social skills, including how to act in different settings, such as the classroom, on the bus or with friends. They may learn through role-playing or through actual lessons. Staff at the school regularly praise kids for good behavior.

With PBIS, teachers look for minor issues and prevent them from becoming bigger behavior problems. Before a spitball is thrown, a teacher might notice the student who is craving attention. They might address that need positively before it grows into a need to throw a spitball.

If a student acts out, the school creates a strategy to prevent the behavior from happening again. The strategy might include things like a break time to cool off or a peer mentor. The school may even provide training for parents.

The school follows the student's progress in managing behavior issues and may change strategy if something's not working. In PBIS, discipline is used, but punishment isn't the focus.

Lee, A. M. (n.d.). *PBIS: How schools support positive behavior*. Retrieved on October 14, 2016, from <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/pbis-how-schools-support-positive-behavior>

Mission Statement

Skyline North will provide a safe, supportive environment in which all students have equitable access to standards-based learning, while integrating technology, in order to be successful. Students will build respect and responsibility for themselves through effective communication, strategic problem solving, and positive interaction within their families and community.

Behavioral Expectations

Success Starts at Skyline.

Skyline Bears are RESPECTFUL, RESPONSIBLE, and SAFE!

Student School-Wide Incentives

- | | |
|---|--|
| 1. Bear Grin Tickets (+ Sub, Playground, Bus) | 2. Super Student of the Week |
| 3. Student of the Month | 4. Monthly Citizenship Awards |
| 7. Monthly Staff-Choice Awards | 8. Spirit Day / Spirit Awards |
| 9. Daily Perfect Attendance (Class Recognition) | 10. Monthly Perfect Attendance |
| 11. PBIS Rewards (Points/ Store) | 12. PAWsitive Trimester Party (No Referrals) |

**** Monthly Spirit Days (determined by Student Council and aligned with Monthly Awards)**

Bear Grin Tickets

Bear Grin Tickets will be used to recognize individual students for making positive choices *without being prompted by an adult*. They are a quick and easy way to recognize students who are doing the right thing.

Bear Grin Tickets require a signature from the person giving out the ticket. It should be handed to the student with an explanation for why they were given the Bear Grin Ticket. Bear Grin Tickets will be placed in designated boxes in classrooms, and drawings will be held at the end of each week in each class. Those students will have their names announced (see Bear Shout-Outs) either Friday or Monday, and students come to the office to claim their prize (typically Smelly Pencils).

BEAR Grin Ticket	
This BEAR Grin Ticket is awarded to _____	
in Room _____ for being	
Respectful:	_____
Responsible:	_____
Safe:	_____
Signature:	_____



Bear Grin Tickets can be used to recognize students for a variety of positive behaviors. Some examples are:

1. Walking safely down the hallway.
2. Picking up trash.
3. Turning in homework.
4. Helping another student or staff member.
5. Waiting their turn at the water fountain.
6. Using playground equipment safely.

****Any staff member may award Bear Grin Tickets for great BEARS behavior at their discretion. All staff are encouraged to participate in these recognitions.***

Bear Grin Trimester Winners/

Lunch with the Principal or Counselor

All Bear Grins that are drawn at the end of each week will be saved for a end of trimester drawing on the school day closest to the last day of each month. From those tickets, several students will be drawn and receive the opportunity to have lunch with the Principal and/or Counselor (turn will be taken by that team).

Playground Bear Grin Ticket

Playground Bear Grin tickets are awarded specially for respectful, responsible, and safe **playground** behavior. These tickets are **blue** and are pre-signed so that recess monitors can simply hand them out without needing to take time away from watching other students. Playground Bear Grin Tickets should be handed out to students with an explanation for why they are receiving it. Students may put these tickets in the same Bear Grin box as regular Bear Grins. Teachers are encouraged to do daily Playground Bear Grin Ticket drawings and award points to be used in the PBIS store as often as they see a need to reinforce behavior specifically.

PLAYGROUND BEAR Grin Ticket

This BEAR Grin Ticket is awarded to

_____ in Room _____ for being

Respectful: _____

Responsible: _____

Safe: _____

Signature: RECESS SUPERVISOR

5

Substitute Teacher Bear Grin Ticket

Substitute Teacher Bear Grin tickets are awarded for respectful, responsible, and safe student behavior with a substitute teacher. These tickets are **pink** and will be given out by the substitute teacher.

The classroom teacher will collect these Bear Grins when s/he returns to the classroom, and the teacher will draw one student from the group. The selected student is to earn 25 PBIS points and may put the winning ticket in the same Bear Grin box as regular Bear Grins for a chance to win in the weekly drawing.

SUBSTITUTE TEACHER	
BEAR Grin Ticket	
This BEAR Grin Ticket is awarded to _____	
in Room _____ for being	
Respectful: _____	
Responsible: _____	
Safe: _____	
Signature: _____	

Student of the Month / Citizenship Awards

At monthly awards assemblies, all teachers will recognize one Student of the Month and one Citizen of the Month. These students are students who exemplify BEAR Behavior. Student of the Month Awards are to be given at the teacher discretion and teachers are encouraged to consider a variety of factors when making their selections. In addition, each teacher will choose a student who has been respectful, responsible, and safe, and has had **no referrals that month** and really been a great student to award a Citizenship Award. Students receiving these awards will be recognized in the monthly awards assemblies and will earn medals and certificates. In addition to these two awards, teachers can give up to two additional Teacher Choice awards. Students receiving those awards will receive certificates and a small prize.

PAWsitve Behavior Trimester Award and Party

Students who receive **no referrals** for the entire trimester will earn the PAWsitve Behavior Trimester Award (PBIS Points) and invitation to the Trimester Party. The Principal will award a certificate to each student who has proven to be respectful, responsible, and safe for the entire trimester. Each party theme will be decided by the PBIS Team in collaboration with Student Council and will be held shortly after the end of each trimester, except for Trimester 3, which will be held the last week of school.

Weekly Bear Shout-Outs- Super Student of the Week

A Weekly Bear Shout-Out is an opportunity for staff to recognize students who are exhibiting BEAR Behavior in class and throughout the school without being prompted by an adult all week. One student from each class who displays BEAR Behavior in accordance with the PBIS focus of the week will be sent to the office Friday following the Principal announcement after the student has been recognized in their classroom. The students will be able to get a prize from the office (usually Smelly Pencils).

Spirit Day Friday / Monthly Spirit Winners (Class)

Each Friday will be Skyline Spirit Day. All staff and students are encouraged to wear Skyline Blue spirit t-shirts. Teachers will count the number of participants in each class and report that information to the Student Council. A percent of participation will be calculated and the winning classes will be announced over the intercom by student council members the following Monday. Lower Grades (K-2) and Upper Grades (3-4) will be a separate competition. Classroom winners will receive a Bear “trophy” for the week and will be in competition for a monthly recognition (free extra recess).

Daily Perfect Attendance

Each day teachers will mark their daily attendance on the monthly calendar sheet placed in their mailboxes by the Office Assistant. Teachers should clearly mark if the class has perfect attendance on each day, which means **no absences and no tardies**. Classes with perfect attendance for the day will post that information outside their doors for all to see (sign and/or flag).

Monthly Perfect Attendance

At the end of each month, teachers will turn in their Perfect Attendance Calendars to the Office, and the classes that had the most perfect attendance will be determined. One lower grade (TK-2) and one upper grade (3-4) winner will be determined. **These classes will earn a donut party provided by PTO.**

In addition, individual students will be rewarded for monthly perfect attendance with recognition at the monthly awards assembly, and will be given a fruit rollup.

Yearly Perfect Attendance

Students with perfect attendance for the entire year will be awarded a certificate and a medal and recognized in the final awards assembly (End of Year Awards).

Skyline Staff Working Agreement

Skyline Staff Meeting Norms

Respectful	● Be respectful of those who are speaking by staying on topic and limiting sidebar conversations. ● Be positive and open to new ideas. ● Offer suggestions to build consensus and don't take things personally. ● Majority vote may be used when consensus cannot be reached.
Responsible	● Be on time and be prepared. ● Pay attention and actively participate. ● Follow through with commitments and tasks in a timely manner.
Safe	● Work as a team and ask for help and support when needed. ● What is said in the room stays in the room.

Breaking of the Norms:

- Address concerns about breaking norms in a respectful and timely manner.
- If a team member consistently does not adhere to the agreed-upon norms after being spoken to by the team, then ask the Principal for help.

Skyline Staff Recognition

At the end of the month, administration will choose a classified and certificated staff member of the month to celebrate for their hard work. The classified and certificated staff members will have their names shared with the district office for acknowledgement.

Parental Involvement and Training

Parental involvement is an important part of the PBIS process. In order to ensure families are knowledgeable about and support the PBIS process at school, parents need information and training. Skyline will offer that support by hosting a PBIS Family Night each fall and follow up with information throughout the year with newsletters. Additionally, the Skyline North website and Skyline North Facebook group allows parents access to PBIS information about school and home behavior supports and interventions.

The following links are some additional parental training materials:

<https://www.youtube.com/watch?v=aJl7ql8co2g>

[http://www.pbis.org/common/cms/files/Parent/LettersHome/PositiveSolutionsforFamilies\[1\].pdf](http://www.pbis.org/common/cms/files/Parent/LettersHome/PositiveSolutionsforFamilies[1].pdf)

https://www.youtube.com/watch?v=gwdb_s1mWxw&feature=player_embedded

<https://www.pbisworld.com/>

TIER 1 Universal Support

Tier 1 Supports

All students need some form of support to behave properly. These supports start with effective classroom management.

The five critical features of effective classroom management are:

1. Maximize structure.
2. Post, teach, review, monitor, and reinforce expectations.
3. Actively engage students in observable ways.
4. Use a continuum of strategies for responding to appropriate behaviors.
5. Use a continuum of strategies for responding to inappropriate behaviors.

Tier 1 supports are structured with praise, rewards, and appropriate consequences. Other possible supports include:

- Breaks
- Choices
- Alternative Seating
- Buddy/Partner Students and Teachers
- Nonverbal Cues
- Proximity to Student
- Daily Planner
- Classroom Jobs
- Frequent Eye Contact
- Timers
- Breaking Down/Modifying/Shortening assignments

These and many other supports are available at the following site which teachers are highly encouraged to frequent: <https://www.pbisworld.com/>

Classroom-Managed (Minors) Problem Behaviors

Classroom managed behaviors are “minor” problems that can often be redirected quickly without significantly disrupting the flow of instruction or school activity, do not require the direct contact with the office, and indicate a need to revisit expectations. There is no quick fix for behavior. Students meet expectations when adults take the time to build relationships, teach and reinforce clear expectations. Below are the basic procedures for addressing unwanted classroom-managed behaviors.

Examples of Classroom-Managed “Minor” Problem Behaviors

- Cheating
- Name calling/teasing
- Running in the walkways
- Being in an unsupervised area
- Disruptive transitions
- Disruptive classroom behaviors
- Play fighting/rough play
- Chewing gum/spitting
- Inappropriate displays of affection

- Throwing objects
- Disrespect toward adults/peers
- Profanity

Example Staff Provided Consequences

- State rule or expectation/redirect
- Conference with student
- Re-teach rules and expectations to the class
- Clean-up duty (for misuse of property or littering the environment)-(must be student's choice)
- Use of Buddy Teacher for reflection (Think Sheets as appropriate)
- Time out in the classroom (Think Sheets as appropriate)
- Call parent/ guardian
- Loss of privileges

Suggested Sequence Procedure for Minor Problem Behavior

1st Incident: Redirect/ Reteach

2nd Incident: Think Sheet/ Contact Home

3rd Incident: Written Classroom Referral--Minor

Classroom-Managed (Minor) Referral Procedures

Once a written classroom (minor) referral is given, the teacher will ensure that the parent is contacted and all parts of the referral are completed. Minor referrals should have the teacher acting as the administrator. The teacher keeps the white copy. The yellow copy is placed in the mailbox of the PBIS Data Entry person for documentation and tracking purposes. The pink copy will be sent home with the student after the parent/guardian knows it is coming. Remember:

1. Confidentiality is important. DO NOT include any other students' names on the referral and do not allow other students or even staff to see the referral (excluding PBIS Data Entry person).
2. Write legibly.
3. Be professional, factual, and free of emotion.

Teachers **MUST** notify the parent or guardian of the referral. Notification can be a face-to-face conversation, phone call, phone message, text, email, message written in the student's planner, or message sent via Remind or Infinite Campus, or via multiple methods.

MINOR REFERRAL COPIES:

Yellow: Turn in to the Data Entry person in the office. **Pink:** Send home with the student to be reviewed and signed by the parent. Student then returns it to the teacher. Teacher keeps it until the end of year for reference and then it can be shredded (documentation will remain in the office). **White:** Teacher keeps it until the student returns a signed pink copy. Send home the white copy for parent records when the student returns the pink copy completed.

THINK SHEETS (BY GRADE):

Reflection is essential if the goal is changing behavior. Therefore it is always encouraged. The following think sheets can be utilized in the classroom before issuing referrals and when students are sent (with teacher agreement) to a Buddy Teacher to reflect.

TK – 2nd Grade Think Sheet

Name: _____

Date: _____

Bears Care!



1. What expectation did I not meet?

2. Write or draw a picture about my behavior.

3. Write or draw what I need to do instead.

4. Do you need to apologize to anyone?

Did I apologize?

☐ Yes ☐ No

☐ Yes ☐ No

Student's Signature

Teacher's Signature

Parent/Guardian's Signature

3rd – 4th Grade Think Sheet

Name: _____

Date: _____

Bears Care!



1. What expectation did I not meet?

2. Why was my behavior a problem? (Continue on back if needed.)

3. What could I have done instead? (Continue on back if needed.)

4. Do I need to apologize to anyone?

Did I apologize?

☐ Yes ☐ No

☐ Yes ☐ No

Student's Signature

Teacher's Signature

Parent/Guardian's Signature

Office-Managed (Major) Problem Behaviors

Problem behaviors that are “major” and require being sent to the office immediately include any behavior that cannot be redirected (despite staff effort) that is placing the student or others at physical risk, preventing the on-going delivery of instruction, or violating a higher-order school rule/expectation. Some problem behaviors that are major but do not pose an immediate risk can be handled as soon as the administration is available. In either case, all major behaviors need to be documented on referrals that come to the office, and administration will address them in a timely manner.

Examples of Office-Managed Problem Behaviors

- Physical aggression/fighting/throwing objects **with intention to harm** (not “play fighting”, which must be addressed but needn’t come immediately to the office)
- Harassment/**directed** abusive language/verbal abuse
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- Major defiance/disrespectful/insubordination/non-compliance (cannot be redirected, blatant)
- Inappropriate touching
- Vandalism/property damage/theft
- Profanity directed at an individual in a threatening manner
- Bullying (repeated, directed, intent to harm)
- Three previous minor referrals for the same behavior (please do not send the student immediately if there is no immediate threat, but write the referral and tell the student that was the third offense and they will be called to the office)
- Possession of illegal drugs (immediate trip to office)
- Possession of weapons (immediate contact of administration and trip to office)

Procedure for Major Office-Managed Behavior

Written Referral- Send the student to the office with their own referral if there is any immediate threat or major disruption. Call to let the office know the student is coming. Notify the office for non-immediate threats that are still major incidents and administration will call for the student and their referral as soon as they are available. Alternatively, the teacher can deliver those referrals to the office on a break. In the

event a student has earned a major referral and remains in the class to await administrator availability, the teacher is encouraged to remove a privilege (e.g., recess) as an immediate consequence at their discretion.

Major Referral Specifics

The teacher must ensure that all parts of the referral are filled in up to “Action(s) Taken”. The referral must be either delivered by the teacher, delivered by the perpetrator, or delivered in a completely sealed envelope (rare) if the student was sent out and refuses to take it or the teacher doubts it will make it to the office. **It is the teacher’s legal responsibility to maintain student privacy** as much as possible, both with other students and other staff.

The administrator will fill in the remaining portions of the referral, including the administrator’s decision. **The white copy will be placed in the teacher’s mailbox.** The **pink copy will be sent home** with the student. The **yellow copy will be given to the Administrative Assistant** to log the offense in the information system. The student will return the pink copy signed to the office, ***at which time it will be placed in the teacher’s box so the white (cleaner) copy can be sent home*** with the student.

Remember, the same rules apply for office-managed referrals as classroom-managed referrals:

1. Confidentiality is important. DO NOT include any other students’ names on the referral and do not allow other students or even staff to see the referral (excluding PBIS Data Entry person).
2. Write legibly.
3. Be professional, factual, and free of emotion.

SUBSTITUTE TEACHERS:

All subs will be given a notice when picking up the room keys that behavior issues warranting a referral, **whether major or minor**, will be dealt with by the administrator. Any students receiving a referral are to be sent to the office with that referral and the administrator will respond. If the administrator is not immediately available, the counselor or a designee will address the student until the administrator becomes available.

MAJOR REFERRAL COPIES:

Send the entire referral to the office (all colors). The white copy will be returned to the teacher for the teacher to keep once the behavior is addressed. The teacher only keeps the white copy until the student returns the pink copy (to the office or the teacher). If the pink copy is returned to the office (which administration will encourage), it will be placed in the teacher's box, at which time the white copy can be sent home for parent records.

Skyline North Elementary
760-255-6090
SWIS Referral (ODR) Form

Type: MINOR MAJOR

Student: _____

Grade: _____ Staff: _____ Date: _____ Time: _____

Location:

☐ Classroom	☐ Restroom	☐ Playground	☐ Bus
☐ Library	☐ Sidewalk/Hall	☐ Drinking Fountain	☐ Bus Loading/Unloading
☐ Computer Lab	☐ Grass Areas	☐ Walk home area	☐ Special Event/Field Trip
☐ Cafeteria/MPR	☐ Field	☐ Pick-up/Drop-off Area	☐ Other: _____

Problem Behavior(s):

MINOR	MAJOR		
☐ Disrespect	☐ 3 previous Minor ODRs	☐ Fighting	☐ Property Damage
☐ Disruption	☐ Insubordination	☐ Bullying/Harassment:	☐ Theft
☐ Defiance/Non-compliance	☐ Major Disrespect	☐ race/ethnicity	☐ Leaving room/area/ school w/o permission
☐ Physical Contact	☐ Abusive/Inappropriate Language	☐ gender	☐ Technology Violation
☐ Inappropriate Language	☐ Profanity/Vulgarity	☐ religious	☐ Organized Cheating/ Lying/Plagiarism
☐ Technology Misuse	☐ Abusive/Inappropriate Touching	☐ disability	☐ Weapon (type/size)
☐ Property Misuse/Damage	☐ Physical Aggression	☐ sexual	☐ Other:
☐ Stealing	☐ Throwing Objects with intent to harm	☐ physical	
☐ Throwing Objects		☐ other:	
☐ Other:			

Perceived Motivation:

☐ Obtain Peer Attention	☐ Obtain Adult Attention	☐ Obtain Item/Activity	☐ Unknown
☐ Avoid Peer Attention	☐ Avoid Adult Attention	☐ Avoid Task/Activity	☐ Other:

Others Involved:

☐ None	☐ Peers	☐ Teacher	☐ Staff	☐ Substitute	☐ Unknown	☐ Other:
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Notes: Briefly explain the behavioral situation.

SEND TO PRINCIPAL FOR COMPLETION IF MAJOR REFERRAL

Primary Parent Contact: SEND THIS REFERRAL HOME WITH STUDENT FOR PARENT SIGNATURE

Additional Parent Contact: MUST CHOOSE ONE

☐ Phone Call	☐ Phone Discon.	☐ Voice Mess.	☐ Text	☐ Face-to-Face Conv.	☐ Email	☐ Other:
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Action(s) Taken:

☐ Conference w/Student	☐ Loss of Privileges/Activities	☐ Parent Conference	☐ Time Out Room _____
☐ In Sch. Susp. _____ days	☐ Out Sch Susp. _____ days	☐ Bus Suspension	☐ Other:

Parent/Student Follow-Up:

1. What rule(s) did you break? ☐ Be Respectful ☐ Be Responsible ☐ Be Safe

2. What will you do differently next time? _____

 Student Signature: _____ Parent Signature: _____

White Copy-Teacher Yellow Copy-Office Pink Copy-Parent Signature/Return to Teacher

Anti-Bullying Policy and Procedures

Skyline North Elementary Anti-Bullying Procedures

Respectful, Responsible, and Safe

Everyone at Skyline North Elementary School is committed to making our school a safe and positive place for all. We will treat each other with respect, and we will refuse to tolerate bullying in any form at our school.

Our school defines *bullying* as follows:

Bullying is unfair and one-sided. It happens when someone **continuously, repeatedly, and often hurts, frightens, or threatens any student or adult with intent to harm.**

Examples of bullying include:

Continuously or repeatedly,

- Hurting someone physically by hitting, kicking, tripping, pushing, and so on.
- Stealing or damaging another person's things.
- Ganging up on someone.
- Teasing someone in a hurtful way.
- Using put-downs, including racial slurs.
- Touching or showing private body parts.
- Spreading rumors about someone.
- Using technology to harm someone.

Staff at our school will do the following things to prevent bullying and help people feel safe at our school:

- Closely supervise students in all areas of the school and school grounds.
- Watch for signs of bullying and stop it when it happens.
- Teach bully prevention curriculum K-6.
- Seriously look into all reported bullying incidents.
- Assign consequences for bullying based on school discipline code.
- Provide immediate consequences for retaliation against students who report bullying.
- Provide information to students and parents about bullying.

Students at our school will do the following things to prevent bullying:

- Treat each other respectfully at all times.
- Refuse to bully others.
- Refuse to let others be bullied.
- Refuse to watch, laugh, or join in when someone is being bullied.

- Try to include everyone in play.
- Report each bullying incident to an adult. (Follow district procedures posted on district website.)
- Understand that bullying behaviors carry negative consequences and that retaliation will not be tolerated.

Consequences of Harassment or Bullying Behaviors:

Students may be placed at any step of consequence as determined by the severity of the behavior.

TEACHERS MUST REPORT INCIDENTS OF BULLYING OR POSSIBLE BULLYING TO PRINCIPAL or PRINCIPAL DESIGNEE WITHIN 1 DAY OF BEING MADE AWARE OF THE SITUATION. Please refer to the definition above before reporting.

First Step: Conference with student to include:

- Think Sheet about what could have been done differently.
- Verbal Warning with a strong message that bullying is unacceptable. Warn the student that his or her behaviors will be closely monitored for future signs of bullying or harassment and that more severe consequences will be assigned if the behaviors do not stop immediately. **CONTACT HOME.**

Second Step: 1. Minor Disciplinary Referral
2. Selection of appropriate consequence.
3. Conference with the student.
4. Parent notification of student receiving the referral. Notification by teacher.

Third Step: 1. Major Disciplinary Referral with Principal involvement.
2. Parent notification of student receiving the referral. Notification by Principal.
3. Conference with all students involved.
4. Student Study Team meeting with parents of the student receiving referral.

Fourth Step: 1. Reconvene Student Study Team meeting with parents and school psychologists.
2. Major Disciplinary Referral with principal involvement.
3. Conference with the student.
4. Parent notification of student *being bullied*.

Consequences may include: (Examples, not all inclusive)

-loss of recess	-student writes a letter to the other student
-in-school suspension	-out-of-school suspension
-behavior point sheets	-behavior plan
-time out in another classroom	-counseling referral to SELPA and/or law enforcement SRO
LAST RESORT--expulsion	

All assigned consequences will be kept confidential. Only the student involved, his/her parents/guardians, and appropriate staff members will be made aware of the outcomes.

The following are our comprehensive Behavior Matrices, which will be updated regularly as appropriate and determined by the PBIS team and faculty, and posted in common and relevant areas.

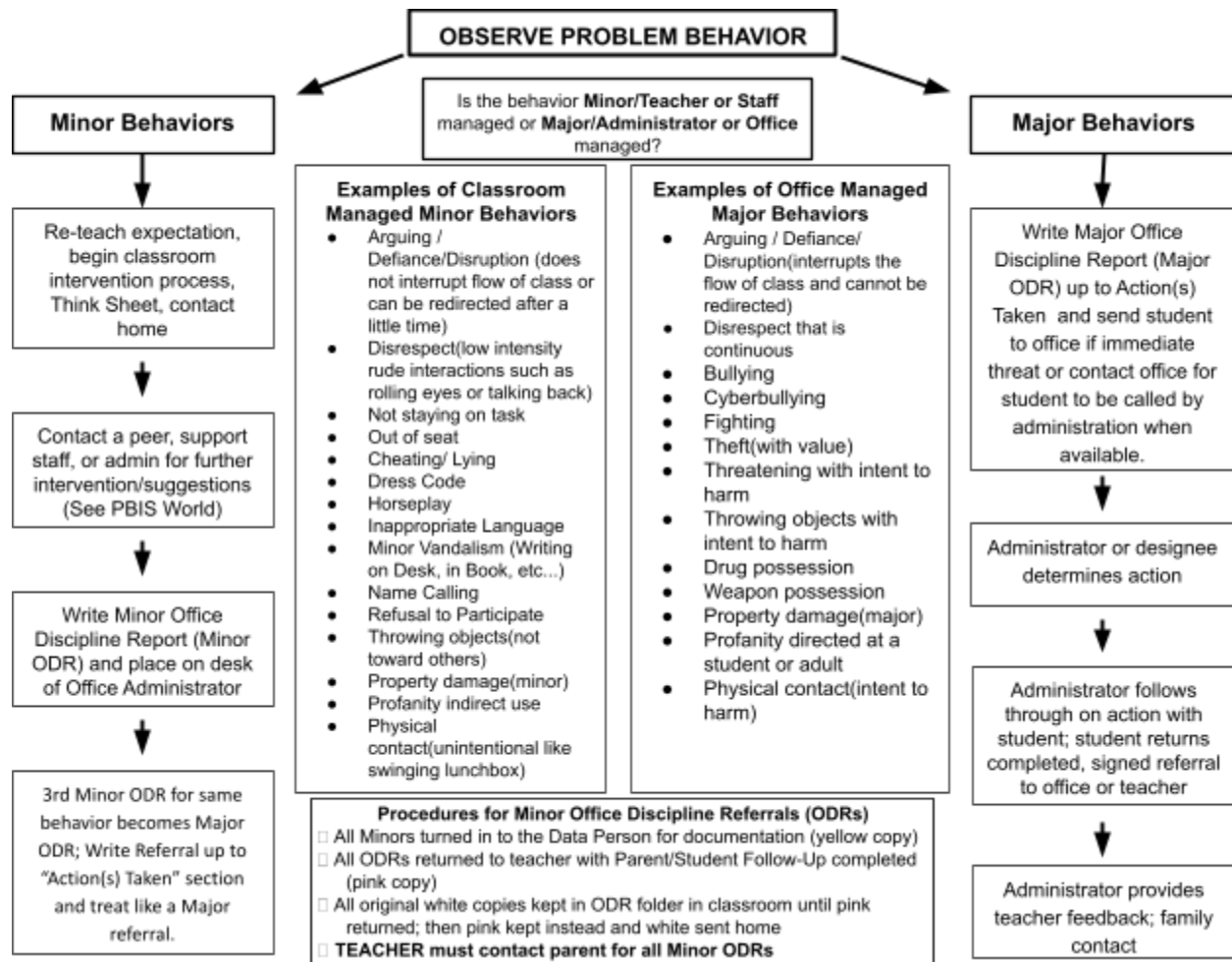
Behavior Matrices

Behavior Matrices are posted throughout the school as a reminder of how to be ***respectful, responsible and safe*** in various areas. Refer to the posted signs as needed to address and teach the expected behaviors to students.

Areas	Be Respectful	Be Responsible	Be Safe
Classroom	● Use polite, positive, kind language ● Raise hand and wait to be called on before speaking ● Be aware of personal space ● Respect others' belongings ● Cooperate with others	● Follow adult directions ● Follow dress code ● Be prepared and ready to work ● Stay on task ● Do your best ● Be organized ● Clean up after yourself ● Leave personal items at home	● Walk ● Hands and feet to self ● Only leave a room with adult permission ● Use tools and supplies safely ● Keep all chair legs on the floor
Cafeteria	● Quiet Voices ● Follow Adult Directions ● Use polite, positive, kind language ● Say please, thank you, excuse me ● Use Good Manners	● Stay in Line ● Get Everything Before You Sit Down ● Remain Seated ● Sit Properly and Eat ● Clean up after Yourself	● Walk to and from cafeteria and playground ● Hands and Feet to Self ● Only eat your own food ● Finish eating and raise your hand ● Leave only with permission
Sidewalk	● Quiet Voices ● Follow adult directions	● Follow the correct path	● Walk ● Hands and Feet to Self
Playground	● Follow Adult Directions ● Use polite, positive, kind language ● Cooperate with Others ● Allow Everyone to Play	● Walk to line quickly ● Stop, Talk, and Walk	● Hands and Feet to Self ● Follow the Playground Rules ● Ask Adult Permission to Leave the Area ● Freeze at the Whistle ● Use Equipment Appropriately
Restroom	● Quiet Voices ● Use polite, positive, kind language	● Keep it clean ● Go straight back to class	● Hands and Feet to Self ● Use Stall Door Appropriately ● Keep Water in the Sink

	● Respect the Privacy of Others		● Walk ● Wash your hands
Drinking Fountain	● Wait Your Turn Behind the Line	● Count to 5	● Hands and Feet to Self
Library	● Whisper ● Follow Adult Directions ● Use polite, positive, kind language ● Wait Your Turn	● Return Books on time ● Use the shelf stick to take a book out and put a book back ● Treat Books Carefully	● Hands and Feet to Self ● Stay in designated area ● Push in Chairs
Office	● Follow Adult Directions ● Use Quiet Voices ● Use polite, positive, kind language ● Wait Your Turn	● Get Adult Permission ● Sit Patiently and Quietly ● Go straight back to your class	● Hands and Feet to Self ● Stay in designated area ● Keep walkways clear
Nurse's Office	● Follow Adult Directions ● Use Quiet Voices ● Use polite, positive, kind language ● Wait Your Turn	● Get Adult Permission ● Sit Patiently and Quietly ● Go straight back to your class	● Hands and Feet to Self ● Stay in designated area ● Keep doorway clear ● Cough into Elbow ● Use Step Stool Properly
Bus	● Follow Adult Directions ● Use Quiet Voices ● Use polite, positive, kind language ● Wait Your Turn	● Watch for Your Stop	● Hands and Feet to Self ● Stay in your Seat ● Sit on Your Bottom ● Keep Aisle Clear ● Walk
Parent Drive-Through Area	● Follow Staff Directions ● Be Patient ● Use Respectful Voices ● Use polite, positive, kind language	● Be On Time ● Stay in Your Vehicle ● Pull Forward to Your Station ● Watch for Your Student	● Drive Slow ● Watch for Children ● Drive Safely and Use Seatbelts ● Use Crosswalk ● Wait until Car Stops
After-School Student Waiting Areas	● Follow Staff Directions ● Be Patient ● Use Respectful Voices ● Use polite, positive, kind language	● Stay in Your Line ● Watch for Your Adult ● Keep Belongings Together ● Listen for Your Name ● Go to the Correct Location and Stay There	● Hands and Feet to Self ● Get Permission before leaving and walk ● Pay Attention
Walkers/Bike Riders	● Follow Staff Directions ● Use Respectful Voices ● Use polite, positive, kind language	● Stay off campus until 8:30 ● Leave promptly at dismissal	● Wear your Helmet ● Stay in designated area ● Walk/Ride straight home

		● Put Bikes/Scooters in rack	● Hands and Feet to Self
Lunch on the Lawn	● Follow Staff Directions ● Use polite, positive, kind language ● Quiet voices- classes are learning! ● Throw away all trash	● Be on time ● Check in first ● Remain only in designated areas to eat (no playground) ● Supervise your children at all times ● Have written permission on file if eating with another person or having someone else eat with you ● Students-line up promptly ● Allow students to finish the school day whenever possible	● Hands and feet to self ● Keep sidewalks clear ● Remain only in designated areas to eat (no playground) ● Only Students in Student Restrooms ● Adults Use Designated Restrooms ● Only Skyline students allowed in the playground area/line-up area ● Leave pets at home



Remember to:

Pre-Correct
Re-Teach
Redirect
Reinforce
Expected Behavior

Intervention Staff Best Practices (Minor Referrals)

- Re-direct
- Re-teach
- Multiple opportunities to practice expected behavior
- Rapport/Relationship Building
- Prompt/Pre-correct
- Discuss BEARS behavior
- Role play
- Modified Assignments
- Contact parent
- 5:1 specific positive verbal feedback
- Private conversation
- Staff proximity
- Seat change
- Nonverbal/visual cues
- Break/Think time
- Sensory/Movement Break
- Buddy activity
- Incentive/Privilege
- Tangible recognition for expected behavior
- Self-Monitoring

Intervention Administrator Best Practices (Major Referrals)

- Discuss BEARS behavior
- Positive corrective feedback
- Re-teaching expected behavior matrix
- Rapport/Relationship Building
- Student reflection
- Student role play
- Loss of privilege
- Conference with parent and student
- Check for progress
- Alternative activities/ schedule/program
- Collect data on student (SWIS report, etc.)
- In-School Suspension
- At-Home Suspension
- Expulsion
- Contact Authorities

Behavior Lessons

A behavior lesson is a 10-15 minute lesson that is taught to the class to help directly teach students behavioral expectations. These lessons will be taught on Mondays and repeated when needed. The goal is to place extra focus on the behavior being taught for the entire week. On Fridays teachers will choose a student to be the student of the week for those who showed excellence or growth in the behavior for the lesson.

Each lesson is taught during the weeks listed on the schedule. Note, some lessons require you to take your class to a location to practice. All teachers are required to teach these lessons and hold their students accountable for the skills taught. A schedule will be provided. Teachers should revisit behavior lessons throughout the year based on the schedule or at their discretion. Lessons after March 9th will be created by the PBIS team based on looking at data of which behaviors need the most improvement.

Date	Lesson
August 6th	Slideshow on Skyline Bears Expectations(Respectful, Responsible, and Safe)
August 11th	Slideshow on Skyline Bears Expectation Areas of Focus
August 18th	LESSON 1: ENTERING THE SCHOOL
August 25th	LESSON 2: ENTERING THE CLASSROOM
September 2nd	LESSON 3: LUNCH LINE AND CAFETERIA EXPECTATIONS
September 8th	LESSON 4: PLAYGROUND EXPECTATIONS
September 15th	LESSON 5: HALLWAY/SIDEWALK EXPECTATIONS
September 22nd	LESSON 6: DRINKING FOUNTAIN EXPECTATIONS
September 29th	LESSON 7: BUS EXPECTATIONS
October 6th	LESSON 8: WALKING AREA/PICK-UP AND DROP-OFF AREA EXPECTATIONS
October 14th	LESSON 9: ASSEMBLY EXPECTATIONS
October 20th	LESSON 10: EMERGENCY SITUATION EXPECTATIONS
October 28th	LESSON 11: LIBRARY EXPECTATIONS
November 3rd	LESSON 12: OFFICE EXPECTATIONS
November 10th	LESSON 13: NURSE'S OFFICE EXPECTATIONS
November 17th	LESSON 14: VISITOR COMES TO TALK TO TEACHER/RECEIVES A PHONE CALL
December 1st	LESSON 15: TRANSITIONS
December 8th	LESSON 16: SUBSTITUTE TEACHER EXPECTATIONS
December 15th	LESSON 17: RESPECTING ADULTS ON CAMPUS
January 5th	LESSON 18: RESPECTING PEERS
January 12th	LESSON 19: RESPONSIBILITY
January 20th	LESSON 20: FOLLOWING DIRECTIONS

January 26th	LESSON 21: STOP, TALK, WALK
February 2nd	LESSON 22: TATTILING VS. TELLING
February 10th	LESSON 23: KEEPING HANDS AND FEET TO YOURSELF
February 17th	LESSON 24: "PLEASE" AND "THANK YOU"
February 23rd	LESSON 25: COMPLIMENTING OTHERS
March 2nd	LESSON 26: USING COMPROMISING SKILLS WITH ADULTS
March 9th	LESSON 27: APOLOGIZING

Model Behavior Lesson Plans



Skyline North Elementary School

Model Behavior Lesson

Skyline Expectations: Be Respectful, Responsible, and Safe

Objective: Students will learn what the school's expectations of being respectful, responsible, and safe mean and how to display them in different areas.

Teach: Using the Google Slideshow, discuss the definitions of respectful, responsible, and safe. Ask students for examples of each expectation.

Grades TK-2nd: There are three books at the end of the slideshow that you can play for students to gain further understanding of the definitions and examples of the three expectations.

Grades 3-4: Follow the activity on the last slide. Either write the three expectations on the whiteboard or on three separate pieces of paper/poster boards. Then ask students to give examples of each expectation. Write the examples underneath each word. Review what students have written and ask why it is important to follow these expectations.

Click on the QR code to access the Google Slides for this behavior lesson:



Check for Understanding

Review the definition of each expectation and ask for examples for each.

Talk about the questions or concerns students have.

Model Behavior Lesson

Skyline Expectation Areas of Focus: Classroom, Playground, Cafeteria, Sidewalk/Hallway, and After School Waiting Areas

Objective: Students will learn the school's expectations of being respectful, responsible, and safe in different areas of the campus.

Teach: Using the Google Slideshow, discuss what being respectful, responsible, and safe looks like in different areas of the campus. Focus on one area per day as listed below. Ask students for examples of each expectation. Then, WALK the students to the area and practice the expectations and discuss any questions or concerns.

- **Monday:** The focus is on the classroom. Stay in the classroom and discuss the rules and practice them.
- **Tuesday:** The focus is on the playground. Walk students to the playground and discuss the rules and practice them.
- **Wednesday:** The focus is on the cafeteria. Walk students to the cafeteria and discuss the rules and practice them.
- **Thursday:** The focus is on the sidewalk/hallway. Walk students on the sidewalk and discuss the rules and practice them.
- **Friday:** The focus is on the after school student waiting areas. Walk students to the after school waiting areas and discuss the rules and practice them.

Click on the QR code to access the Google Slides for this behavior lesson:



Check for Understanding

Review the rules of the area of focus on campus and ask for examples for each.

Talk about the questions or concerns students have.

Model Behavior Lesson Plan 1

Entering the School

Objective: Students will be able to enter the school quietly, walking, and go directly to destination.

Teach: Explain why it is important to be able to enter the school quietly, walking, and go directly to destination.

- **To be RESPECTFUL:**
 - We need to come into a school quietly and calmly so everyone is in the best mood for learning.
- **To be RESPONSIBLE:**
 - We need to go directly to where we are going so we are in class on time.
 - We need to eat breakfast, go to the restroom, and go to class quickly.
 - We need to walk on the sidewalk and not on the grass.
- **To be SAFE:**
 - We need to come into the school safely by walking with our hands, feet, and belongings to ourselves so no one is hurt.

Role-Play Positive Example:

Take students to the front of the school and show them how to walk on the sidewalks, and walk them through the process of going to your classroom at the beginning of each day. Show them all how to go straight to the cafeteria to eat, go the classroom, hang up their backpacks, and all the other procedures you have in place.

Check for Understanding

Review the reasons for entering the school safely and quietly and going directly to your destination is important.

Talk about the concerns students have.

Model Behavior Lesson Plan 2

Entering the Classroom

Objective: Students will be able to quietly come into a classroom, sit down, and begin working on assignment.

Teach: Explain why it is important to be able to quietly come into a classroom, sit down, and begin working.

- **To be RESPECTFUL:**
 - We need to come into a classroom quietly and calmly so those around us can get started on their work right away.
 - We need to come into a classroom quietly and calmly in order to hear teacher instruction and be ready to learn.
- **To be RESPONSIBLE:**
 - We need to sit down right away so the teacher can see who is here and absent in a timely manner.
 - We need to begin working right away so we can get all of our work done during class time.
- **To be SAFE:**
 - We need to come into a classroom quietly and calmly so no one is hurt.

Role-Play Positive Example:

Line the class outside the door.

Class: Stand up straight, quiet line-hands at side or behind back.

Teacher: Walk up to the line, *"Thank you for waiting in line so politely. We need to walk into class quietly, sit down, and begin the work you see on the board."*

Class: Walk quietly into class, sit at desk, start working—no talking

Teacher: Once in the classroom, walk to board, *"Here is the work that needs to be done, you will have ____ minutes to complete it. Thank you for coming in and getting started quietly."*

Role-Play Negative Example:

Class: Stand in a group talking to each other.

Teacher: Walk up to the line, *"Go ahead and go in class now."*

Class: Walk into classroom noisily, wandering around the room and talking

Teacher: Once in the classroom, go to desk and try taking roll without giving any directions.

Check for Understanding

Review the reasons for coming into the classroom quietly and promptly getting to work.

Talk about the concerns students have.

Model Behavior Lesson Plan 3

Lunch Line and Cafeteria Expectations

Objective: Students will be able to quietly come into the cafeteria walking in a straight line, put in lunch number, get lunch, sit down, eat, and exit cafeteria

Teach: Explain why it is important to be able to go through the lunch line quickly and quietly and use the cafeteria in a responsible, respectful way.

- **To be RESPECTFUL:**
 - We need to come into the cafeteria quietly and in a straight line so we can hear directions from adults.
 - We only talk quietly to those at our shoulders so the cafeteria stays quiet.
- **To be RESPONSIBLE:**
 - We need to put in our lunch number right away and go straight through the food line so others can get their food quickly.
 - We need to remember our spork and condiments while in line so we can eat and leave on time.
 - We need to sit down right away so we can be done eating on time for recess.
 - We only eat our food or drinks and never share in case of allergic reactions.
 - We completely finish our food and drink before raising our hand to be excused.
 - We raise our hand to be dismissed so adults know we are ready to leave.
 - We need to throw away our food and stack our trays properly so the custodian can easily throw away the trash.
 - When we leave the cafeteria we walk quietly on the sidewalk and go directly to the playground.
- **To be SAFE:**
 - We walk in the cafeteria and hold our food carefully so no one is hurt and we don't create spills that could hurt someone.
 - We stay in our seats at all times and raise our hand if we have a question or are ready to leave.

Role-Play Positive Example:

Take students to the cafeteria before lunches start or after lunches are over and role play going through the lunch line, standing in line, getting food, going to the register, getting sporks and condiments, sitting at the tables, being excused, throwing away trash, and walking to the playground.

Check for Understanding

Review the reasons for going through the lunch line quickly, quietly, and safely in the cafeteria and why it is important.

Talk about the concerns students have.

Model Behavior Lesson Plan 4

Playground Expectations

Objective: Students will be able to use the playground and equipment correctly and safely as well as respectful to other students and staff on the playground.

Teach: Explain why it is important to be safe and responsible on the playground and with equipment. Explain why it is important to be respectful to other students and staff on the playground.

- **To be RESPECTFUL:**
 - We need to be nice and share with others so everyone can have a turn.
 - We listen to and follow adult directions the first time.
 - We use kind, positive, and polite words when playing with others and allow everyone to play.
- **To be RESPONSIBLE:**
 - We freeze and stop talking when the whistle blows or bell rings so we know it is time to transition to the classroom.
 - We walk to our class numbers after the whistle blows and get in a straight line facing forward, giving each other space, and keeping our hands and feet to ourselves.
 - We use the equipment correctly so it stays in good condition for future use.
 - We use the bathroom and get water before the whistle is blown so we are ready to get in line.
- **To be SAFE:**
 - We use the equipment correctly so no one is hurt.
 - We always ask and receive adult permission to use the restroom or go to the office so the adults know where we are in case of an emergency.
 - We keep our hands and feet to ourselves so no one gets hurt.
 - We never pick up or throw rocks or dirt so no one gets hurt.
 - We freeze and stop talking at the whistle so we can hear adult direction.

Role-Play Positive Example:

Take students to the playground. Walk them through each area and the expectations of each area. Refer to your Skyline Handbook (Blue Binder) for a complete list of rules and expectations for each area and game.

Check for Understanding

Review the reasons using the playground properly is important. Review why it is important to be respectful to other students and the staff on the playground.

Talk about the concerns students have.

Model Behavior Lesson Plan 5

Hallway/Sidewalk Expectations

Objective: Students will be able to use the hallways and sidewalks quietly and quickly.

Teach: Explain why it is important to be able to use the sidewalk and hallways respectfully, responsibly, and safely.

- **To be RESPECTFUL:**
 - We need to be quiet on the sidewalks so other classes can learn.
 - We need to be quiet so we can hear instructions from adults.
- **To be RESPONSIBLE:**
 - We need to go straight to our location so we can take care of our business quickly.
 - When walking with our class or in a group, we walk in a straight, quiet line with our hands and feet to ourselves.
- **To be SAFE:**
 - We walk on the sidewalks and stay off the grass so we are safe.
 - We keep our hands and feet to ourselves to keep ourselves and others safe.
 - We watch where we are going, especially staying outside the yellow circles around the doors so the door doesn't hit us.
 - We keep our shoes tied so we don't trip and get hurt.

Role-Play Positive Example:

After discussing how to use the hallways and sidewalks, line up the students in the way you prefer, then walk them around the school. Give positive feedback for correct behavior.

Check for Understanding

Review the reasons for using the sidewalks and hallways quickly, quietly, and safely.

Talk about the concerns students have.

Model Behavior Lesson Plan 6

Drinking Fountain Expectations

Objective: Students will be able to quietly and quickly use the drinking fountains on campus.

Teach: Explain why it is important to be able to use the drinking fountain so everyone safely has a turn.

- **To be RESPECTFUL:**
 - We wait our turn quietly so we are kind to others.
 - We wait behind the line so we give the person drinking water their space.
 - We count to 5 slowly and nicely so people don't get mad and have time to get water.
- **To be RESPONSIBLE:**
 - We get our drink quickly so others can get theirs.
 - We get our drink in 5 seconds.
 - We use all the working fountains, even if someone has a story about one, so everyone can get their drinks on time.
- **To be SAFE:**
 - We stand behind the line in a straight line so the person drinking can be safe.
 - We keep our hands and feet to ourselves so everyone can be safe.

Role-Play Positive Example:

After discussing how to use the drinking fountain respectfully, responsibly, and safely, discuss the possibilities of what could happen otherwise, such as people getting their faces and teeth hurt or cut on the fountain from people shoving, etc.

Take students to the drinking fountain and practice using it correctly.

Check for Understanding

Review the reasons for using the drinking fountain correctly.

Talk about the concerns students have.

Model Behavior Lesson Plan 7

Bus Expectations

Objective: Students will be able to safely, quietly, and politely get on, be on, and exit the bus.

Teach: Explain why it is important to be able to use the bus properly.

- **To be RESPECTFUL:**
 - We use quiet voices so we can hear the bus driver.
 - We use respectful and polite language with each other and the bus driver to be kind.
 - We wait patiently for our turn to get on and off the bus so everyone has space.
- **To be RESPONSIBLE:**
 - We keep all our belongings in our backpacks so we don't lose them.
 - We watch for our stop so we know when to get off the bus.
 - We wait in a straight, quiet line to get on and off the bus that way we can hear adult instruction.
- **To be SAFE:**
 - We keep our hands, feet, and belongings to ourselves so no one gets hurt.
 - We stay in our seat, sitting on our bottoms with our backs against the seat so we are safe while the driver is driving.
 - We keep the aisle clear so people are safe when they exit the bus.
 - We walk to, in, and from the bus so we don't get hurt.
 - We do not share food or drink that way no one has an allergic reaction.

Role-Play Positive Example:

After discussing all the rules of being at, on, and exiting the bus, ask for volunteers to set up chairs in the classroom similar to seating on the bus. Role-play entering, sitting, and exiting.

Have the class look for ways to be safe and responsible during the role-playing.

Check for Understanding

Review the reasons for using the bus properly.

Talk about the concerns students have.

Model Behavior Lesson Plan 8

Walking Area/Pick-Up and Drop-Off Area Expectations

Objective: Students will be able to enter and exit the school through the Walking and Pick-Up/Drop Off Areas safely and responsibly.

Teach: Explain why it is important to be able to come to and leave school safely.

- **To be RESPECTFUL:**
 - We are quiet so we can hear the teacher give instructions on where to go.
 - We are quiet so we can hear the bell.
 - We use polite, positive, and kind language with adults and students while waiting to enter school and to go home.
- **To be RESPONSIBLE:**
 - We wait patiently to enter or leave the school.
 - We put our bikes and scooters in the rack so they don't get broken.
 - We keep everything in our backpacks including our food and phones while we wait to enter or leave school that way nothing gets lost.
 - We go to the correct line and stand and stay in straight lines after our teacher drops us off at our dismissal location that way a staff member can find us if it is our turn to go home.
 - We stand quietly and listen for our name to be called.
- **To be SAFE:**
 - We keep our belongings, feet, and hands to ourselves to be safe.
 - We go straight home if walking or riding.
 - We wear a helmet if riding.
 - We stand in a straight, quiet line so we can hear adults.
 - We get permission before leaving and walking.

Role-Play Positive Example:

After discussing the rules, take students to arrival and dismissal areas and show students how to use the area properly.

Have students make safety posters for bike and car safety.

Check for Understanding

Review the reasons for using the walking area/pick-up and drop-off areas correctly.

Talk about the concerns students have.

Model Behavior Lesson Plan 9

Assembly Expectations

Objective: Students will be able to go to, attend, and leave an assembly with proper behavior.

Teach: Explain why it is important to have the right behavior at an assembly.

- **To be RESPECTFUL:**
 - We sit quietly and keep our heads up so we can hear people speaking.
 - We keep our hands and feet to ourselves and are quiet so we can hear what is happening.
 - We give the speaker our active attention so they know we are listening.
- **To be RESPONSIBLE:**
 - We walk into the assembly in a straight, quiet line so we can hear instructions.
 - We follow the directions of where to sit so we can get started quickly.
 - We applaud when appropriate and never scream or shout.
 - At the end of the assembly, we look at our teachers and in a quiet voice say, “Success Starts at Skyline” so we know what to do next.
 - We keep our feet still so we don’t kick the bar and make noise.
- **To be SAFE:**
 - We follow all adult directions.
 - We keep our hands and feet to ourselves so everyone can be safe.
 - We sit quietly to hear adult directions and the speaker.

Role-Play Positive Example:

Take your students for a “dry-run” of assembly behavior.

During an assembly, monitor student behavior and correct if necessary.

Check for Understanding

Review assembly behavior after an assembly to check if students know the rules.

Talk about the concerns students have.

Model Behavior Lesson Plan 10

Emergency Situation Expectations

Earthquake Drill/Fire Drill/Endangered Campus Drill

Objective: Students will be able to complete an emergency situation drill efficiently and effectively.

Teach: Explain why it is important to practice for emergency situations.

- **To be RESPECTFUL:**
 - We are quiet so we can hear adult directions.
- **To be RESPONSIBLE:**
 - We quickly go to where we are supposed to go.
 - We do exactly as we are told.
 - We stay with our class or the adult we are currently with and walk in a straight line.
 - Once we get to where we are supposed to go we immediately follow adult direction and wait quietly for further instruction.
 - We take drills seriously that we know what to do if there is a real emergency.
- **To be SAFE:**
 - We follow adult directions without questioning so we can be safe.
 - We keep our hands and feet to ourselves so no one is hurt.
 - We walk in a straight line and follow our class so we do not get lost.
 - We move quickly and quietly so we can go to where we are supposed to be as safely as possible.

Role-Play Positive Example:

Drill: explain what a drill is and why we do it

Earthquake drill: explain that the first bell is for earthquakes and explain how to do it properly.

Practice getting under the tables, as well as how to safely and quickly get out from under the tables.

Fire Drill: explain that the second bell is for fires. Practice leaving the classroom, going to the safety zone, lining up, and how to behave during the drill.

Endangered Campus Drill: explain that we have different types of drills for different situations. Explain and practice for **unsafe animal on campus (inside and outside drills)** and **unsafe adult(s) on campus (inside and outside drills)**.

Check for Understanding

Review drill procedures and behaviors.

Talk about the concerns students have.

Model Behavior Lesson Plan 11

Library Expectations

Objective: Students will understand how to behave appropriately in the library.

Teach: Explain why it is important to behave appropriately in the library.

- **To be RESPECTFUL:**
 - We need to whisper so students who are trying to read or do work can do so in a quiet environment.
 - We need to wait our turn in line to check out our books.
 - We follow adult directions so we know when we can look at books and check out books.
 - We use positive, polite, and kind language with everyone.
- **To be RESPONSIBLE:**
 - We need to return books on time so others may check them out.
 - We need to use the shelf stick to take out a book and put it back in the correct spot.
 - We need to treat books carefully so they will last a long time.
- **To be SAFE:**
 - We need to walk at all times and keep hands, feet, and objects to ourselves.
 - We stay in our designated area till we are told we can go elsewhere with adult permission.
 - We push in our chairs so no one runs into or trips on one.

Role-Play Positive Example:

Teacher: “Okay, class. Today we are going to the library. Remember to use whisper voices, sit quietly, wait our turn, and keep objects to ourselves.”

Class: Walk in a quiet line to the library, and once inside, sit down without talking and wait for instructions from librarian.

Librarian: “Thank you for coming in quietly and finding a seat. I will dismiss you by table to get your new books. While you are waiting, you may read the books at the tables. Remember to use whisper voices.”

Check for Understanding

Review with the class why it is important to use appropriate library behavior.

Talk about the concerns students have.

Model Behavior Lesson Plan 12

Office Expectations

Objective: Students will be able to behave appropriately in the office.

Brainstorm/Discuss:

- What does it look like to be respectful in the office?
- What does it look like to be responsible in the office?
- What does it look like to be safe in the office?
- Who is in charge in the office?

Teach: Explain why it is important to behave in the office.

- **To be RESPECTFUL:**
 - We need to use kind and polite language, such as “Please” and “Thank you.”
 - We need to wait quietly for our turn to talk to an adult.
 - We need to use quiet voices or no talking when we are told.
 - We need to follow adult directions.
- **To be RESPONSIBLE:**
 - We need to have adult permission before we go.
 - We need to state our purpose politely.
 - We need to sit patiently and quietly when in the office.
 - We need to go straight back to class when we are through.
- **To be SAFE:**
 - We need to keep hands and feet to self.
 - We need to stay in the areas where we are allowed.
 - We need to keep the walkways clear.

Check for Understanding

Review the reasons why it is important to behave in the office.

Talk about the concerns students have.

Model Behavior Lesson Plan 13

Nurse's Office Expectations

Objective: Students will be able to behave appropriately in the nurse's office.

Brainstorm/Discuss:

- What does it look like to be respectful in the nurse's office?
- What does it look like to be responsible in the nurse's office?
- What does it look like to be safe in the nurse's office?
- Who is in charge in the nurse's office?

Teach: Explain why it is important to behave in the nurse's office.

- **To be RESPECTFUL:**
 - We need to use kind and polite language, such as "Please" and "Thank you."
 - We need to wait our turn on the red dot to talk to an adult.
 - We need to use quiet voices or no talking when we are told.
- **To be RESPONSIBLE:**
 - We need to have adult permission before we go.
 - We need to state our purpose politely.
 - We need to sit patiently and quietly.
 - We need to go straight back to class when we are through.
- **To be SAFE:**
 - We need to keep hands and feet to self.
 - We need to stay in the areas where we are allowed.
 - We need to keep the walkways clear.
 - We need to cough into our elbow.
 - We need to use the step stool properly.
 - We need to keep the bathroom clean.

Check for Understanding

Review the reasons why it is important to behave in the nurse's office.

Talk about the concerns students have.

Model Behavior Lesson Plan 14

Visitor Comes to Talk to Teacher/Teacher Receives a Phone Call

Objective: Students will know how to behave when a visitor comes into the room to speak to the teacher or the teacher receives a phone call.

Teach: Explain why it is important to be in your seat, waiting quietly, and not interrupting the teacher when a visitor comes into the classroom or the teacher receives a phone call.

- **To be RESPECTFUL:**
 - We need to return to sit quietly (without talking to peers or teacher so the teacher can hear what the person is saying.)
 - We wait for further instruction from the teacher until the phone call is done or the visitor is done talking to the teacher.
- **To be RESPONSIBLE:**
 - We need to work independently on a task so the teacher has time to talk.
 - We need to sit and wait patiently for the teacher to be done with the visitor or the phone call before getting out of our seats and/or asking questions.
- **To be SAFE:**
 - We need to return to our seat if we are not already there, so the teacher can talk to the visitor without worrying about us.
 - We sit quietly and keep our hands, feet, and work to ourselves.

Role-Play Positive Example:

Visitor: Come into the classroom and look for the teacher. Walk up and say, "Excuse me, (name)."

OR Teacher: Pretend phone rings and go to answer it.

Class: Walks quietly back to seats, starts working, waits patiently for visitor or phone call to end.

Teacher: "Hello, how may I help you?" Carry on a brief conversation.

Class: Continue to work/wait patiently until teacher is done.

Check for Understanding

Review with the class the reasons why it is important to all be sitting down, working or waiting quietly while a visitor is in the room.

Talk about the concerns students have.

Model Behavior Lesson Plan 15

Transitions

Objective: Students will be able to transition from one activity to another in an orderly manner without wasting time.

Teach: Explain why it is important to be able to move from one activity to another without wasting time.

- **To be RESPECTFUL:**
 - We need to move from one activity to another quietly so we do not bother the person next to us who is trying to listen to the teacher.
 - We need to follow exactly what the teacher says to show we are ready to learn.
- **To be RESPONSIBLE:**
 - We need to move from one activity to another quickly so we don't waste time, and we can get more done in class.
 - We need to raise our hand if we have a question.
 - We need to follow exactly what the teacher asks us to do so we do not fall behind or distract others.
- **To be SAFE:**
 - We need to have everyone following along, listening to the teacher's directions, so no one gets hurt.

Role-Play Positive Example:

Teacher: "We are going to be stopping _____ and starting _____ in two minutes.

Wait a minute and say, "Please put away your ____ book and take out your ____ book.

Wait until I tell you to begin."

Call on random students to repeat what the directive was.

Random Student: "We need to put away our ____ book and take out our ____ book.

Teacher: "Good. Okay, class, you have one minute to do this quietly and quickly."

Class: Quietly take out/put away your materials.

Check for Understanding

Review with the class the reasons why it is important to know how to change from one subject to another quietly and quickly.

Talk about the concerns students have.

Model Behavior Lesson Plan 16

Substitute Teacher Lesson

Objective: Students will be able to state how to be respectful, responsible, and safe when a substitute teacher is in the room.

Teach:

1. Introduce yourself and explain that you are a substitute teacher and will be with the class the entire day/half day/etc.
2. Tell the students what your behavior expectations are using the following key phrase—giving examples for each (review the rules on the Classroom poster on the door)
 - **Be RESPECTFUL:**
 - Listen (without talking) when others are talking, ask permission to get materials, use please and thank you when asking for something, raise your hand to speak out in class, etc.
 - **To be RESPONSIBLE:**
 - Complete assigned tasks, line up after the recess bell, wait to listen for instructions, etc.
 - **To be SAFE:**
 - Keep hands and feet to self, stay in your seat unless you have permission, walk in the classroom at all times, etc.

Check for Understanding

Ask the students to give examples of appropriate behavior.

Ask the following questions:

- When you need to sharpen your pencil, what should you do?
 - (Answer depends on classroom—some are allowed to sharpen, some have already sharpened pencils ready for the students).
- When you want to share something with the class, what should you do?
 - Quietly raise my hand and wait to be called before talking.
- How should you come into the classroom after recess?
 - Walking quietly, go straight to our seat, start working or wait for instructions
- When it is time to work independently, what should you be doing?
 - Sitting quietly, working by myself or in a group, staying in my seat or area

Review with the class the reasons why it is important to behave for a substitute teacher.

Talk about the concerns students have.

Model Behavior Lesson Plan 17

Respecting Adults on Campus

Objective: Students will be able to treat adults with respect and understand what it means to be respectful.

Teach:

Brainstorm as a group what respect means.

Definition: to show honor, esteem, or consideration for another person or property.

Explain why it is important to be respectful.

- **To be RESPONSIBLE:**
 - We need to treat adults with respect so we can learn from what they are trying to tell us.
 - We need to treat adults with respect so we can show them we are students who deserve to earn privileges.
 - We need to treat adults with respect because most adults are trying to help guide us in the right direction.
 - We need to treat adults with respect because we need to treat others with politeness, positivity, and kindness even if we are unhappy.
- **To be SAFE:**
 - We need to treat adults with respect so we can avoid arguments.
 - We need to treat adults with respect so we are following the school rules.

Role Play Positive Example:

Cafeteria Worker: "Next! What can I get for you today?"

Student: "I would like milk only, please."

Cafeteria Worker: "Here you go. That will be \$0.35."

Student: "Thank you. Have a good day."

Cafeteria Worker: "Thank you. You, too."

Role Play Negative Example:

Cafeteria Worker: "Next! What can I get for you today?"

Student: "Give me a milk."

Cafeteria Worker: "Here you go. That will be \$0.35."

Student: takes the milk and walks away

Check for Understanding

Review with the class the reasons why it is important to be respectful.

Talk about the concerns students have.

Model Behavior Lesson Plan 18

Respecting Peers

Objective: Students will be able to treat each other with respect and understand what respect means.

Brainstorm as a group what respect means.

Definition: to show honor, esteem, or consideration for another person or property.

Explain why it is important to be respectful.

- **To be RESPONSIBLE:**
 - We need to treat each other with respect so classmates can get along and work together.
 - We need to treat each other with respect so we can all learn from the teacher.
 - We need to treat each other with respect so that we are treating others the way we want to be treated.
 - We need to treat each other with respect so we do not cause emotional or physical harm to someone else or to their property.
- **To be SAFE:**
 - We need to treat each other with respect so we can avoid arguments.
 - We need to treat each other with respect so we are following the school rules.
 - We need to treat each other with respect so no one gets hurt.

Role Play Positive Example:

Student 1: "May I please borrow a pencil?"

Student 2: "Sure, just make sure you give it right back because this is the only pencil I have."

Student 1: "Ok, thanks."

Role Play Negative Example:

Student 1: Walk up and take the pencil from another person's desk

Student 2: "Hey! Give me back my pencil."

Student 1: Walking away say, "Chill out. I'll give it right back!"

Check for Understanding

Review with the class the reasons why it is important to be respectful.

Talk about the concerns students have.

Model Behavior Lesson Plan 19

Responsibility

Objective: Students will be able to define and give examples of what it means to be responsible.

Brainstorm as a group what responsibility means.

Definition: the state, fact, or position of being accountable to somebody or for something

Explain why it is important to be responsible.

- **To be RESPONSIBLE:**

- We need to take responsibility for what we do so others know they can count on us.
- We need to try our best, even when we don't feel like it.
- We need to do what we are supposed to and stay on task, even when others say it doesn't matter.
- We need to follow adult directions even if we do not feel like doing so.
- We need to take responsibility for our education and be prepared to learn since we are here to get as much knowledge as possible.

- **To be SAFE:**

- We need to take responsibility for our actions. If we hurt someone, physically or emotionally, we need to apologize and pay the consequences.

Role Play Positive Example:

Teacher: "_____, please take this important piece of paper to the office and make sure you give it to the secretary."

Student: Pretend to leave the room; pretend to quietly walk through the halls; pretend to enter the office; pretend to wait until secretary is off the phone.

Secretary: Hang up the phone. "May I help you?"

Student: "I need to give you this from Mr./Mrs. _____. " Hand her the paper and pretend to walk quietly back to class and sit down quietly.

Role Play Negative Example:

Teacher: "_____, please take this important piece of paper to the office and make sure you give it to the secretary."

Student: Pretend to leave room, pretend to talk to others while walking to the office, pretend to go into the office and drop the paper on the secretary's desk while she is on the phone. Pretend to walk away without saying anything.

Secretary: Look at the student in a confused way.

Student: Pretend to walk back to class, stopping for a drink; pretend to walk back in class and shout, "Hey, everyone! I'm back!"

Check for Understanding

Review with the class the reasons why it is important to be responsible.

Talk about the concerns students have.

Model Behavior Lesson Plan 20

Following Directions

Objective: Students will be able to listen to directions and ask questions when they do not understand.

Teach: Explain why it is important to be able to ask questions and listen while adults are giving directions.

- **To be RESPECTFUL:**
 - We need to listen to directions being given so we do not distract others around us from hearing what is being said.
 - We need to follow directions so we are showing the teacher and our peers respect.
- **To be RESPONSIBLE:**
 - We need to listen to directions so we know what to do.
 - We need to raise our hand and ask questions if we don't understand something so we will be able to complete the task or assignment properly.
 - We need to listen to directions and try our hardest even if we do not fully understand something
- **To be SAFE:**
 - We need to listen to all directions in case there is an emergency and we need to follow orders.

Role Play Positive Example:

Teacher: "Class, you need to write your name on the top of your paper and then begin writing about your weekend."

Student: Raise your hand. "May we write about anything that happened this weekend?"

Teacher: "Yes, as long as it is appropriate. OK, class, you need to write your name on the top of your paper and then begin writing about your weekend."

Class: Begin assignment.

Role Play Negative Example:

Teacher: "Class, you need to write your name on the top of your paper and then begin writing about your weekend."

Class: Some students are listening to the teacher, while others are talking to each other.

Teacher: "Does everyone understand?"

Class: Just sits there trying to figure out what to do.

Check for Understanding

Review with the class the reasons why it is important to listen to directions and ask questions when you do not understand.

Talk about the concerns students have.

Model Behavior Lesson Plan 21

Stop, Talk, and Walk

Objective: Students will be able to understand the meaning of Stop, Talk, and Walk and to be able to use it properly.

Teach: Explain why it is important to tell people who are breaking the rules to stop and tell an adult if necessary.

- **To be RESPECTFUL:**
 - We need to tell people to “Stop” their negative behavior in a respectful way so they can learn how to be respectful.
- **To be RESPONSIBLE:**
 - We need to “Talk” to others and tell others what they are doing wrong so they know what not to do in the future or tell others what they should be doing so they know what to do in the future.
 - We need to “Talk” to an adult and tell the adult when students are doing something that is not in their best interest or safety.
- **To be SAFE:**
 - We need to “Walk” away and tell an adult when someone is doing something that will hurt that person, someone else, or damage property.

Role Play Positive Example:

Student 1: Pretend to throw rocks at Student 2.

Student 2: “Stop! Throwing rocks is unsafe.” Goes to teacher. “Mr./Mrs. _____, (Name) threw rocks at me.”

Teacher: “Thank you for telling me. Throwing rocks is unsafe and someone could get hurt.”

Student 2: “You’re welcome.”

Role Play Negative Example:

Teacher: “Class, when the bell rings, stand up and wait for me to call your table to line up.”

Class: Bell rings; everyone stands except for one student.

Student: “You didn’t stand up. I’m telling on you.” Calls out to teacher, “Teacher, (Name) isn’t standing!”

Teacher: “Make sure *you* are following the rules. I will take care of everyone else.”

Check for Understanding

Review with the class the reasons why it is important not to tattle, but to tell an adult when necessary. Talk about the concerns students have.

Model Behavior Lesson Plan 22

Tattling vs. Telling

Objective: Students will be able to understand the difference between tattling and telling and know when telling is important.

Teach: Explain why it is important not to tattle, but to tell an adult when necessary.

Tattling is when you want to get someone in trouble, the behavior being tattled on was an accident, the behavior is harmless, you can solve it on your own, and it is unimportant.

Telling or reporting is when you are keeping someone safe, the behavior being reported is on purpose, the behavior is dangerous, you need help from an adult after you have tried to solve it, and it is important.

- **To be RESPECTFUL:**
 - We need to tell an adult only to help ourselves or someone else, not to get someone in trouble.
- **To be RESPONSIBLE:**
 - We need to tell an adult when students are doing something that is not in their best interest or safety.
- **To be SAFE:**
 - We need to tell an adult when someone is doing something that will hurt that person, someone else, or damage property.

Role Play Positive Example:

Student 1: Pretend to throw rocks at Student 2.

Student 2: Walk over to the adult on duty and say, "Mr./Mrs. _____, (Name) threw rocks at me."

Teacher: "Thank you for telling me. Throwing rocks is unsafe and someone could be hurt."

Student 2: "You're welcome."

Role Play Negative Example:

Teacher: "Class, when the bell rings, stand up and wait for me to call your table to line up."

Class: Bell rings; everyone stands except for one student.

Student: "Teacher, (Name) isn't standing!"

Teacher: "Make sure *you* are following the rules. I will take care of everyone else."

Check for Understanding

Review with the class the reasons why it is important not to tattle, but to tell an adult when necessary. Talk about the concerns students have.

Model Behavior Lesson Plan 23

Keeping Hands and Feet to Yourself

Personal Space

Objective: Students will be able to understand why they should keep hands and feet off others and give personal space to those around us.

Teach: Explain why it is important to be able to keep hands and feet to yourself.

- **To be RESPECTFUL:**
 - We need to keep our hands and feet to ourselves so we can give others their own personal space.
 - We need to keep our hands and feet to ourselves because not all people are okay with being hugged or touched and may need more personal space than you.
- **To be RESPONSIBLE:**
 - We need to keep our hands and feet to ourselves so we don't bother or upset other people.
 - We need to stay one arms' length away from others when we are sitting, walking, or standing so we don't make others upset.
- **To be SAFE:**
 - We need to keep our hands and feet to ourselves because people get hurt when they are kicked, stepped on, hit, etc.
 - We need to give others personal space so we don't accidentally run into them or hurt them.

Role Play Positive Example:

Student 1: Walk up to another student and stand one arms' length away.

Student 2: Turn to Student 1 and say, "Thank you for giving me space."

Student 2: "You're welcome."

Role Play Negative Example:

Student 1: Walk up to another student and stand so close they can't move.

Student 2: Turn around and accidentally bump into Student 1.

Student 1: "Watch out! You knocked into me!"

Student 2: "Well, if you gave me personal space that wouldn't happen."

Check for Understanding

Review with the class the reasons why it is important to keep our hands and feet to ourselves and give personal space to others around us.

Talk about the concerns students have.

Model Behavior Lesson Plan 24

“Please” and “Thank You”

Objective: Students will be able to understand how and when to say please and thank you.

Teach: Explain why it is important to be polite and say please and thank you.

- **To be RESPECTFUL:**
 - We need to say please and thank you to show others we appreciate their time and what they are doing or saying.
 - We need to say please and thank you because it is the kind and respectful thing to do.
- **To be RESPONSIBLE:**
 - We need to say please in a polite, positive, and kind voice when we ask for something.
 - We need to say thank you in a polite, positive, and kind voice when we receive something or someone gives us a compliment.

Role Play Positive Example:

Student 1: “May I please borrow your eraser?”

Student 2: “Sure, but please bring it back when you are done because I’m still using it.”

Student 1: Returns eraser. “Thank you for letting me use your eraser.”

Student 2: “You’re welcome.”

Check for Understanding

Review with the class the reasons why it is important to say please and thank you.

Talk about the concerns students have.

Model Behavior Lesson Plan 25

Complimenting Others

Objective: Students will be able to give a compliment.

Teach: Explain why it is important to know how to compliment others.

- **To be RESPECTFUL:**
 - We need to compliment others to show them how much we like or appreciate what they did.
 - We need to complement others because it is a kind and positive way to show kindness to others.
- **To be RESPONSIBLE:**
 - We need to take the time to give others compliments when someone does something we appreciate.

When it is appropriate to give a compliment:

- When someone did well on something.
- When someone tried hard to achieve something.
- When someone does something to help someone else.

How it is appropriate to give a compliment:

- Start by saying the person's name.
- Explain what the person did that you liked or appreciated.

Role Play Positive Example:

Student 1: Pretend to you just got an assignment back that you did really well on. Show it to Student 2.

Student 2: "Wow, (name), look how well you did! Great job!"

Student 1: "Thanks, (name)."

Check for Understanding

Review with the class the reasons why it is important to compliment others.

Talk about the concerns students have.

Model Behavior Lesson Plan 26

Using Compromising Skills with Adults

Objective: Students will be able to state what they need and be able to compromise with adults on campus.

Teach: Explain why it is important to be able to know how to talk with adults and work through a problem using compromising skills.

Compromise is when people work together to solve a problem when there are differences of opinion.

- **To be RESPECTFUL:**
 - We need to learn that it is important to state what we need without using rude or defiant words or behavior.
 - We need to learn that it is important to use a kind, positive, and polite voice when we do not get the response we want or when asking for something different.
- **To be RESPONSIBLE:**
 - We need to learn to come to a conclusion both people can agree upon even if we don't get 100% our way.
 - We need to learn how to listen to both sides of a problem or situation.
 - We need to learn that if another student has a different opinion, we should listen to what their opinion is and give them an opportunity to share their thoughts.
 - We need to learn that in some situations, we may ask for a compromise with an adult but that does not mean a compromise will happen, and we need to respect the adult's decision.

Role Play Positive Example:

Teacher: Tell the class it's time to turn their assignment.

Student: "I forgot my assignment. I need another day because I wasn't home this weekend."

Teacher: "Sorry, my due date is firm."

Student: "I know that, so I will add an extra problem to the work if I can turn it in tomorrow."

Teacher: "Okay, if you add on the extra problem, then I will let you turn it in a day late."

Role Play Negative Example:

Teacher: Tell the class it's time to turn their assignment.

Student: "I forgot my assignment. I need another day because I wasn't home this weekend."

Teacher: "Sorry, my due date is firm."

Student: "You are so unfair. You always pick on me."

Check for Understanding

Review with the class the reasons why it is important to know how to compromise with others.

Talk about the concerns students have.

Model Behavior Lesson Plan 27

Apologizing

Objective: Students will be able to decide when they need to apologize and learn how to apologize the right way.

Teach: Explain why it is important to be able to apologize to people.

- **To be RESPECTFUL:**
 - We need to learn that it is important to apologize to show others we are truly sorry for our actions.
- **To be RESPONSIBLE:**
 - We need to learn to apologize to show others we are taking responsibility for our actions.
- **To be SAFE:**
 - We need to learn to apologize to de-escalate situations (stop from getting worse).

Role Play Positive Example:

Student 1: Walk by Student 2's desk and accidentally knock a book off the desk.

Student 2: "Hey!"

Student 1: "I'm sorry for knocking your book off your desk."

Student 2: "That's ok. Will you pick it up for me?"

Student 1: Pick up book and return it to the desk.

Role Play Negative Example:

Student 1: Walk by Student 2's desk and accidentally knock a book off the desk.

Student 2: "Hey!"

Student 1: "What?"

Student 2: Get mad and yell at the teacher, "Mr(s). _____, (name of student) just knocked my book off my desk!"

Teacher: Walk over and try to calm down the situation.

Check for Understanding

Review with the class the reasons why it is important to apologize.

Talk about the concerns students have.

Model Behavior Lesson Plan 28

Talking Out

Objective: Students will be able to actively listen while others are talking and know when to raise their hand if they would like to add to the conversation.

Teach: Explain why it is important to listen while others are talking and wait their turn if they would like to add to the conversation.

- **To be RESPECTFUL:**
 - We need to be quiet while the teacher is talking to get through all the information in a shorter amount of time.
 - We need to be quiet while an adult or another student is talking to show them that we are listening to what they are saying.
- **To be RESPONSIBLE:**
 - We need to listen to all instruction so you are not confused.
 - We need to wait our turn so there is more time to answer/ask questions and listen in case someone else asks the same question you might have.

Role Play Positive Example:

Teacher: Begin to teach a lesson. Say, "Thank you for listening quietly and looking at me during the lesson. Are there any questions?"

Class: Raise hands quietly, wait to be called on, listen to others speak.

Teacher: "Thank you for raising your hands. I will call on one student at a time. Everyone will get a turn to ask their questions." Call on one student at a time.

Class: Continue to sit quietly, look at the speaker, and listen to all questions/answers.

Role Play Negative Example:

Teacher: Begin to teach a lesson. Say, "Thank you for listening quietly and looking at me during the lesson. Are there any questions?"

Class: Raise hands quietly, wait to be called on, listen to others speak.

Teacher: "Thank you for raising your hands. I will call on one student at a time. Everyone will get a turn to ask their questions." Call on one student at a time.

Class: Students start to talk to each other. A student shouts out, "Pick me!" Another student shouts, "Don't pick them, you always pick them first!" Students start to argue.

Teacher: Walk over and try to calm down the situation.

Check for Understanding

Review with the class the reasons why it is important to apologize.

Talk about the concerns students have.

TIER 2 Support

Tier 2 Interventions

Students who have difficulty with behavior and who do not respond to Tier 1 Universal Supports need additional support through Tier 2 interventions. Students should be discussed at Pre-Intervention Team meetings so the team can discuss possible interventions with the classroom teacher and determine if those interventions help the student improve his/her behavior. The team may also decide to have the parents attend meetings if the student does not respond to interventions the team and teacher have tried.

Possible Tier 2 Interventions include:

- Check In/Check Out (CICO)
- Social Skills Groups
 - Conflict Resolution Group
 - Anger Management Group
 - Self- Control/Managing Emotions Group
- Individual Counseling

These and other interventions are available at:

PBISWorld (n.d.). *Tier 2 interventions*. Retrieved on October 14, 2016, from <http://www.pbisworld.com/tier-2/>

Parent Notification for Tier 2 Support

Parents will be notified within three days of a student being recommended for a Tier 2 support and provided within information on what the support is and when the support will start. This can be done by either a letter of notification sent home to the parent to sign or by a phone call for a verbal confirmation. The staff member who spoke to the

parent via phone call will document this communication in Infinite Campus and with the Tier 2 Parent/Guardian Notification Sheet.

If done by phone call, an example script is:

“Hello, my name is (name and title) and I am reaching out to you to let you know that we are adding (student name) to (name of Tier 2 support). We are going to have (student name) be a part of (description of how the tier 2 intervention works and what support it will provide) starting on (date). If you have any questions, please feel free to reach out to me or to their teacher. My phone number is (provide number).”

Tier 2 Parent/Guardian Notification of Intervention

Student Name: _____

Teacher Name: _____

Tier 2 Intervention being put in place: _____

Start date of intervention: _____

Was parent or guardian contacted and had a conversation about the Tier 2 support:

- **YES:**

- Name of parent or guardian: _____

- Date and time: _____

- **NO:**

- Voicemail date and time: _____

- Did a notification letter get sent home with the parent signature returned?
Circle YES or NO

Name of person completing this form: _____

Please return this form to Skyline’s PBIS coordinator, Mrs. Carlson

Check In/Check Out (CICO)

Check In Check Out is a school-wide intervention for students who may need more positive adult attention and structured feedback to be successful in school. Students earn and track points towards daily behavioral goals using a Check In Check Out Point Sheet. Students may be identified for CICO based on the monthly SWIS report or a parent or teacher request. The Tier 2 team then decides if CICO is the Tier 2 intervention that fits for the student based on the function of the student's behavior. The CICO coordinator will meet with the teacher to discuss the next steps in the process. The CICO recommendation form (known as "Notification Letter for Check In Check Out") will be available in the teacher workroom.

The Check-in/Check-out process should be used for approximately 3 weeks, at which time the behavior point sheets and other student data from SWIS will be evaluated with the teacher at a PBIS Tier 2 meeting to determine if the student's behavior has been successfully modified and he/she can be taken out of CICO, or if CICO needs to continue for another three-week period.

If the student's behavior has not improved enough to be taken out of CICO, the PBIS team should evaluate and recommend the student for further action, such as additional Tier 1 and Tier 2 services (including SELPA counseling) or Tier 3 services, including testing for SUCCESS or CHALLENGES.

Sample Notification Letter for Check In/Check Out

Date: _____

To the parent/guardian of: _____,

We would like to include your child in our Skyline Bears Daily Check In/Check Out program. This is a program designed to help students meet our school-wide expectations in a positive manner.

Your child will receive a report filled out daily by the teacher(s) of his or her behavior on an hourly basis. You will need to review and sign the daily report each night. Your student will earn incentives and rewards for appropriate behavior.

As parents, you are responsible for making sure that you review and sign the daily progress report and send it back to school each day with your child.

Together, we can make this a positive experience for your child. We appreciate your cooperation in this program and look forward to working with your student.

Please contact me if you have any questions.



CHECK IN AND CHECK OUT POINT SHEET

Student Name: _____
Date: ____/____/____

Teacher Name: _____

Behavior Goal: _____
Point Goal: _____ **Points Received:** _____ **Goal Met:** YES or NO

2 = Great Job! 1 = Fair 0 = Does not meet goal

Target Behaviors	08:30-09:30	09:30-10:30	10:30-11:30	11:30-12:30	12:30-1:30	1:30-2:30	2:30-3:30
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Teacher Notes: _____

Parent Signature: _____

Social Skills Group

Social Skills Group is a Tier 2 intervention. A Social Skills Group is a small-group instructional program that is led by the school counselor to address basic social competencies and promotes use of prosocial behaviors. This intervention is best fit for

students with social skills acquisitions deficits; includes strategies to address social skills performance deficits. Examples of Social Skill Group lessons include emotion regulation, anger management, making and keeping friends, and coping skills. The small group sessions are usually around 6-8 sessions. Students are chosen to participate in a social skills group by having multiple office referrals or behavioral concerns within a month as reviewed by the PBIS team. A student can also be recommended by a parent or staff member completing the “Request for Assistance for an Individual Student” form and the Tier 2 PBIS team finds that a social skills group would be the most appropriate intervention for that student based on the function of their behavior.

If the student’s behavior has not improved at the end of the social skills group, the PBIS team should evaluate and recommend the student for further action, such as additional Tier 1 and Tier 2 services (including SELPA counseling) or Tier 3 services, including testing for SUCCESS or CHALLENGES.

Individual Counseling

A student can be recommended for individual counseling by a parent or staff member such as the teacher, school counselor, or administration. School counseling services are provided to ***all students*** in Barstow Unified School District as part of their educational curriculum to help them succeed in their social and emotional development, academic achievement, and assist with developing goals and career interests. If a student is struggling behaviorally, the school counselor can meet with a student and create goals for short-term counseling on topics including building friendship, setting goals, team work, bullying, being responsible, how to manage strong feelings, conflict resolution, study skills, and concerns at school. If a student continues to struggle or the school counselor feels that a student could benefit from continued counseling services, counseling services that are available are Wellness Together, Desert Mountain Children's Center(DMCC), or Care Solace.

Wellness Together is a School-Based Therapy Program that offers a wide range of services to individual students. The program exists to promote social/emotional wellness in school, academic achievement, and a positive educational experience. Wellness Together counselors are Mental Health Specialists who work with school personnel and families to assist with

individual student issues, remove social/emotional barriers to student learning, link students and families with community resources, and support overall student achievement.

Desert Mountain's Children's Center is a group that offers mental health services to students who are primarily dealing with non-academic barriers to learning. DMCC aims to help reduce risk factors, barriers and stressors for students and families by providing appropriate strategies, interventions, and activities. A DMCC counselor meets with students on campus during class time.

Care Solace is a service that helps individuals find mental health care providers and substance abuse treatment centers. They are NOT a counseling service; they connect families with services

Request for Tier 2 Assistance for Teachers

Request for Assistance for Individual Student

Addressed to: Tier II Systems Planning Team, place in the office/Ms. Carlson's box

Student Name: _____ Grade: _____ Date: _____

1) I am a (circle one): **Teacher/Team Member*** **Family Member** **Student**

Your Name: _____ Relationship to student: _____

2) Type of Concern:

____ Academic Only ____ Behavior Only ____ Both Academic and Behavior

3) Describe the specific concern(s). What makes it difficult to teach this student? List any academic, social, emotional, or other factors that you think may negatively impact the student's performance.

Where does the behavior occur?	
When does the behavior occur?	
How frequently does it occur?	
Operational definition: (ex. Jamie shouts, cries or throws objects each time she participates in group activities during recess (3 to 5 days/week). Emily will read a passage of 100 or more words at the 2.2 grade level with 96% accuracy.)	

4) What have you tried so far to resolve this problem (interventions/accommodations)? How did it work? Do you have data for what you have tried?

Request for Tier 2 Assistance for Parents

Request for Assistance for Individual Student

Addressed to: Tier II Systems Planning Team, turn in to Skyline Office

Student Name: _____ Grade: _____

Date: _____

1) I am a (circle one): **Teacher/Team*** **Family Member** **Student**

Your Name: _____

Relationship to student: _____

2) Type of Concern:

____ Academic Only ____ Behavior Only ____ Both Academic and Behavior

3) Describe the specific concern(s). List any academic, social, emotional, or other factors that you think may negatively impact the student's performance.

TIER 3 Support

Students who are unable to successfully control their behavior with Tier 1 and Tier 2 support should be referred to or recommended by the Student Study Team or PBIS team.

Process:

Students who have been unsuccessful for at least 16 weeks with the Tier 2 Check-In/Check-Out Daily Point Sheet process, Social Skills Groups, or Individual Counseling should be evaluated by the Student Study Team for Tier 3 support and interventions. The Tier 3 Study Team may be the same team members as the Tier 1 or 2, but must include the site RSP teacher, the site SUCCESS teacher, the student's regular education teacher(s), the Principal, and a district psychologist.

A Student Study Team meeting will be arranged with the parents and district psychologist to discuss and determine the possible options to improve student behavior. Possibilities could include a formal behavior modification plan, testing for special education, a modified schedule, or modified assignments. The most restrictive outcome could be placement in the SUCCESS or the CHALLENGES program.