

Webster Elementary

Positive Behavior Support
Teacher Handbook



Positive Behavior Support Teacher Handbook

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Positive Behavior Support Defined

Positive Behaviors Support (PBS) is rooted in the behavioral or behavior analytic perspective in which it is assumed that behavior is learned and is related to immediate social environmental factors, and can be changed. PBS is based on the idea that students learn appropriate behavior in the same way they learn to read- through instruction, practice, feedback, and encouragement. Key features of PBS include: (1) administrative leadership, (2) team-based implementation, (3) a clear set of defined positive expectations and behaviors, (4) teaching of expected behaviors, (5) recognition of meeting expected behaviors, (6) monitoring and correcting errors in behaviors, and (7) using data-based information for decision-making, monitoring, and evaluation.

Why PBS?

Previously, building-wide discipline has focused mainly on reaction to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior are important aspects of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of building-wide PBS is to establish a climate in which appropriate behavior is the norm.

Webster Elementary Expectations & Goals

In accordance with PBS universal expectations guidelines, the PBS expectations at Webster Elementary are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction.

Marshfield Bluejays Are...

Safe
Respectful
and
Responsible

Positive Behavior Support Overview

<p>Behavioral Expectations</p>	<p>The Behavioral Expectations Curriculum is a school designed set of behavioral expectations with accompanying lesson plans. The lessons are planned around our school-wide expectations and our Matrix. They are taught weekly throughout the school year with continued application, practice, and feedback.</p>
<p>Tier 2 Behavioral Intervention (Solutions/Check in-Check out)</p>	<p>Tier 2 Behavioral Intervention Curriculum emphasizes empathy, impulse control, anger management, and other behavior related skills through a problem solving approach. Students requiring secondary interventions are those who make choices that result in completing a think sheet and/or time in Solutions. Students will complete work while assigned to these settings.</p>
<p>Common Area Matrixes (Expectation and Procedures)</p>	<p>Common Area Expectations and Procedures (Matrixes) are specific for successful participation in those areas. Each Matrix was developed and designed to specify expectations for that particular area (i.e. cafeteria, hallway, bathroom, playground, assemblies). Expectations and procedures are taught at the beginning of the year in each classroom and throughout the year at assemblies; they are then practiced with individual student/classes as needed.</p>
<p>Classroom Expectations and Procedures</p>	<p>Classroom Expectations and Procedures are specific for successful participation in the classroom. The basic expectations are established on a building-wide basis, but teachers may adapt them to their own personalized classroom procedures and expectations as appropriate. If assistance is needed in this area, teachers may contact the PBS team. Expectations and procedures are taught at the beginning of the year and practiced in each class as needed.</p>
<p>PBS Behavioral Recognitions</p>	<p>Recognitions are designed to acknowledge individuals and classrooms which meet and/or exceed behavioral expectations.</p>

Positive Behavior Support Teacher/Staff Responsibility Guide

PBS School Goal

Students at Webster Elementary will meet the building-wide expectations – “Safe, Respectful, and Responsible” in both classroom and non-classroom settings at all times.

Building-Wide Expectations:

Marshfield Bluejays are...

Safe
Respectful
and
Responsible

Classroom Teacher Responsibilities

- Teachers will teach, model, and practice each of the building-wide behavioral expectations and practice these expectations throughout the year. (See Lesson Plans)
- Teachers will teach “Star Student” Lessons at least once a week.
- Teachers will establish their own classroom expectations based upon the building-wide expectations.
- Teacher will collaborate with the PBS team when working with students who consistently fail to meet building-wide expectations.
- Teachers will establish and/or exceed building-wide and classroom expectations. (See “Recognizing Individuals Who Achieve Behavioral Expectations”)

All Staff Responsibilities

- All Staff will circulate among students and observe students to see that they are meeting building-wide expectations in all specials and non-classroom settings of the school.
- All staff will talk with students and provide feedback based on the building-wide expectations.
- All staff will help students settle problems responsibly, respectfully, and safely.
- All staff will collaborate with the PBS team when working with students who consistently fail to meet building-wide expectations.
- All staff will be responsible for recognizing individuals who achieve behavioral expectations. (“See “Recognizing Individuals who Achieve Behavioral Expectations”)

Implementation Schedule

Task Description	Timeline	Responsible Parties
Teach and reinforce memorization of Webster's Expectations	First two to three weeks of school; reinforce as needed	ALL administrators, teacher, and staff
Use PBS lesson plans to teach building-wide behavioral expectations (Matrix)	Weekly during scheduled Star Student Lesson time and strongly emphasized at the beginning of each day	ALL teachers
Develop, display, and implement classroom expectations based on building-wide expectations	First 2 weeks of school (completed by the beginning of the 3 rd week of school)	ALL teachers
Reinforce and practice building-wide behavioral expectations (Matrix)	Throughout the year as needed	ALL teachers
Undergo School Evaluation Tool (SET or BOQ Evaluation)	Third Quarter	PBS team and a sampling of all individuals at Webster
Complete PBS Self- Assessment Survey Online	Fourth Quarter	ALL administrators, teachers, and staff
Analyze behavioral reporting data and report information to all faculty	Monthly	PBS team
Report behavioral data to regional consultant	Each Quarter	PBS team
Recognize students for meeting and/or exceeding building-wide behavioral expectations	Daily	ALL teachers and PBS team

NOTE: The above Implementation Schedule has been approved by administration. All teachers are expected to uphold responsibilities and timeline. If assistance is required, teachers should contact a PBS team member. (PBS team members listed on next page).

Suggested Application Activities

1. As a writing/drawing assignment, write/draw three ways you have been safe, respectful, or responsible today or this week.
2. Have weekly classroom meetings where you can have discussions about being safe, respectful, and responsible. Have students identify other students that they have seen being safe, respectful, and responsible.
3. Ask for two or three examples from students about being safe, respectful, and responsible in the community or at home.
4. Ask students to describe what being safe, respectful, or responsible looks like, feels and sounds like in various situations. (e.g. What does being respectful look like when students leave the cafeteria? What does being respectful sound like when students are at an assembly?)
5. As a class, have students role play one expectation a day within the classroom setting. Use the students as demonstrators and have a classroom discussion on all the ways to be safe, respectful, and responsible.
6. Divide the class into groups to create visual representations of being safe, respectful, and responsible in various school settings. Groups should then share and discuss their drawings.

PBS Teacher Tool Kit

The PBS Team

The PBS team at Webster Elementary consists of classroom teachers, special teachers, as well as both administrators. The team members are here to serve the teachers in order to ensure student behavior expectations are taught and reinforced so that behavioral incidents are kept at a minimum. If teachers ever have PBS questions or need assistance in regards to PBS, they should contact a PBS team member. The 2011-2012 team members are:

Michelle Mitchell, Administrator	Michelle.Mitchell@marshfieldbluejays.org
Kim Harriman, Administrator	Kimberly.Harriman@marshfieldbluejays.org
*Becky Weigand, Solutions Teacher	Rebecca.Weigand@marshfieldbluejays.org
*Michelle Rush, 2 nd Grade Reading Teacher	Michelle.Rush@marshfieldbluejays.org
*Addy McCord, Art Teacher	Addy.McCord@marshfieldbluejays.org
*Ali Davis, Success Team Teacher	Ali.Davis@marshfieldbluejays.org
Tara McBride, 2 nd Grade Teacher	Tara.McBride@marshfieldbluejays.org
Jennifer Marlin, 2 nd Grade Teacher	Jennifer.Marlin@marshfieldbluejays.org

* indicates PBS Tier II team member

On-Line Resources

Many on-line resources exist in regards to Positive Behavior Supports. Some of the best websites include:

<http://www.pbis.org>

<http://www.columbia.k12.mo.us>

<http://www.apbs.org/main.htm>

<http://www.pbismaryland.org>

<http://www.behaviordoctor.org>

Recognizing Individuals Who Achieve Behavior Expectations

The PBS team, in conjunction with faculty members at Webster Elementary, has three key recognition reinforcers as part of PBS within the building. These reinforcers are designed to recognize those individuals who do the right thing in upholding Webster's expectations on a daily, weekly, and monthly basis. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations. These recognition reinforcers are intended to complement this direct response to positive student behavior.

Note: Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition may occur on an individual or whole group level. Many teachers use the below described reinforcers (Loops/Webster Stars) and adapt them to fit classroom applications (e.g. classes have a popcorn party or a dinner and a movie day after the class accrues a set number of tickets).

Procedures for Infractions of Behavioral Expectations

When a behavioral incident occurs either in a classroom or a non-classroom setting, faculty members should quickly deal with the matter. Some occurrences will warrant a completed “Think Sheet” or a Office Discipline Referral (ODR) by the referring staff member, while others should be handled directly by the faculty member through reinforcement of the behavioral expectation. Below is a listing of various incidents and where they should be managed.

Classroom Managed Behaviors

Attitude/Tone	Minor Disruption
Minor Defiance (Refusing to work)	Throwing Small Objects
Yelling Out (inappropriate times)	Electronic Devices/Toys (unless special permission)
Minor Dishonesty	Minor Touching of Others or Objects
Arguing	Inappropriate Comments

Office Managed Behaviors

Inappropriate/Abusive Language	Inappropriate Behaviors (Exposure)
Major Dishonesty (Lying & Cheating) <i>3rd Offense</i>	Property Misuse/Damage <i>3rd Offense</i>
Leaving the Classroom or School	Physical Aggression (Fighting)
Chronic Minor Infractions	Threats/Bullying
Major Disruptions	Theft

*Note: If any of the above Classroom Managed Behaviors become an ongoing problem, by all means fill out an Office Discipline Referral Form and send it with the student to the Solutions Room. The referral will be great data/documentation for conferences, TST, and PBS Tier II team meetings.

Name _____

Teacher's Name _____

Date _____

Grade _____



Parent, please discuss, sign, and return this Think Sheet tomorrow

1. What are our expectations? _____

2. What did you choose to do that got you into trouble? _____

3. Which expectations were you choosing not to follow? _____

4. Why did you do what you did? _____

5. What will you do next time? _____

6. What should you do to make things better? _____

~~~~~  
Teacher Signature \_\_\_\_\_

Comments \_\_\_\_\_

Family Signature \_\_\_\_\_

Comments \_\_\_\_\_

**OFFICE DISCIPLINE REFERRAL**  
 Webster Elementary School 650 N. Locust, Marshfield, MO 65706  
 Phone (417) 859-2120 ext. 2396 FAX (417) 859-7333

Student: \_\_\_\_\_  
 Classroom Teacher: \_\_\_\_\_  
 Referring Staff: \_\_\_\_\_

Date: \_\_\_\_\_  
 Grade: 2 3  
 Time of Incident: \_\_\_\_\_

| Major Problem Behavior                                                                                                                                                                                                                                                                                                                                                                    | Possible Motivation                                                                                                                                                                                                                                                                                                                                                       | Others Involved in Incident                                                                                                                                                                                                                              | Location                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Abusive language<br><input type="checkbox"/> Fighting/ Physical aggression<br><input type="checkbox"/> Defiance/Disrespect/<br>Non-compliance<br><input type="checkbox"/> Harassment/Bullying<br><input type="checkbox"/> Lying/ Cheating<br><input type="checkbox"/> Theft<br><input type="checkbox"/> Vandalism/Damage<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Obtain peer attention<br><input type="checkbox"/> Obtain adult attention<br><input type="checkbox"/> Obtain items/activities<br><input type="checkbox"/> Avoid Peer(s)<br><input type="checkbox"/> Avoid Adult<br><input type="checkbox"/> Avoid task or activity<br><input type="checkbox"/> Don't know<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> None<br><input type="checkbox"/> Peers<br><input type="checkbox"/> Staff<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Substitute<br><input type="checkbox"/> Unknown<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Rise & shine<br><input type="checkbox"/> Cafeteria<br><input type="checkbox"/> Hallway<br><input type="checkbox"/> Classroom _____<br><input type="checkbox"/> Playground<br><input type="checkbox"/> Restroom<br><input type="checkbox"/> Special Class _____<br><input type="checkbox"/> Other _____ |

Previous interventions:  School-wide behavior expectations have been taught  Practice appropriate behavior  
 Conferred privately with student  Re-taught appropriate behavior  
 Think sheet  Loss of activity  
 Parent Contact  Solutions  
 Contacted Tier 2 team  Other \_\_\_\_\_

Describe what happened: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Previous incidents involving this student: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

| Administrative Action                                                                                                                                                                |                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Administrator: _____                                                                                                                                                                 | Date: _____ Time: _____                                                                                                                                                                                                               |
| <input type="checkbox"/> Conference with student<br><input type="checkbox"/> Loss of recess _____<br><input type="checkbox"/> Think Sheet<br><input type="checkbox"/> Parent Contact | <input type="checkbox"/> Individualized instruction/Re-teaching<br><input type="checkbox"/> Solutions Room (____hours/ days)<br><input type="checkbox"/> Out of school suspension (____ days)<br><input type="checkbox"/> Other _____ |

Administrator comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

| Parent/Guardian Report        |            |
|-------------------------------|------------|
| Please sign and return: _____ | Date _____ |
| Comments: _____<br>_____      |            |

## PROCEDURE FOR DEALING WITH MAJOR PROBLEM BEHAVIORS

1. Student exhibits MAJOR problem behavior (see list below)
2. Ensure the safety of the student and others
3. Write ODR and have a teacher/staff member escort the student to the office.
4. Administrator will problem solve and determine appropriate consequence (conference, loss of activity, restitution, Think sheet, Solutions, etc...).
5. Administrator will file necessary documentation and enter data into SWIS.
6. Tier 2 team will follow up with the teacher within one week of ODR.

| MAJOR PROBLEM BEHAVIOR                              | DEFINITION                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Abusive Language/ Inappropriate Language/ Profanity | Verbal messages that include swearing, name calling, threat of violence, or use of words in an inappropriate way. Teacher/staff should only refer to the office those incidents of abusive language that have been heard by the teacher. Abusive language complaints from one student about another should be addressed by the teacher.                                                                                                               |
| Defiance/disrespect/ insubordination/non-compliance | Refusal to follow directions, talking back and /or socially rude interactions with authority figures                                                                                                                                                                                                                                                                                                                                                  |
| Disruption                                          | Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.                                                                                                                                                                                                                                      |
| Fighting/Physical Aggression                        | Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc)                                                                                                                                                                                                                                                                                            |
| Harassment/Tease/Taunt                              | Student delivers disrespectful messages (verbal or gestural) to another person that include threats and intimidation; obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, sexual orientation, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. Incidents of bullying would use this code. |
| Lying/Cheating                                      | Student delivers message that is untrue and/or deliberately violates rules; plagiarism.                                                                                                                                                                                                                                                                                                                                                               |
| Theft                                               | Student deliberately takes something that does not belong to him or her                                                                                                                                                                                                                                                                                                                                                                               |
| Vandalism/Damage                                    | Student participates in an activity that results in substantial destruction or disfigurement of property.                                                                                                                                                                                                                                                                                                                                             |
| Other                                               | Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.                                                                                                                                                                                                                                                                                                                         |

## PROCEDURE FOR DEALING WITH MINOR PROBLEM BEHAVIORS

1. Student exhibits MINOR problem behavior
  - Redirect student and re-teach appropriate behavior
2. Student exhibits MINOR problem behavior (same or different)
  - Redirect student and conference privately with the student
3. Student exhibits a third MINOR problem behavior (same or different)
  - Redirect student
  - Send student to Solutions room during non-academic time (recess, lunch, etc...)
  - Student will complete Think Sheet
4. Student continues to exhibit MINOR behavior problem after Think Sheet has been completed-this equals a MAJOR
  - Complete ODR and send or escort student to the office

## DISCIPLINE REFERRAL FORM DEFINITIONS (SWIS II™)

| <b>MINOR PROBLEM BEHAVIOR</b>          | <b>DEFINITION</b>                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minor/Warning                          | All low intensity problem behaviors that are violations of behavioral expectations (rules) but not of sufficient intensity to warrant an office discipline referral. Teachers specify the behavior under “description” and no administrative action is taken. After three minor infractions where teacher consequences have been issued, a “minor” report is entered into SWIS II™. |
| Inappropriate language                 | Student engages in low intensity instance of inappropriate language.                                                                                                                                                                                                                                                                                                                |
| Physical contact                       | Student engages in non-serious, but inappropriate physical contact.                                                                                                                                                                                                                                                                                                                 |
| Defiance/Disrespect/<br>Non-compliance | Student engages in brief or low-intensity failure to respond to adult requests.                                                                                                                                                                                                                                                                                                     |
| Disruption                             | Student engages in brief or low-intensity, but inappropriate disruption.                                                                                                                                                                                                                                                                                                            |
| Property Misuse                        | Student engages in low -intensity misuse of property                                                                                                                                                                                                                                                                                                                                |
| Other                                  | Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.                                                                                                                                                                                                                                                       |

| <b>MAJOR PROBLEM BEHAVIOR</b>                              | <b>DEFINITION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Abusive Language/<br>Inappropriate Language/<br>Profanity  | Verbal messages that include swearing, name calling or use of words in an inappropriate way. Teacher/staff should only refer to the office those incidents of abusive language that have been heard by the teacher. Abusive language complaints from one student about another should be addressed by the teacher.                                                                                                                                    |
| Defiance/disrespect/<br>insubordination/non-<br>compliance | Refusal to follow directions, talking back and /or socially rude interactions with authority figures                                                                                                                                                                                                                                                                                                                                                  |
| Disruption                                                 | Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.                                                                                                                                                                                                                                      |
| Fighting/Physical Aggression                               | Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc)                                                                                                                                                                                                                                                                                            |
| Harassment/Tease/Taunt                                     | Student delivers disrespectful messages (verbal or gestural) to another person that include threats and intimidation; obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, sexual orientation, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. Incidents of bullying would use this code. |
| Lying/Cheating                                             | Student delivers message that is untrue and/or deliberately violates rules; plagiarism.                                                                                                                                                                                                                                                                                                                                                               |
| Threat of Violence                                         | Student threatens harm to another individual.                                                                                                                                                                                                                                                                                                                                                                                                         |
| Vandalism/Damage                                           | Student participates in an activity that results in substantial destruction or disfigurement of property.                                                                                                                                                                                                                                                                                                                                             |
| Other                                                      | Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.                                                                                                                                                                                                                                                                                                                         |
| <b>POSSIBLE MOTIVATION</b>                                 | <b>DEFINITION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Avoid Adult                                                | Student engages in problem behavior(s) to get away from adult(s).                                                                                                                                                                                                                                                                                                                                                                                     |
| Avoid Peer                                                 | Student engages in problem behavior(s) to get away from peer(s).                                                                                                                                                                                                                                                                                                                                                                                      |
| Avoid Tasks/Activities                                     | Student engages in problem behavior(s) to get away/escape from tasks and/or activities.                                                                                                                                                                                                                                                                                                                                                               |
| Obtain Adult Attention                                     | Student engages in problem behavior(s) to gain adult(s) attention.                                                                                                                                                                                                                                                                                                                                                                                    |
| Obtain Items/Activities                                    | Student engages in problem behavior(s) to gain items and/or activities.                                                                                                                                                                                                                                                                                                                                                                               |
| Obtain Peer Attention                                      | Student engages in problem behavior(s) to gain peer(s) attention.                                                                                                                                                                                                                                                                                                                                                                                     |
| Other                                                      | Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student’s problem behavior.                                                                                                                                                                                                                                                                                                 |

**DISCIPLINE REFERRAL FORM DEFINITIONS (SWIS II™) cont...**

| <b>OTHERS INVOLVED</b>        | <b>DEFINITION</b>                                                                                                                                                                                                                |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| None                          | Student engaged in problem behavior incident alone.                                                                                                                                                                              |
| Peers                         | Student engaged in problem behavior incident with peer(s).                                                                                                                                                                       |
| Staff/Teacher                 | Student engaged in problem behavior incident with staff or teacher.                                                                                                                                                              |
| Substitute                    | Student engaged in problem behavior incident with substitute.                                                                                                                                                                    |
| Teacher                       | Student engaged in problem behavior incident with teacher.                                                                                                                                                                       |
| Unknown                       | It is unclear if any others were involved in the incident.                                                                                                                                                                       |
| <b>PREVIOUS INTERVENTIONS</b> | <b>DEFINITION</b>                                                                                                                                                                                                                |
| Conference with student       | One-to-one meeting with student regarding the problem behavior incident.                                                                                                                                                         |
| Individualized Instruction    | Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behavior(s).                                                                                      |
| Loss of recess                | Student will spend his or her recess time in the Solutions room.                                                                                                                                                                 |
| Think Sheet                   | Student will go to the Solutions room to complete a Think Sheet that will be sent home, signed by his or her parent, and returned to school the next school day.                                                                 |
| Parent Contact                | Teacher meets with or calls parent(s)                                                                                                                                                                                            |
| Solutions                     | Student will spend a set amount of time in the Solutions classroom completing restitution where appropriate, discussing appropriate behavior, formulating a plan for appropriate behavior, and completing classroom assignments. |
| Time Out                      | Assignment to an alternative space in or out of class for a short period of time, not to include hallway or stairwell.                                                                                                           |
| Referral to TST               | Student has been referred to the Teacher Support Team                                                                                                                                                                            |
| Specialist Consultation       | Teacher(s) meet with school counselor, SPED Case manager, school social worker, or others with special knowledge and/or expertise to plan their response to the problem behavior.                                                |
| Other                         | Intervention is not listed here. Staff using this category will specify the intervention used (for example, "reassigned table in the cafeteria").                                                                                |
| <b>ACTION TAKEN</b>           | <b>DEFINITION</b>                                                                                                                                                                                                                |
| Conference with Student       | Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).                                                                                                             |
| Individualized Instruction    | Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behavior(s).                                                                                      |
| Loss of recess                | Student will spend his or her recess time in the Solutions room.                                                                                                                                                                 |
| Think Sheet                   | Student will go to the Solutions room to complete a Think Sheet that will be sent home, signed by his or her parent, and returned to school the next school day.                                                                 |
| Parent Contact                | Consequence for referral results in parent communication by phone, email, or person to person about the problem.                                                                                                                 |
| Solutions                     | Student will spend a set amount of time in the Solutions classroom completing restitution where appropriate, discussing appropriate behavior, formulating a plan for appropriate behavior, and completing classroom assignments. |
| Loss of Privilege             | Consequence for referral results in student being unable to participate in some type of privilege.                                                                                                                               |
| Mediation                     | Consequence for referral results in administrator, counselor, or Solutions teacher meeting with parties in the conflict to resolve the issue.                                                                                    |
| Other                         | Consequence for referral results in administrative decision that is not listed above. Staff using this area will specify the administrative action taken.                                                                        |
| Out-of-School Suspension      | Consequence for referral results in a period of time when student is not allowed on campus.                                                                                                                                      |

# **General Lesson Template for Teaching School Behavioral Expectations**

**When introducing school and/or classroom expectations, follow these 5 steps:**

## **Step 1: Tell**

State the skill/behavior (e.g. Be a good listener.)

Rationale: Why would a student need to know this skill? In what settings would a student need this skill? (e.g. Why is it important to have good listening skills? What are some situations where listening is very important?)

Discuss Skill Steps/Behaviors from the Matrix: Review behavioral expectation. (e.g. Being a good listener means we: ...)

## **Step 2: Show**

Teacher reads or models Non-examples, Almost There examples and Examples.

Students identify whether the behaviors are Examples, Non-Examples, or Almost There Examples.

## **Step 3: Guided Practice**

Teachers role play Non-Examples and Almost There Examples. Students role play Examples. Students write down or draw Examples and Non-Examples.

## **Step 4: Feedback**

Discuss the role play focusing on the targeted skill for the lesson.

Use key words when discussing the role play.

Provide specific feedback to students during the discussion.

Use real situations throughout the year as needed to further examples to discuss and use for review.

Refer to the expectation and the definition when giving feedback.

## **Step 5: Re-Teach**

Review and practice throughout the year.

Provide pre-corrects for students when entering a new or problematic area.

## Webster Star Student Lesson Schedule

| <b>Time Period</b>                                         | <b>Topic</b>                                                        | <b>Responsibility</b>                                                                                                                                                        |
|------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>First 2 Weeks of School</b>                             | <b>Webster's Universals<br/>SAFE<br/>RESPECTFUL<br/>RESPONSIBLE</b> | <b>ALL classroom and special area teachers teach universal expectations.</b><br><br>ALL teachers teach, explain, and reinforce all universal expectations in all settings.   |
| <b>Third week of School</b>                                | <b>SAFE</b>                                                         | <b>ALL classroom and special area teachers teach SAFE in all settings.</b><br><br>ALL teachers teach, explain, and reinforce SAFE in all settings.                           |
| <b>Fourth Week of School</b>                               | <b>RESPECTFUL</b>                                                   | <b>ALL classroom and special area teachers teach RESPECTFUL in all settings.</b><br><br>ALL teachers teach, explain, and reinforce RESPECTFUL in all settings.               |
| <b>Fifth Week of School</b>                                | <b>RESPONSIBLE</b>                                                  | <b>ALL classroom and special area teachers teach RESPONSIBLE in all settings.</b><br><br>ALL teachers teach, explain, and reinforce RESPONSIBLE in all settings.             |
| <b>Weekly through end of first semester</b>                | <b>SAFE<br/>RESPECTFUL<br/>RESPONSIBLE</b>                          | <b>ALL classroom teachers teach STAR STUDENT lesson one time per week. Individual teachers may choose which one of the expectations on which their class needs to focus.</b> |
| <b>First Week of Second Semester (after winter break)</b>  | <b>Webster's Universals<br/>SAFE<br/>RESPECTFUL<br/>RESPONSIBLE</b> | <b>ALL classroom and special area teachers teach universal expectations.</b><br><br>ALL teachers teach, explain, and reinforce all universal expectations in all settings.   |
| <b>One lesson per week for the rest of the school year</b> | <b>SAFE<br/>RESPECTFUL<br/>RESPONSIBLE</b>                          | <b>ALL classroom teachers teach STAR STUDENT lesson one time per week. Individual teachers may choose which one of the expectations on which their class needs to focus.</b> |

**\*You can locate more lessons on EAT Online by going to  
"Curriculum," "Undefined Grade," and "2<sup>nd</sup>-3<sup>rd</sup> PBS"**

**WEBSTER ELEMENTARY SCHOOL**  
**“STAR STUDENT LESSON”**

Expected Behavior: **Marshfield Bluejays are Safe.**  
 Common Setting: Universal Expectations/Everywhere

|                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Step 1: Tell</b></p> <ul style="list-style-type: none"> <li>✓ State the skill/behavior</li> <li>✓ Why is this skill important</li> </ul>                                       | <ul style="list-style-type: none"> <li>▪ Marshfield Bluejays are SAFE.</li> <li>▪ Students need to demonstrate SAFE behaviors towards others</li> </ul>                                                                                                                                                                                                                                                                                                                               |
| <p><b>Step 2: Show</b></p> <ul style="list-style-type: none"> <li>✓ Read and model examples, almost there examples, and non-examples of each skill/behavior</li> </ul>               | <ul style="list-style-type: none"> <li>▪ Model examples (Student and Teacher)</li> <li>▪ Model non-examples (Teacher only)</li> </ul> <p>Matrix Behaviors:</p> <ul style="list-style-type: none"> <li>▪ <b>Keep hands, feet, body, &amp; all other objects to yourself</b></li> <li>▪ <b>Walk &amp; move carefully</b></li> <li>▪ <b>Use all materials and equipment appropriately</b></li> <li>▪ <b>Be where you are supposed to be</b></li> </ul>                                   |
| <p><b>Step 3: Guided Practice</b></p> <ul style="list-style-type: none"> <li>✓ Teacher role play examples, almost there examples, and non-examples of each skill/behavior</li> </ul> | <ul style="list-style-type: none"> <li>▪ Role play examples (Student and Teacher)</li> <li>▪ Role play non-examples (Teacher only)</li> </ul> <p><b>Then, choose 1-2 of the following:</b></p> <ul style="list-style-type: none"> <li>▪ Related literature (see back)</li> <li>▪ Activity (see back)</li> </ul>                                                                                                                                                                       |
| <p><b>Step 4: Feedback</b></p> <ul style="list-style-type: none"> <li>✓ Discuss role play focusing on targeted skill</li> <li>✓ Provide frequent and specific feedback</li> </ul>    | <ul style="list-style-type: none"> <li>▪ Discuss the role play, focusing on targeted skill for the lesson</li> <li>▪ Provide specific feedback to students during the discussion</li> <li>▪ Use real situations throughout the year as needed to further examples to discuss and use for review</li> <li>▪ Refer to the expectation and the definition when giving feedback</li> <li>▪ Reinforce (Ex. Verbally, give Bluejay Tickets)</li> <li>▪ Remind</li> <li>▪ Correct</li> </ul> |
| <p><b>Step 5: Re-Teach</b></p> <ul style="list-style-type: none"> <li>✓ Review and practice throughout the year</li> <li>✓ Provide pre-corrects</li> </ul>                           | <ul style="list-style-type: none"> <li>▪ Vary your position in the classroom and during transitions</li> <li>▪ Just before students transition to another activity, ask them to tell you how they can “Be Safe.” (pre-correction)</li> <li>▪ Give students feedback (Praise appropriate behavior and identify problems)</li> <li>▪ Reinforce (Ex. Verbally, give Bluejay Tickets)</li> <li>▪ Remind</li> <li>▪ Correct</li> <li>▪ Choose a Friday review lesson</li> </ul>            |

### SAMPLE ACTIVITIES:

- Create an anchor chart
- Hokey Pokey-use this game to have students practice controlling various body parts
- Mother-May-I-play this game and have the Mother only say “yes” to SAFE movement requests
- Head, Shoulders, Knees, and Toes-this is a great activity for practicing controlling the speed of the actions as each labeled part is touched
- Teach the song “Stop In the Name of Safety” sung to the tune of “Stop in The Name of Love” (Appendix A)
- Make a stop light to hang in the classroom...”Stop, Think, Go make a good choice” (Appendix A)
- Make individual bookmarks with “Stop, Think, Go make a good choice” (Appendix A)
- Writing prompt...”A School With No Rules”
- Compare and Contrast a school with rules and a school without rules
- Make a list of safety tips for Webster
- Take the Recess Pledge (Appendix A)
- Hall Line Up Song (to the tune of If You’re Happy and You Know It)  
Put your toes in a row and then we’ll go (clap,clap)  
Put your hands at your side and then we’ll go (clap,clap)  
With your eyes facing forward and your bubble in mouth  
Put your toes in a row and then we’ll go (clap, clap)-By your PBS Team

### LITERATURE IDEAS:

- *The Very Quiet Cricket* by Eric Carle
- *Quick as a Cricket* by Audrey Wood
- *Proud Rooster and Little Red Hen* by Carl Sommer
- *I Was So Mad* by Mercer Mayer
- *Arthur’s Teacher Trouble* by Marc Brown
- *Lilly’s Purple Plastic Purse* by Kevin Henkes
- *Officer Buckle and Gloria* by Peggy Rathman
- *The Recess Queen* by Alexis O’Neil
- *Mayor fo the Day* by Carl Sommer
- *Little Monkey’s One Safe Place* by Richard Edwards
- *Office Brown Keeps Neighborhoods Safe* by Alice Flanagan

### QUOTES:

- “Be strong enough to control your anger instead of letting it control you”-Anonymous
- “It is better to be safe than sorry”-American Proverb
- “Safety doesn’t happen by accident.” ~Author Unknown
- “The door to safety swings on the hinges of common sense.” ~Author Unknown
- “Safety never takes a holiday.” ~Author Unknown
- “Safety is as simple as ABC - Always Be Careful.” ~Author Unknown

**WEBSTER ELEMENTARY SCHOOL**  
**“STAR STUDENT LESSON”**

Expected Behavior: **Marshfield Bluejays are RESPECTFUL.**

Common Setting: Universal Expectations/ Everywhere

|                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Step 1: Tell</b></p> <ul style="list-style-type: none"> <li>✓ State the skill/behavior</li> <li>✓ Why is this skill important</li> </ul>                                       | <ul style="list-style-type: none"> <li>▪ Marshfield Bluejays are RESPECTFUL.</li> <li>▪ Students need to demonstrate RESPECTFUL behaviors towards others</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| <p><b>Step 2: Show</b></p> <ul style="list-style-type: none"> <li>✓ Read and model examples, almost there examples, and non-examples of each skill/behavior</li> </ul>               | <ul style="list-style-type: none"> <li>▪ Model examples (Student and Teacher)</li> <li>▪ Model non-examples (Teacher only)</li> </ul> <p>Matrix Behaviors:</p> <ul style="list-style-type: none"> <li>▪ <b>Be a 5 Star Active Listener</b></li> <li>▪ <b>Follow directions the first time</b></li> <li>▪ <b>Be respectful with your words and actions</b></li> <li>▪ <b>Respond to callbacks and then be silent</b></li> </ul>                                                            |
| <p><b>Step 3: Guided Practice</b></p> <ul style="list-style-type: none"> <li>✓ Teacher role play examples, almost there examples, and non-examples of each skill/behavior</li> </ul> | <ul style="list-style-type: none"> <li>▪ Role play examples (Student and Teacher)</li> <li>▪ Role play non-examples (Teacher only)</li> </ul> <p><b>Then, choose 1-2 of the following:</b></p> <ul style="list-style-type: none"> <li>▪ Related literature (see back)</li> <li>▪ Activity (see back)</li> </ul>                                                                                                                                                                           |
| <p><b>Step 4: Feedback</b></p> <ul style="list-style-type: none"> <li>✓ Discuss role play focusing on targeted skill</li> <li>✓ Provide frequent and specific feedback</li> </ul>    | <ul style="list-style-type: none"> <li>▪ Discuss the role play, focusing on targeted skill for the lesson</li> <li>▪ Provide specific feedback to students during the discussion</li> <li>▪ Use real situations throughout the year as needed to further examples to discuss and use for review</li> <li>▪ Refer to the expectation and the definition when giving feedback</li> <li>▪ Reinforce (Ex. Verbally, give Bluejay tickets)</li> <li>▪ Remind</li> <li>▪ Correct</li> </ul>     |
| <p><b>Step 5: Re-Teach</b></p> <ul style="list-style-type: none"> <li>✓ Review and practice throughout the year</li> <li>✓ Provide pre-corrects</li> </ul>                           | <ul style="list-style-type: none"> <li>▪ Vary your position in the classroom and during transitions</li> <li>▪ Just before students transition to another activity, ask them to tell you how they can “Be Respectful.” (pre-correction)</li> <li>▪ Give students feedback (Praise appropriate behavior and identify problems)</li> <li>▪ Reinforce (Ex. Verbally, give loops, or a Webster Star)</li> <li>▪ Remind</li> <li>▪ Correct</li> <li>▪ Choose a Friday review lesson</li> </ul> |

### **SAMPLE ACTIVITIES:**

- Create an anchor chart
- Brainstorm a list of places in the building where treating others the way you would like to be treated would be important
- Make a poster with the word RESPECT written on the left side of the page (acrostic). Write phrases or words that start with each letter of RESPECT.
- Read *Oliver Button is a Sissy* or *Shubert's Helpful Day* make a t-chart with two headings: Non-Examples and Examples of Respect by characters in the above mentioned books
- Nicknames of Respect-Explain to students that sometimes our parents or friends call us by nicknames, but it is not respectful to call others nicknames that are hurtful or unkind. Have students think up nice nicknames for themselves that begin with the same letter as their own name... "Kind Kelly," "Helpful Hayley," etc...
- Action Plan for Good Manners (Appendix A)
- Song of Respect (Appendix A)
- Following Directions Worksheet (Appendix A)
- Wanted Poster (Appendix A)
- How to Make or Lose a Friend...A book of good advice (Appendix A)
- Respect Reader's Theatre "Turnabout is Fair Play" (Appendix A)
- Create a recipe for respect
- Write a poem
- Create a song
- Play "Charades" with ways to show respect and kindness
- Reader's Theatre "A New Friend" (Appendix A)
- Make a collage of people showing respect

### **LITERATURE IDEAS:**

- *Oliver Button is a Sissy* by Tommy dePaola
- *Shubert's Helpful Day* by Becky Bailey
- *Mayor For a Day* by Carl Sommer
- *Stellaluna* by Cannon
- *Chrysanthemum* by Kevin Henkes
- *Frederick* by Leo Lionni
- *Ruby the Copycat* by Peggy Rathmann
- *Piggy Monday* by Suzanne Bloom
- *Monster Manners for a Cool School* by Peter Zafris
- *Do Unto Otters* by Laurie Keller
- *Stand Tall Molly Lou Melon* by Patty Lovell
- *Stop Picking on Me* by Pat Thomas
- *How to Lose All Your Friends* by Nancy Carlson
- *Seven Spools of Thread* by Angela Shelf-Medearis
- *Respect* by Janet Riehecky
- *Kids Talk About Respect* by Carrie Finn

- *Being Respectful: A book about respectfulness* by Mary Small
- *Treat me Right: Kids Talk About Respect* by Nancy Loewen
- *Show Some Respect* by Anastasia Suen
- *Manners on the Playground* by Terri DeGezelle
- *King of the Pond* by Carl Sommer
- *Let's Get Along!: Kids Talk About Tolerance* by Pamela Hill
- *Now One Foot, Now the Other* by Tommie dePaola
- *Through Grandpa's Eyes* by Machlachlan
- *Knots on a Counting Rope* by Martin and Archambault
- *Mr. Popper's Penguins* by Atwater
- *Cherries and Cherry Pits* by Williams
- *The Giving Tree* by Shel Silverstein
- *Hooway for Woodney Wat* by Helen Lester
- *The Quiltmaker's Gift* by Jeff Brumbeau
- *Enemy Pie* by Derek Munson
- *Thank You Mr. Falker* by Parricia Polacco
- *Learning How To Be Kind to Others* by Susan Kent
- *How Kind!* by Mary Murphy
- *Kids' Random Acts of Kindness* by Rosalynn Carter
- *Manners on the playground* by Terri DeGezelle
- *Farmer Duck* by Martin Waddell
- *How to Lose All Your Friends* by Nancy Carlson
- *Seven Spools of Thread* by Angela Shelf-Medearis
- *Caring: A Book About Caring* by Mary Small

#### QUOTES:

- "I must respect the opinions of others even if I disagree with them"-Herbert Henry Lehman
- "Never judge another person until you have walked a mile in their boots"-Unknown
- "If you expect respect, be the first to show it"-Anonymous
- "The reason we have two ears and only one mouth is so that we may listen more and talk less"- Zeno of Citium
- "Manners are the happy way of doing things."-Ralph Waldo Emerson
- "I'm not concerned with your liking or disliking me... All I ask is that you respect me as a human being." - Jackie Robinson
- "Tolerance implies a respect for another person, not because he is wrong or even because he is right, but because he is human." – John Cogley
- "No act of kindness, no matter how small is ever wasted"-Aesop
- "If you were another person, would you like to be a friend of yours?"-Unknown
- "It's nice to be important, but it is more important to be nice."-Sarah Huges
- "There is no better exercise for the heart than reaching down and lifting others up."-John Andrew Holmes

- “Those who bring sunshine to the lives of others cannot keep it from themselves.”- James Barrie
- “Never look down on anybody unless you're helping him up.” ~Jesse Jackson
- “It's nice to be important, but it's more important to be nice.” ~Author Unknown
- “Today, give a stranger one of your smiles. It might be the only sunshine he sees all day. “ –Author Unkown
- “Don't wait for people to be friendly, show them how.” ~Author Unknown
- “Kindness, like a boomerang, always returns.” ~Author Unknown
- “We have two ears and one mouth so that we can listen twice as much as we speak.” ~Epictetus
- “Those who bring sunshine to the lives of others cannot keep it from themselves.” ~James Matthew Barrie

#### VIDEOS:

- *Marvelous Manners* (Solutions Room)
- *Veggie Tales: Are You My Neighbor* (Solutions Room)
- *Veggie Tales: The Story of Flibber-O-Loo* (Solutions)
- *Adventures from the Book of Virtues: Compassion* (Solutions)
- *Adventures from the Book of Virtues: Friendship* (Solutions)
- *A Story About Making Friends: The Fair Weather Friend* (Solutions)

**WEBSTER ELEMENTARY SCHOOL**  
**“STAR STUDENT LESSON”**

Expected Behavior: **Marshfield Bluejays are RESPONSIBLE.**

Common Setting: Universal Expectations/ Everywhere

|                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Step 1: Tell</b></p> <ul style="list-style-type: none"> <li>✓ State the skill/behavior</li> <li>✓ Why is this skill important</li> </ul>                                       | <ul style="list-style-type: none"> <li>▪ Marshfield Bluejays are responsible.</li> <li>▪ Being responsible makes students feel good about themselves and others respect and appreciate them</li> </ul>                                                                                                                                                                              |
| <p><b>Step 2: Show</b></p> <ul style="list-style-type: none"> <li>✓ Read and model examples, almost there examples, and non-examples of each skill/behavior</li> </ul>               | <ul style="list-style-type: none"> <li>▪ <b>Take care of yourself</b></li> <li>▪ <b>Do your job</b></li> <li>▪ <b>Do your best</b></li> <li>▪ <b>Ask permission when you need to go somewhere</b></li> </ul>                                                                                                                                                                        |
| <p><b>Step 3: Guided Practice</b></p> <ul style="list-style-type: none"> <li>✓ Teacher role play examples, almost there examples, and non-examples of each skill/behavior</li> </ul> | <ul style="list-style-type: none"> <li>▪ Model examples (Student and Teacher)</li> <li>▪ Model non-examples (Teacher only)</li> <li>▪ Provide frequent reminders</li> </ul> <p><b>Then, choose 1-2 of the following:</b></p> <ul style="list-style-type: none"> <li>▪ Role play in the classroom</li> <li>▪ Related literature (see back)</li> <li>▪ Activity (see back)</li> </ul> |
| <p><b>Step 4: Feedback</b></p> <ul style="list-style-type: none"> <li>✓ Discuss role play focusing on targeted skill</li> <li>✓ Provide frequent and specific feedback</li> </ul>    | <ul style="list-style-type: none"> <li>▪ Vary your position in the classroom and during transitions</li> <li>▪ Just before students transition to another activity, ask them to tell you how they can “Be Responsible.” (pre-correction)</li> <li>▪ Reinforce (Ex. Verbally, give Bluejay tickets)</li> <li>▪ Remind</li> <li>▪ Correct</li> </ul>                                  |
| <p><b>Step 5: Re-Teach</b></p> <ul style="list-style-type: none"> <li>✓ Review and practice throughout the year</li> <li>✓ Provide pre-corrects</li> </ul>                           | <ul style="list-style-type: none"> <li>▪ Give students feedback (Praise appropriate behavior and identify problems)</li> <li>▪ Ask students , “How did we do today (regarding responsibility)?”</li> <li>▪ Choose a Friday review lesson</li> </ul>                                                                                                                                 |
|                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                     |

### SAMPLE ACTIVITIES:

- Create an anchor chart
- Read one of the books below and have the students make a graphic organizer and compare and contrast a character and themselves
- Have students draw pictures describing their responsibilities at school-title the pictures “I’m Responsible” and hang in the hallway or around the classroom
- Have students interview one another about times when they have been responsible
- Read one of the stories listed and create an alternate ending if the character had not shown responsibility
- Reader’s Theatre “Standing Tall” (Appendix A)
- Responsibility Acrostic Poem (Appendix A)
- Create an anchor chart of skill steps: organize materials, work quietly, raise hand to speak, etc...
- Create a poster entitled...”10 Ways to be Responsible” or “How to be a Problem Solver”
- Practice several callbacks to use in the classroom
- Goals and Resolutions for the New Year (Appendix A)

### LITERATURE IDEAS:

- Arthur’s Computer Disaster by Marc Brown
- Horton Hatches the Egg by Dr. Seuss
- Horton Hears a Who by Dr. Seuss
- Just a Mess by Mercer Mayer
- Do I Have To by Nancy Loewen
- Win or Lose by How You Choose by Judge Judy Sheindlin (Solutions)
- Being Responsible: A Book About Responsibility by Mary Small
- Do I Have to?: Kids Talk About Responsibility by Nancy Loewen
- Responsibility by Kristin Thoennes Keller
- Abe’s Honest Words: The Life of Abraham Lincoln by Doreen Rappaport
- Show Some Respect by Anastasia Suen
- Caring: A Book About Caring by Mary Small
- Mike Mulligan and His Steam Shovel by Virginia Lee Burton
- The Little Engine that Could by Watty Piper
- Amazing Grace by Hoffman
- The Tortoise and the Hare Aesop’s Fable
- Strega Nona by Tomie dePaola

## QUOTES:

- “Never put off ‘til tomorrow what you can do today...never trouble another for what you can do yourself.”-Thomas Jefferson
- “I am what I am today because of the choices I made yesterday.”-Anonymous
- “Whatever happens, take responsibility.”-Anthony Robbins
- “If you mess up, ‘fess up.” -Author Unknown
- “When you blame others, you give up your power to change.” -Author Unknown
- “When a man points a finger at someone else, he should remember that four of his fingers are pointing at himself.” -Louis Nizer
- “To succeed-do the best you can, all the time you can, where you are, and with what you have.”-Oscar Arias
- “Never, never, never give up!”-Winston Churchill
- “It’s not whether you get knocked down. It’s whether you get back up again.”-Ralph Waldo Emerson
- “You are never a loser until you quit trying.”-Mike Ditka
- “I’ve got a theory that if you give 100 percent all of the time, somehow things will work out in the end.” -Larry Bird
- “The difference between try and triumph is a little umph.” -Author Unknown
- “The only place where success comes before work is in the dictionary.”  
-Attributed to both Vidal Sassoon and Donald Kendall
- “Nobody ever drowned in his own sweat.” -Ann Landers
- “Some people dream of success... while others wake up and work hard at it.”  
-Author Unknown

## VIDEOS:

- *A Story of Prejudice and Discrimination – Human Race Club (Solutions)*
- *Veggie Tales Larry Boy and The Fib From Outer Space (Solutions)*
- *Adventures from the Book of Virtues: Responsibility Featuring King Alfred and the Cakes (Solutions)*
- *Adventures from the Book of Virtues: Work (Solutions)*
- *Adventures from the Book of Virtues: Honesty (Solutions)*
- *Courteous in the Classroom (Solutions)*

## WEBSITES:

- [www.pbskids.org/arthur/games/yougottobekidding/](http://www.pbskids.org/arthur/games/yougottobekidding/)



## Positive Behavior Support (PBS) on the Bus

- PBS Teams from Hubble, Webster and Shook will provide behavior expectation posters for each bus (Safe, Respectful and Responsible)
- PBS Teams will also provide bus drivers with recognition tickets for students (Webster's tickets will be lime green)
- PBS Team members will be responsible for replenishing bus driver's tickets and keeping in contact with them throughout the year
- Each building will be responsible for determining how students will be recognized/rewarded for receiving a bus ticket (Ex. At Webster students will bring their ticket to Rise-N-Shine to receive their reward, at Hubble students earn a feather)
- The Bus Rap will be done every morning in each building
- There will be a bus driver presentation at each morning assembly
- A PBS video will be shown at various times throughout the year in each building to encourage positive behavior on the bus and in all other settings
- CHAMPS volunteers will recycle and number bus tickets for each building and have them prepared for each building
- Students will honor bus drivers as pen-pals at 4 designated times throughout the year (Ali will be in charge of designating dates and helping to deliver pen pal letters/items)

# Check-In Check-Out (CICO) Guidelines

## Who

- The students that will be participating in this program are students that have had more than two ODR's or have been referred by a teacher to the PBS team. These are students who do not respond well to school-wide behavioral expectations.

## What

- CICO is a system that provides the student with immediate feedback on his/her behavior (via teacher rating on daily progress report) and increases positive adult attention.\*

## When

- Each student will have a daily CICO sheet that will list four specific expectations the student needs to improve upon. All teachers (classroom and special) are to complete their timed portion of the CICO and return the sheet to the student. **It is the teacher's responsibility to ask the student for their sheet at the beginning of the class period.**

## Why

\*CICO is based on three "Big Ideas" from behavioral research:

- At risk students benefit from (a) clearly defined expectations, (b) frequent feedback, (c) consistency, and (d) positive reinforcement that is contingent on meeting goals.
- Problem behavior and academic success are often linked.
- Behavior support begins with the development of effective adult-student relationships.
- CICO is likely to be effective with 60-75% of at-risk students.

## How

- When student arrives at school they will check-in with their buddy teacher, receive their CICO sheet, and set daily goal.
- The student will carry their CICO sheet with them throughout the day and will give it to their teacher at the start of the day or at the beginning of each class period. (**Attention teachers: Remember to ask students for their sheets, especially until they get into a routine.**)
- The student gets their sheet back at the end of each class period and receives feedback from the teacher regarding students expected behavior.
- At the end of the day student returns CICO sheet to buddy teacher, receives feedback/reward and takes sheet home for family signature.
- Family members receive sheet, praise student success, sign CICO sheet, and the next morning students return signed sheet to buddy teacher.

\*Crone, D., Horner, R., Hawken, L. (2004). *Responding to Problem Behavior in schools*. New York, New York: The Guilford Press.



# Frequently Asked Questions Regarding CICO



1. Does my student have to participate in the program if they have been referred or qualify due to ODR's?
  - Yes, this is a behavioral intervention that is required for all students who are considered tier II.
2. What if the student does not Check-In with their buddy teacher in the morning before Rise and Shine?
  - If the student arrives to school after the start of Rise and Shine, a student should be allowed time directly after Rise and Shine to go over and check-in with their buddy in the gym. **All CICO students will have to check-in with their buddy every Wednesday morning in the gym after Rise and Shine.**
3. What if the student does not check-out in the afternoon or leaves early?
  - If the student brings their CICO sheet back the next day they still receive their recognition/reward. If it is a chronic problem it will be addressed on an individual basis.
4. What if a student loses his or her CICO sheet?
  - As soon as a student realizes they have lost their CICO sheet have them go to their buddy teacher and get a new one. Even though they have lost their points for the morning for losing it they have not lost their points for the day. Some students may need to have their sheet clipped to a clipboard so that they can keep track of it better.
5. What if a student who is participating in CICO and his or her behavior gets worse?
  - PBS tier II team should be made aware of this problem immediately and the team will meet and determine the next step. They may need a more intensive intervention and may need to be moved to Tier III. Keep in mind that this intervention works for 60-75% of at-risk students.



If you have any questions or concerns about the CICO process, please see a PBS team member.

*Sample*  
**Check-In Check-Out**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

|                                                                             |
|-----------------------------------------------------------------------------|
| Key: 3= (0-1 Reminders)<br>2= (2-3 Reminders)<br>1= (More than 3 Reminders) |
|-----------------------------------------------------------------------------|

**Check-In:** My goal for today is 63 points.

**At Webster we are...Safe      Respectful      Responsible**

| Daily Schedule              | I was SAFE! | I was RESPECTFUL. | I was RESPONSIBLE. | Teacher Initials |
|-----------------------------|-------------|-------------------|--------------------|------------------|
| 8:30-9:30                   |             |                   |                    |                  |
| 9:30-10:30                  |             |                   |                    |                  |
| 10:30-11:40                 |             |                   |                    |                  |
| 11:40-12:10<br>Lunch        |             |                   |                    |                  |
| 12:35-1:25<br>Special Class |             |                   |                    |                  |
| 1:30-2:40                   |             |                   |                    |                  |
| 2:40-3:10                   |             |                   |                    |                  |

**Check-Out:** Points earned \_\_\_\_\_

Daily goal reached?    YES    NO

**Student Signature** \_\_\_\_\_

**Buddy Teacher** \_\_\_\_\_

Celebrations!!! \_\_\_\_\_

**Family Signature** \_\_\_\_\_

Family Comments: \_\_\_\_\_