

Sam Placentino Elementary School PBIS Staff Handbook



Placentino Behavioral Expectations

Cooperate

Accept

Responsible

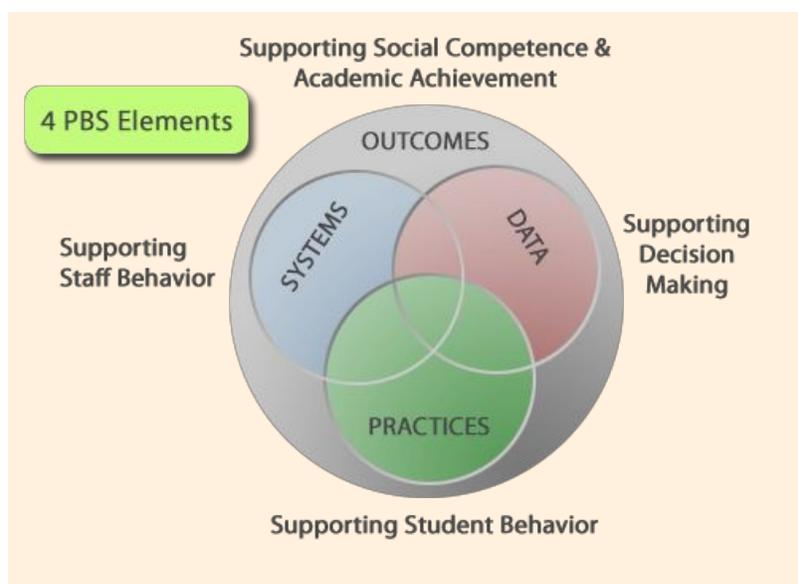
Effort

What is School-wide PBIS?

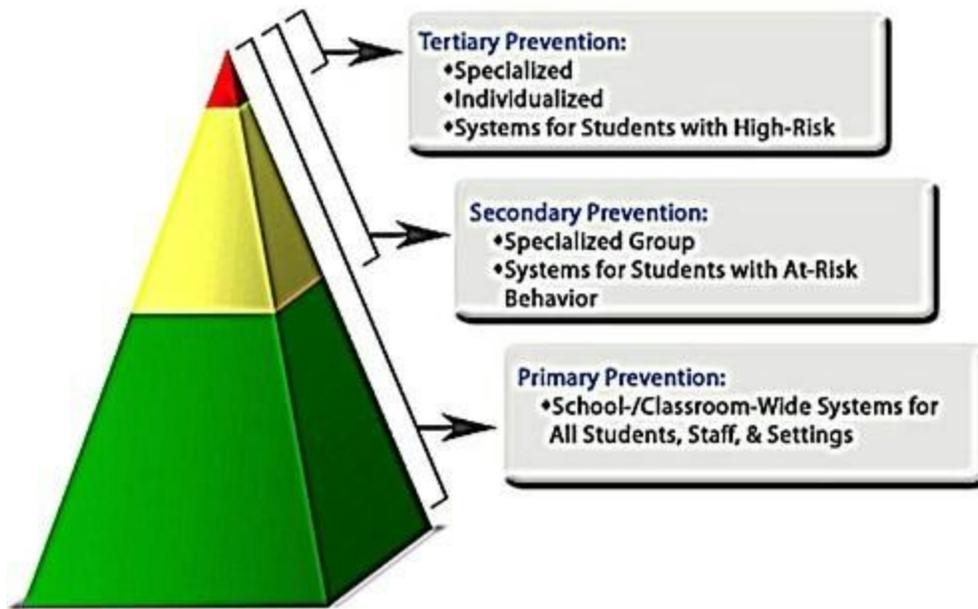
School-wide positive behavior intervention and supports (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic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

There are four main elements in SW-PBIS:

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



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



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

The PBIS Team:

Team Members and role description

Team Member	Grade Level	Role on Team
Jaime Slaney	Principal	
Susan Gleason	Assistant Principal	
Anne Marie Cohen	Guidance	
Heather Dalton	Guidance	
Doreen Parker	Kindergarten	
Nen Locke	Pre-Kindergarten	
Christina Powers	1 st grade	Team Leader
Kim Flynn	1 st grade	
Kelly Comings	1 st grade	
Dawn Creonte	2 nd grade	Team Co-Leader
Aaron Snyder	2 nd grade	
Winnie Carey	Technology Integration Specialist	
Sandy Gallagher	Paraprofessional	

2015-2016 Meeting Dates:

Team members will be notified of meeting dates as the year unfolds from our Team Leader or Co-Leader during the school year.

Placentino School-Wide PBS Matrix

SCHOOL-WIDE EXPECTATION	Classroom	Hallway	Playground	Bathroom	Cafeteria	Bus
Cooperation	<ol style="list-style-type: none"> 1. Raise a quiet hand 2. Follow teacher direction 3. Ask for help 	<ol style="list-style-type: none"> 1. Follow directions and quiet signal 2. Quiet mouths and bodies 3. Hold the door for others 	<ol style="list-style-type: none"> 1. Play by the rules 2. Play fair 3. Take turns 	<ol style="list-style-type: none"> 1. Be considerate of others' privacy 2. Use kind words and a calm voice 	<ol style="list-style-type: none"> 1. Say "Please" and "Thank you" 2. Wait your patiently in line 	<ol style="list-style-type: none"> 1. Listen to the bus Driver 2. Be patient and polite 3. Follow bus rules
Acceptance	<ol style="list-style-type: none"> 1. Share 2. Include everyone in activities 3. Show regard for others, their feelings and their property 	<ol style="list-style-type: none"> 1. Help others as needed 2. Allow others to pass 	<ol style="list-style-type: none"> 1. Share equipment 2. Include others 3. Ask others to play 	<ol style="list-style-type: none"> 1. Be considerate of others' privacy 2. Wait patiently 	<ol style="list-style-type: none"> 1. Let others sit with you. 	<ol style="list-style-type: none"> 1. Let others sit with
Responsibility	<ol style="list-style-type: none"> 1. Be prepared and on time 2. Keep the classroom clean 3. Do your best work 	<ol style="list-style-type: none"> 1. Keep hands, feet and object to self and off of walls 2. Pick-up trash 	<ol style="list-style-type: none"> 1. Return all equipment 2. Use equipment properly 	<ol style="list-style-type: none"> 1. Wash and dry hands 2. Dispose of trash 3. Tend to business quickly and quietly 	<ol style="list-style-type: none"> 1. If you're buying, have money ready 2. Quiet mouths and bodies 3. Clean your eating area 	<ol style="list-style-type: none"> 1. Stay in your seat 2. Keep hands, feet and objects to self 3. Use a quiet voice
Effort	<ol style="list-style-type: none"> 1. School listening look 2. Ready, Set, Go body 3. Always try your best 	<ol style="list-style-type: none"> 1. Walk in a straight line 2. Keep your cubby neat 3. Hold the door for others 	<ol style="list-style-type: none"> 1. Play by the rules 2. Line up when the whistle blows 3. Try new things 	<ol style="list-style-type: none"> 1. Conserve paper towels 2. Use facility properly 	<ol style="list-style-type: none"> 1. Keep your area neat 2. Walk, do not run 	<ol style="list-style-type: none"> 1. Follow bus rules 2. Keep the bus neat 3. Watch your belongings

Schedule for Teaching Lessons

September 8, 2015 - September 18, 2014

- Teach school-wide Hallway and Cafeteria behavioral expectations by Friday September 5th
- Teach school-wide bathroom, recess and playground expectations by Friday September 12th
- Teach classroom behavioral expectations, as many times as possible

September 21 - December 9, 2015

- Teach school-wide and classroom behavioral expectations 2-3 times per week

December 12 - March 18, 2016

- Review school-wide and classroom behavioral expectations weekly

March 21, 2015 - June 21, 2016

- Teach school-wide and classroom behavioral expectations as needed

Review/Reteach School-wide and Classroom Behavioral Expectations:

- After Thanksgiving break
- After Winter break
- After February break
- After April break

Lesson Plans

The following pages include all lesson plans for CARE behaviors in classroom areas, non-classroom areas and events.

Lesson Plan - Hallway

Skill and Critical Behavior Indicator: How to be safe in the hallway

"Today we are going to talk about ways to be safe in the hallway. What are some ways to show we CARE?"

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate hallway behavior:

Using the rails for support

Walking

Stay to the right (right is right)

Stay in personal space

Inappropriate hallway behavior:

Swinging on the rails, twirling on the rails, hanging on the rails

Running, skipping, walking backward

Walking to the left or the middle

Touching, getting in another's face, pushing, tripping

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

Is it okay to walk in the hallway?

Is it okay to walk on the left?

Is it okay to use rails for support? (Or, how do we use the rails? [For older students])

Is it okay to keep your hands and feet to yourself?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in the hallway. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe hallway behavior; appropriate and safe hallway behavior

- Practice lining up and walking in the hallway.
- When you return to the classroom, ask the students what went well. Praise specific positive behaviors.

Setting: Hallway

Appropriate hallway behavior:

Voices at level 0 (silent)
Voices at level 1 (whisper)
Wave quietly to friends
Hats off

Inappropriate hallway behavior:

Speaking loudly or yelling (voice levels 2, 3)
Whistling
Shouting out to friends
Touching friends (high fives, fist bumps [with or without explosion])
Wearing hats

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

Is it okay to wave silently to friends?

Is it okay to talk loudly (voice level 2 or 3)?

Is it okay to s'up nod? (Or, how do we acknowledge friends in a respectful and silent way? [for older students])

Is it okay to whisper in the hallway?

Is it okay to be carrying your hat?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being respectful and some ways of being disrespectful in the hallway. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful hallway behavior; appropriate and respectful hallway behavior

*Check off the hallway box on the class passport.

Setting: Cafeteria

Skill and Critical Behavior Indicator: How to be safe in the cafeteria

"Today we are going to show CARE in the cafeteria.

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate cafeteria behavior:

Hands to yourself

Voice level 0, 1, or 2

Walking feet

Follow line-up procedure

Get condiments the first time

Finishing your food before getting up
(empty mouth)

Inappropriate cafeteria behavior:

Touching others

Yelling

Running

Getting up to line-up before the teacher
signals

Talking with food in your mouth

Still drinking and eating when dumping tray

No getting up for condiments

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

Is it okay to walk in the cafeteria?

Is it okay to get up for more food?

Is it okay to dump your tray with your mouth empty?

Is it okay to finish your food before getting up?

Is it okay to follow the line-up procedures?

Is it okay to run in the cafeteria?

Is it okay to push your chair in when done?
Is it okay to get everything you need the first time?
Is it okay to have voice level 0, 1, or 2?

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in the cafeteria. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe cafeteria behavior; appropriate and safe cafeteria behavior

* Check off the Cafeteria box on the class passport.

Setting: Cafeteria

Skill and Critical Behavior Indicator: How to be respectful in the cafeteria

"Today we are going to talk about ways to be respectful in the cafeteria. What are some ways to be respectful?"

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate cafeteria behavior:

Take turns

Say please & thank you

Use plastic ware

Follow cleanup directions

Inappropriate cafeteria behavior:

Speaking loudly or yelling (voice level 3)

Cutting in line

Not using manners

Not raising hand and/or waiting for signal to get permission to get up

Putting hands in other kids trays

Throwing food

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

Is it okay to raise your hand and wait for help?

Is it okay to get up without permission?

Is it okay to say please when making a request?

Is it okay to yell (to people at another table)?

Is it okay to say thank you?

Is it okay to cleanup your own mess?

Is it okay to throw food?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrations: I am going to show you some ways of being respectful and some ways of being disrespectful in the cafeteria. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful cafeteria behavior; appropriate and respectful cafeteria behavior.

Setting: Recess

Skill and Critical Behavior Indicator: How to be safe in recess

"Today we are going to talk about ways to show CARE at recess. What are some ways to show we CARE?"

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

*Model where and how to line up.

Today we are going to focus on:

Appropriate recess behavior:

Hands to yourself, unless playing tag Follow equipment use instructions

Follow the snow play procedur

Following the line-up procedures

Use any voice level (0-3)

Taking turns when using the equipment

Inappropriate recess behavior:

Pushing

Throwing snow

Walking up the slide

Jump off the slide

Stand on the slide

Jump off equipment

Twisting on the swings

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

Is it okay to gently tag others in a game?

Is it okay to walk up the slide?

Is it okay to keep the snow/rocks on the ground?

Is it okay to slide down the slide on your bottom?

Is it okay to sit on the swings?

Is it okay to slide down two at a time?

Is it okay to wait for someone to get out of the way before sliding down?

Is it okay to swing straight?

Is it okay to ignore the line-up whistle?

Is it okay to throw snow?

Is it okay to play in the snow and keep it on the ground?

(You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in recess. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe recess behavior; appropriate and safe recess behavior

Setting: Playground

Skill and Critical Behavior Indicator: How to be respectful on the playground

"Today we are going to talk about ways to show CARE on the playground. What are some ways to show we CARE?"

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

*Grade 1 and 2 teachers; please review the "walkie-talkie" box procedures.

Today we are going to focus on:

Appropriate snow play:

Making snowmen and snow forts

Sliding on the snow banks

Making snow angels

Building snow sculptures

Inappropriate snow play:

Throwing snow (or anything)

Kicking snow/slush

Pushing each other into the snow

Lining up promptly when the whistle is blown:

- When the whistle blows, we stop playing
- We turn our voices off
- We walk safely to the end of the line

- We stand quietly in our own space

Inappropriate lining up:

- Continuing to play after the whistle is blown
- Lining up in clusters or side-by-side
- Continuing to talk while the teachers or supervisors are trying to get their attention
- Talk loudly or laughing
- Being in another person's space with or without their permission (pushing, in their face, touching)

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

Is it okay to make snow forts?

Is it okay to make snowmen?

Is it okay to throw snowballs?

Is it okay to make snow angels?

Can you make a snow castle?

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being respectful and some ways of being disrespectful on the playground. I want you to watch and tell if I am being respectful or disrespectful.

Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Lining up appropriately; lining up inappropriately; appropriate snow play; inappropriate snow play

Setting: Assemblies

Skill and Critical Behavior Indicator: How to be safe in assemblies

"Today we are going to talk about ways to show CARE in assemblies. What are some ways to show we CARE?"

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate assembly behavior

Enter in a line

Keeps hands and feet to yourself

Follow directions, when given

Use polite cheering (voice level 0, 1, 2, 3)

Inappropriate assembly behavior:

Touching others

Ignoring directions when given

Stomping on the bench

Entering all bunched up or spread out

Talking during the pledge

Stand during the pledge (or be quiet)

Quiet feet

Sitting during the pledge

Pounding feet

Angry words when cheering (or at any time) or booing

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

Is it okay to enter in a single line?

Is it okay to enter like a mob?

Is it okay to follow directions?

Is it okay to keep your hands and feet to yourself?

Is it okay to cheer politely?

Is it okay to sit during the pledge?

Is it okay to keep your feet quiet?

Is it okay to be quiet during the pledge?

Demonstrate and Role Play:

I am going to show you some ways of being safe and some ways of being unsafe in assemblies. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe assembly behavior; appropriate and safe assembly behavior. I am going to show you some ways of being respectful and some ways of being disrespectful in assemblies. I want you to watch and tell if I am being respectful or disrespectful. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and disrespectful assembly behavior; appropriate and respectful assembly behavior.

Setting: Bathroom

Skill and Critical Behavior Indicator: How to be safe in the bathroom

"Today we are going to talk about ways to show CARE in the bathroom. What are some ways we can show we CARE?"

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate bathroom behavior:

Using the hand washing procedure

Flushing the toilet

Walking

Using the water to wash our hands

Cleaning up after yourself

Keeping your hands and feet to yourself

Keeping your eyes to yourself so that others may have privacy

Waiting patiently to use the toilet or sink, if you need to

Going back to class when you're finished

Keeping your voice at level 0 or 1

Picking up your own trash

Inappropriate bathroom behavior:

Not washing hands

Not flushing the toilet

Running
Tossing the water
Splashing the water
Dropping paper towels on the floor
Touching others
Looking over or under the stalls or through the cracks
Pushing
Hanging out in the bathroom
Yelling
Throwing trash on the floor

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

Is it okay to use one or two pumps of soap?
Is it okay to splash the water?
Is it okay to use one or two paper towels?
Is it okay to turn the water off after washing our hands?
Is it okay to walk in the bathroom?
Is it okay to forget to flush the toilet?
Is it okay to use the hand washing procedure?
Is it okay to flush the toilet?
Is it okay to wait patiently?
Is it okay to peek over the stalls?
Is it okay to throw away your trash?
Is it okay to keep your hands to yourself?
Is it okay to keep your feet to yourself?
Is it okay to throw your trash on the floor?
Is it okay to keep your eyes in your own stall?
Is it okay to wait to use the sink?
Is it okay to go back to class right away when you're finished?
Is it okay to yell in the bathroom?
Is it okay to throw your paper towels in the trash?
Is it okay to pick up your own trash?

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being safe and some ways of being unsafe in the bathroom. I want you to watch and tell if I am being safe or unsafe. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe bathroom behavior; appropriate and safe bathroom behavior.

Setting: Library

Skill and Critical Behavior Indicator: How to be responsible in the library

"Today we are going to talk about ways to show CARE in the library. What are some ways to show we CARE?"

Shape student responses into observable behaviors (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on:

Appropriate library behavior:

Returning books on time

Staying in personal space

Using library time to search for books or read books

Waiting patiently to check books in and out

Use voice level 0 or 1

Follow adult directions

Inappropriate library behavior:

Returning books late

Cutting in line

Pushing

Touching others

Not searching for a book

Interrupting when waiting in line

Rushing to check books in and out

Speaking loudly or yelling (voice level 2 or 3)

Not using manners

Ignoring adult directions

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

Is it okay to return books on time?

Is it okay to push?

Is it okay to search for a book to read?

Is it okay to read a book?

Is it okay to stay in your personal space?

Is it okay to yell?

Is it okay to wait patiently in the check in and checkout line?

Is it okay to ask for help when looking for a book?

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of being responsible and some ways of being irresponsible in the library. I want you to watch and tell if I am being responsible or irresponsible. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible library behavior; appropriate and responsible library behavior

System for Correcting Behavior

Correction Guidelines

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior:

Correction Technique

Prompt

Redirect

Reteach

Provide Choice

Words/actions an adult can use

Provide verbal and/or visual cue.

Restate the matrix behavior.

State and demonstrate the matrix behavior. Have student demonstrate.

Provide immediate feedback.

Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type

Conference

of activity that accomplishes the same instructional objective.

Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative (what the student should do instead)
4. Tell why alternative is better
5. Practice (student should tell and/or show)
6. Provide feedback