



Bucyrus Elementary School

"If antisocial behavior is not changed by the end of Grade 3, it should be treated as a chronic condition much like diabetes. That is, it cannot be cured but can be managed with the appropriate supports and continuing intervention" (Walker, Colvin, and Ramsey, 1995 as cited by Stormont, Lewis, Beckner, & Johnson, 2008, p. 1).



The mission of Bucyrus Elementary School is to promote a positive climate that encourages students to be respectful, be responsible, be safe, and be kind.

Positive Behavior Interventions and Supports

In our efforts to establish Bucyrus Elementary School as a safe, welcoming, and purposeful learning environment, we have implemented a framework called Positive Behavior Interventions and Supports (PBIS). PBIS actively encourages students to achieve their academic potential while also showing good character through their behavior. At Bucyrus Elementary, the focus is on teaching and encouraging appropriate behavior in all areas of school, concentrating on being respectful, being responsible, being safe, and being kind. Students who show this Bucyrus Pride are able to maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates.

PBIS schools emphasize a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behavior. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support. Unlike how schools have typically reacted in the past—discipline in response to student misbehavior—PBIS takes a proactive approach by teaching behavioral expectations and rewards students for following them. A successful PBIS school fosters a climate in which appropriate behavior is the norm.

House Bill 318

Gov. Kasich signed HB 318 in August 2018, with an effective date of Nov. 2, 2018. Broadly, this act:

- Specifies requirements for the implementation and training of Positive Behavioral Interventions and Supports and other social-emotional programs for students;
- Outlines parameters for the suspension and expulsion of students, particularly for students in grades prekindergarten through grade 3;
- Specifies details regarding the role and training of school resource officers; and
- Provides grant funding for school safety training and school climate

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PBIS

WHY PBIS?

Every student has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, Bucyrus Elementary School has implemented the Positive Behavior Intervention and Support (PBIS) framework.

What is the main goal of PBIS?

The main goal of Positive Behavioral Interventions and Supports (PBIS) is to provide a **clear system for all expected behaviors** resulting in behavioral and academic progress at Bucyrus Elementary School. While many staff members and students may have assumptions about what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

...But there are no consequences in PBIS, right?

Research has shown that the implementation of punishment, especially when used inconsistently and in the absence of other positive strategies, is ineffective. Absence of punishment is NOT the absence of consequence. Punishment is defined as "the infliction or imposition of a penalty as retribution for an offense." A consequence is something that is "a result or effect of an action or condition." Everything we do has consequences. Life is full of consequences. Some are positive, and some are negative.

The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will teach children to recognize the consequences of their actions thereby increasing positive behavior *and* academic achievement when implemented with fidelity. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise.

Does PBIS only change student behavior?

Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. Teacher behavior creates this climate. It is only with the understanding, collaboration, and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments conducive to optimum behavioral and academic achievement for all students.

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PBIS

More about PBIS

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School wide PBIS increases the capacity of schools to educate all students utilizing research-based school wide, classroom, and individualized interventions.

How do I know this is going to work?

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

Another key element of PBIS is an analysis of discipline referral data. This team-based approach to data analysis will allow Bucyrus Elementary School's PBIS team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students, and parents.

What are the components of PBIS?

The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

The purpose of this staff manual is to illustrate how these components will be utilized within Bucyrus Elementary School's PBIS system. The ultimate goal is to decrease problem behavior, increase student academic performance, increase safety, and establish positive school climates through evidence-based strategies and systems.

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Elements of PBIS

PBIS provides a system of tools and strategies for (1) defining appropriate behavior, (2) teaching appropriate behavior, (3) acknowledging appropriate behavior, and (4) correcting inappropriate behavior. It is preventative in nature by changing the paradigm of focus from negative behaviors/exchanges to positive expectations/interactions.

There are four main elements in PBIS:

1. Practices:

In PBIS, customized practices, such as defining and teaching appropriate behavior and supporting student behavior through evidence-based interventions and strategies, are implemented.

2. Systems:

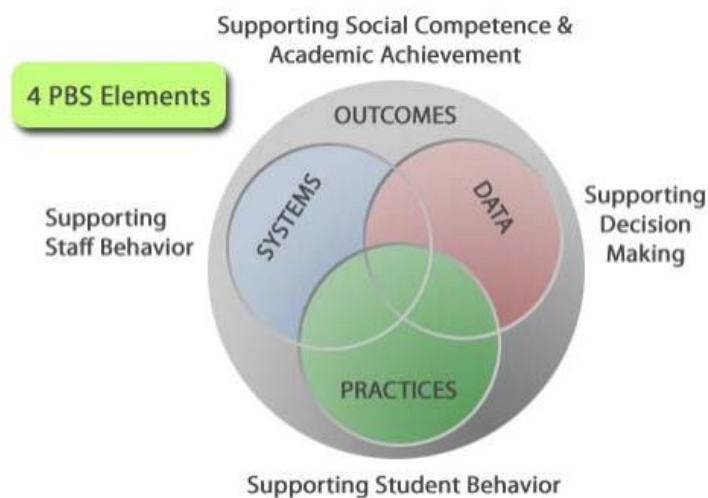
Systems of support for educators in the school include the implementation of school-wide behavioral expectations and training.

3. Data:

Data-based decision making is imperative to the behavior problem-solving process. Data is used to identify current behavioral status, need for change, and effects of interventions.

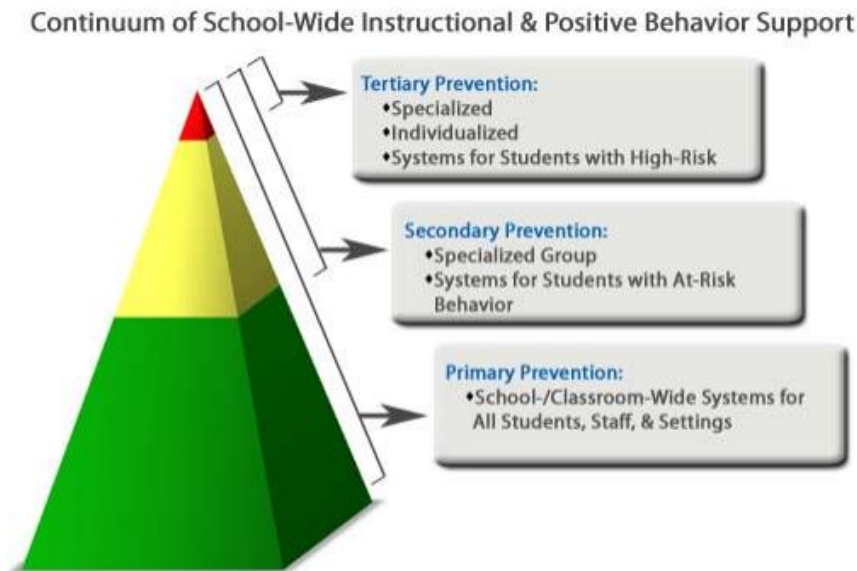
4. Outcomes:

The combination of Practices, Systems, and Data, which promote behavioral and academic success, enable positive school-wide outcomes to occur.



Multi-Tier Support Continuum

School-wide support happens along a continuum from Tier I for all students to Tier II for small groups of students who need additional support, and finally Tier III for individual students who require intensive support. The goal is to create an environment that sets up ALL students for success.



PBIS Behavioral Support Systems Tier I:

Tier I provides high quality instruction of the school-wide expectations and behavioral supports for all students. Roughly 80%-85% of the student population will be successful in this tier.

For success in Tier 1, teachers should have a good grasp on the following:

- Classroom Procedures and Routines
- Setting Classroom Expectations
- Encouraging Expected Behaviors
- Discouraging Inappropriate Behaviors
- Active Supervision
- Variety of Opportunities to Respond
- Activity Sequencing and Choice
- Task Difficulty or Task Modification

Tier I (Continued):

Consistently teaching expectations, holding students accountable, and providing proactive feedback are essential. If a student struggles in comparison to his/her classmates, the teacher should try the following:

- Change the type of behavioral strategy (intervention)
- Increase the intensity of the intervention (e.g., adding small group instruction to the whole group environment)
- Increase the duration of the intervention
- Increase the frequency of the intervention.

If several interventions have been unsuccessful and the student is not responding adequately, the student should be referred to the PBIS Team for possible Tier II intervention. This process is still being developed.

PBIS Behavioral Support Systems Tier II:

Tier II provides specialized group interventions for students with at-risk behaviors. Tier II will not be fully implemented at Bucyrus Elementary School until most teachers are successful with the implementation of Tier I strategies, allowing us a smooth transition into Tier II. Some students who will greatly benefit from Tier II interventions will receive these interventions when possible. Some types of Tier II interventions include:

- Peer group -- Peer group provides students the opportunity to learn and apply skills needed to gain and maintain friendships. Students will practice social skills in a supportive and empowering environment.
- Skill group – In Skill groups, students will explore a broad range of interpersonal skills to help students improve communication, confidence, and relationships. Skill group targets students in need of instruction and practice in a variety of social and emotional skills.
- Check In/Check Out – Students who need assistance in monitoring behaviors will use a check in/check out system with a staff member. This can be done on daily or weekly basis. The staff member will help the student monitor their behaviors over a period of time.

PBIS Behavioral Systems Tier III:

Tier III provides specialized individual instruction for students with high-risk behaviors. Tier III supports will be developed after the successful implementation of Tier II supports.

Multi-Tier Support Continuum Continued

Three Tiered Model for School-Wide Support and Discipline Strategies

Tier I (80%)	Tier II (15%)	Tier III (5%)
Implement PBIS strategies and teaching school behavior expectations	Provide concentrated social skills instruction, teaching of behaviors, and additional support	Implement intensive individual behavior management plan and/or perform FBA
Implement classroom and school wide active supervision and monitoring	Provide mentors to check in with individual students	Provide multi-agency collaboration (wrap-around)
Provide academic support for all students	Increase academic support and tutoring for some students	Provide intensive academic support for targeted students
Implement classroom and school wide firm, fair, restorative, and corrective discipline.	Initiate multi-tier system of supports with firm, fair, restorative, corrective discipline.	Provide alternatives to suspension and intensive multi-tier system of supports with firm, fair, restorative, corrective discipline.
Use data-based decision making	Use data-based decision making	Use data-based decision making

Data Based Decision Making

“Schools that are safe, effective, and violence free are not created by accident. They are environments where considerable effort has been made to build and maintain supportive school cultures. Part of this effort consists of evaluating and monitoring the types of behaviors students are exhibiting. Office Referrals are used by schools throughout the nation as one method for managing and monitoring disruptive student behavior. Referrals are more than an index of student behavior; they are an index of the consistency and quality of the school’s discipline system.” (2005, Sprague & Golly. Best Behavior: Building Positive Behavior Support in Schools. Sopris West).

Through Google Forms, school staff should enter office discipline referrals online when needed. The data will be summarized to provide information about individual students, groups of students, or the entire student body over any time period.

The reports will allow the PBIS team to review school-wide referral patterns and answer the following questions:

- How often do referrals occur?
- What problem behaviors occur most frequently in our building?
- Where are problem behaviors most likely to occur?
- When are problem behaviors most likely to occur?
- Which students are involved in referrals?

If needed, the PBIS team will use the data to define behavior patterns in greater detail:

- Referrals by grade: This data can be broken down by the proportion of total referrals and can be tracked over time to check for consistency.
- Average Referrals: The PBIS team can use this to assess the number of referrals, per month, over time. With this information, the team can plan school-wide interventions to prevent more discipline referrals.
- Location: This information can be used to see if the discipline referrals are consistently in the same areas of the school over time. This could help to find areas of focus.
- Referrals by Problem Behavior: This data can be used to look for patterns of change and guide staff on how to manage students with particular behaviors.

EXPECTATIONS

Teaching Expectations

Teaching Expected Behavior

An important aspect of PBIS is the direct teaching of appropriate behavior and social skills. We cannot assume that students will learn social behavior automatically or pick it up as they go through life.

Behavior expectations are important because they reveal the value of the school and provide consistent, school-wide guidelines for student success. They are the basic building blocks of successful relationships and communities. When teaching expected behaviors, it is important to remember the following:

- If you want the students to know *it* and do *it*, teach *it* explicitly.
- State expectations in a positive manner to encourage the desired behavior rather than telling students what not to do.
- Be sure your classroom rules reflect and support school-wide PBIS expectations in the matrix.

Why Teach Behavior Expectations?

While it seems that students should already know how to behave, especially after they have been in school for a few years, these skills still need to be taught and practiced on a regular basis. Many students come to school without these important skills, or have limited or non-enforced behavior expectations at home. Teaching behavior expectations can make a difference for students because at a school with clear and consistent behavior expectations:

- Students will know and understand what is expected of them, which gives them confidence.
- Students can monitor themselves and take more responsibility for their behavior and learning.
- Teachers can more easily recognize and motivate positive behaviors.
- Students will gain a sense of safety and security.
- The school climate is more positive overall.

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EXPECTATIONS

Behavior Matrix

Redmen Leaders Are:

	Respectful	Responsible	Safe	Kind
Arrival and Dismissal	<ul style="list-style-type: none"> -Use Voice level 2 -Use appropriate language -Follow directions quickly -Respect yourself, classmates, staff, and personal space 	<ul style="list-style-type: none"> -Follow directions quickly -Arrive at school between 8:25 & 8:40am -Unpack backpacks and get your breakfast -Leave school at dismissal -Use cell phones/personal devices after 3:25 dismissal 	<ul style="list-style-type: none"> -Use crosswalk and sidewalk -Walk at all times -Walk bike, scooter, skateboard while at school -Keep hands, feet, and objects to self -Keep 6 foot distance from others -Take temperature before you arrive -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words -Say things like "Good morning", "Goodbye", "Have a good day", or "See you tomorrow" to students and staff
Restrooms	<ul style="list-style-type: none"> -Use Voice Level 0 -Respect the privacy of others -Have pride in your space; Leave no trace (i.e. Flush toilet, Put paper towels in the trash can) 	<ul style="list-style-type: none"> -Do your business -Report problems to the staff -Get back to class as soon as you can 	<ul style="list-style-type: none"> -Keep water/soap in sink -Wash hands thoroughly for at least 20 seconds -Walk at all times -Limit people to 2 at a time in restroom -Limit people to 1 at a time at sink -Wear a mask 	<ul style="list-style-type: none"> -Use voice level 0, but wave to friends
Hallway	<ul style="list-style-type: none"> -Use Voice Level 0 while walking -Use Voice Level 1 if working with another -Walk single file -Respect the things others have in cubbies or lockers 	<ul style="list-style-type: none"> -Stay to the right -Go directly to your destination -Take a pass to the clinic if you are ill 	<ul style="list-style-type: none"> -Face forward in line -Walk on right hand side -Keep hands, feet, and objects to self -Keep 6 foot distance from others -Wear a mask 	<ul style="list-style-type: none"> -Assist someone in need -Look only at artwork and classwork in hallway
Cafeteria (Redmen Diner)	<ul style="list-style-type: none"> -Use Voice Level 1 -Eat first, talk later -Raise your hand for help -Respect others' space and food 	<ul style="list-style-type: none"> -Walk into the Redmen Diner in a quiet line -Sit at your designated table -Have pride in your space; Leave no trace -Hold tray with both hands 	<ul style="list-style-type: none"> -Walk at all times -Stand quietly in line, with hands at your side -Sit while eating -Chew with your mouth closed -Keep 6 foot distance from others -Wash hands before and after 	<ul style="list-style-type: none"> -Use kind, positive words -Say "Please" and "Thank you" -Be patient while waiting

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EXPECTATIONS

	Respectful	Responsible	Safe	Kind
Auditorium	<ul style="list-style-type: none"> -Keep eyes on speaker/performer -Respond only when prompted -Watch silently at appropriate times -Applaud at appropriate times 	<ul style="list-style-type: none"> -Follow directions quickly -Stay with your class -Face forward 	<ul style="list-style-type: none"> -Walk at all times -Stay seated through the presentation -Keep hands and feet to self -Keep 6 foot distance from others -Wash hands before and after -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words when appropriate -Use good manners
Playground	<ul style="list-style-type: none"> -Use Voice Level 5 -Solve problems respectfully -Take care of equipment -Share equipment -Follow game rules 	<ul style="list-style-type: none"> -Follow game rules -Remain in assigned areas -Line up immediately when recess is over 	<ul style="list-style-type: none"> -Keep hands, feet, and objects to self -Report concerns to adult -Use equipment properly -Wash hands before and after -Keep 6 foot distance from others -Have only 1 door holder per class 	<ul style="list-style-type: none"> -Use kind, positive words -Include all in games -Ask others to play
Bus Rides Bus Stops	<ul style="list-style-type: none"> -Use Voice Level 2 -Respect bus driver, aide, and students 	<ul style="list-style-type: none"> -Follow directions quickly -Have pride in your space; Leave no trace -Keep materials in your backpack -Report concerns to adults immediately 	<ul style="list-style-type: none"> -Use Voice Level 0 at railroad crossing -Keep aisle clear -Stay seated until your stop -Keep hands, feet and objects to self -Keep 6 foot distance from others -Wash hands before/after -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words
Bus Line	<ul style="list-style-type: none"> -Use Voice Level 2 -Walk to your designated area, and walk in line to your bus -Respect property of others 	<ul style="list-style-type: none"> -Stay seated against the wall -Go directly to your destination 	<ul style="list-style-type: none"> -Stay in designated area -Keep hands, feet, and objects to self -Keep 6 foot distance from others -Keep materials, books, and tools to self 	<ul style="list-style-type: none"> -Assist someone in need -Use kind, positive words
All Classrooms Including Art, Music, Library, & PE	<ul style="list-style-type: none"> -Raise your hand for permission to speak -Respect yourself, classmates, staff, and personal space -Respect property of others 	<ul style="list-style-type: none"> -Follow directions quickly -Have pride in your space; Leave no trace 	<ul style="list-style-type: none"> -Raise your hand for permission to get out of your seat -Keep hands, feet, and objects to self -Keep 6 foot distance from others -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words -Allow others to learn in different ways

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EXPECTATIONS

Behavior Matrix with Pictures



























Bucyrus Elementary School Behavior Matrix REDMEN LEADERS ARE:



	Respectful	Responsible	Safe & Healthy	Kind
Arrival and Dismissal	<ul style="list-style-type: none"> -Use Voice level 2 -Use appropriate language -Follow directions quickly -Respect yourself, classmates, staff, and space 	<ul style="list-style-type: none"> -Follow directions quickly -Arrive at school between 8:25 & 8:40am -Unpack backpacks and get your breakfast -Leave school at dismissal -Use cell phones and personal devices after 3:25 dismissal 	<ul style="list-style-type: none"> -Use crosswalk and sidewalk -Walk at all times -Walk bike, scooters, skateboards while at school -Keep hands, feet, objects to self -Keep 6 foot distance from others -Take temperature before arriving -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words -Say things like "Good morning", "Goodbye", "Have a good day", or "See you tomorrow" to students and staff 
Restrooms	<ul style="list-style-type: none"> -Use Voice Level 0 -Respect the privacy of others -Have pride in your space; Leave no trace (i.e. Flush toilet, Put paper towels in the trash can) 	<ul style="list-style-type: none"> -Do your business -Report problems to the staff -Get back to class as possible 	<ul style="list-style-type: none"> -Keep water and soap in sink -Wash hands thoroughly for at least 20 seconds -Walk at all times -Limit people to 2 at time in restroom -Limit people to 1 at a time at sink -Wear a mask 	<ul style="list-style-type: none"> -Use Voice Level 0, but wave to friends 
Hallway and Transitions	<ul style="list-style-type: none"> -Use Voice Level 0 while walking -Use Voice Level 1 if working with another -Walk single file -Respect the things others have in cubbies or lockers 	<ul style="list-style-type: none"> -Stay to the right -Go directly to your destination -Take a pass to the clinic if you are ill 	<ul style="list-style-type: none"> -Face forward in line -Walk on the right hand side -Keep hands, feet, objects to self -Wear a mask -Keep 6 foot distance from others 	<ul style="list-style-type: none"> -Assist someone in need -Look only at artwork and classwork in hallway 

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Cafeteria	<ul style="list-style-type: none"> -Use Voice Level 1 -Eat first, talk later -Raise your hand for help or to get out of seat -Respect others' space and food -Stand quietly in line, with hands at your side 	<ul style="list-style-type: none"> -Walk into the Redmen Diner in a quiet line -Sit at your designated table -Have pride in your space; Leave no trace -Hold tray with both hands 	<ul style="list-style-type: none"> -Walk at all times -Sit while eating -Keep mouth closed while chewing -Keep 6 foot distance from others -Wash hands before and after 	<ul style="list-style-type: none"> -Use kind, positive words -Say "Please" and "Thank you" -Be patient while waiting 
Auditorium	<ul style="list-style-type: none"> -Keep eyes on speaker/performer -Respond only when prompted -Watch silently and remain seated at appropriate times -Applaud at appropriate times 	<ul style="list-style-type: none"> -Follow directions quickly -Stay with your class -Face forward 	<ul style="list-style-type: none"> -Walk at all times -Stay seated -Keep hands and feet to self -Wash hands before and after -Keep 6 foot distance from others -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words when appropriate -Use good manners 
All Classrooms Including Art, Library, Music, and Phys. Ed.	<ul style="list-style-type: none"> -Raise your hand for permission to speak -Respect yourself, classmates, staff, and personal space -Respect property of others 	<ul style="list-style-type: none"> -Follow directions quickly -Have pride in your space; Leave no trace 	<ul style="list-style-type: none"> -Raise your hand for permission to get out of your seat -Keep hands, feet, and objects to self -Keep 6 foot distance from others -Keep materials, books, tools to self -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words -Allow others to learn in different ways 

Playground	<ul style="list-style-type: none"> -Use Voice Level 5 -Solve problems respectfully -Take care of equipment -Follow game rules 	<ul style="list-style-type: none"> -Follow game rules -Remain in assigned areas -Line up immediately when recess is over 	<ul style="list-style-type: none"> -Keep hands, feet, objects to self -Report concerns to an adult -Use equipment properly -Wash hands before and after -Keep 6 foot distance from others -Have only 1 door holder per class 	<ul style="list-style-type: none"> -Use kind, positive words -Include all in games -Ask others to play 
Bus Line	<ul style="list-style-type: none"> -Use Voice Level 2 -Walk to your designated area, and walk in line to your bus -Respect property of others 	<ul style="list-style-type: none"> -Stay seated against the wall -Go directly to your destination 	<ul style="list-style-type: none"> -Stay in designated area -Keep hands, feet, objects to self -Keep 6 foot distance from others -Keep materials, books, and tools to self -Wear a mask 	<ul style="list-style-type: none"> -Assist someone in need -Use kind, positive words 
Bus Rides and Bus Stops	<ul style="list-style-type: none"> -Use Voice Level 2 -Respect bus driver, aide, and students 	<ul style="list-style-type: none"> -Follow directions quickly -Have pride in your space; Leave no trace -Keep materials in your backpack -Report concerns to adult immediately 	<ul style="list-style-type: none"> -Use Voice Level 0 at RR crossing -Keep aisle clear -Stay seated until your stop -Keep hands and feet to self -Keep 6 foot distance from others -Wash hands before and after -Wear a mask 	<ul style="list-style-type: none"> -Use kind, positive words 

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EXPECTATIONS

What Behavior Expectations Should be Taught?

School-wide PBIS expectations should be taught according to the behavior matrix. Behavior expectations should be taught for:

- Arrival/Dismissal
- Bathrooms
- Hallway
- Cafeteria
- Auditorium
- Playground
- Bus
- Bus Line
- All Classrooms

What Do You Mean By “Teach” the Expectations?

It is important to teach behavior in the same way we teach academics.

1. Identify clear behavioral expectations.
2. Communicate clearly to students what you want by using specific language, details, and examples.
3. Explicitly model (role-play) the desired behavior to the students (what desired behavior looks like).
4. Allow students to practice the modeled behavior.
5. Monitor student behavior.
6. Provide performance feedback.
7. Repeat teaching, modeling, or practicing until you have full compliance.

Where to Teach Behavior Expectations

Direct experience: Take the students to a particular common area and have them “practice” the expected behavior. As much as possible, behavior expectations should be taught in the location that the behavior is expected. (See Behavior Matrix.)

- All locations throughout the school (e.g.; practice lunchroom expectations in the lunchroom, hallway expectations in the hallway, etc.)
- In the classroom, review all behavior expectations.

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Helpful Tools for Teaching Expectations

The following are helpful ideas for teaching expectations to students.

- **Pre-teach or Pre-correct:** Review the behavior expectations for a particular common area before transitioning.
- **Get student input:** Use children's literature or videos to stimulate a group discussion about a common problem behavior, such as hitting. Have the students identify the problems with this behavior and brainstorm coping strategies or solutions. Use the behavior matrix to guide your discussion.
- **Role-play:** Have the students act out scenarios that address the expected behaviors in common areas to ensure their understanding, as well as to provide them an opportunity for feedback. Encourage students to use vocabulary from the behavior matrix.
- **Check for understanding:** Question students about expectations. Give three positive example questions for every one negative example question. (1. Should you pick up your trash? 2. Should you report a spill to an adult? 3. Should you help a friend open a difficult food package? 4. Should you shout at a friend across the cafeteria?) Be sure to end with two positive example questions.
- **Reflection:** Start a discussion and have students talk about any experience that they have had at school related to behaviors. Help them process their responses in relation to the behavior expectations matrix and guide them to see why positive behavior matters.
- **Acknowledgment:** Whenever possible, positively acknowledge students who are meeting behavior expectations, either verbally or with Bucyrus Bucks (more on this later). Be sure to acknowledge success of the whole class for following expectations (at assemblies, in hallways, etc.)

When Should I Teach Behaviors and How Long Should It Take?

Plan to teach the expectations aggressively over the first three weeks of school. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.

And then I'm done; right? Not quite. It is important that behavior expectations are taught throughout the school year to be sure all students remember what is expected of them. Behavior should be taught:

- At the beginning of the school year (the first 2-3 weeks)
- Often enough to achieve and maintain desired behaviors (practice)
- At times when problem behaviors tend to increase
- After long breaks or holidays
- Ongoing throughout the year (refreshers)
- When a new student joins the class
- At teachable moments

It is helpful to plan to teach "refresher" lessons every day of the school year (3 – 5 minutes). If many problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a "refresher" course.

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Lesson Plans for Teaching Expectations

Lesson: Arrival and Dismissal

"Today we are going to talk about behavior expectations during Arrival and Dismissal times. What are some ways to be a leader when arriving at school? When being dismissed from school? Shape student responses into observable behaviors around being respectful, responsible, safe, and kind (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as helping a lost friend find their room).

	Examples	Non-examples
Respectful	<ul style="list-style-type: none">-Use Voice level 2-Use appropriate language-Follow directions quickly-Respect yourself, classmates, staff, and personal space	<ul style="list-style-type: none">-Screaming-Using inappropriate language-Wandering around the classroom or hall before following the morning routine.-Getting in someone else's cubby/locker area
Responsible	<ul style="list-style-type: none">-Follow directions quickly-Arrive at school after 8:25am-Unpack Backpacks and get your breakfast-Leave school at dismissal-Use cell phones after 3:25 dismissal	<ul style="list-style-type: none">-Arriving before 8:25-Playing in the hallways-Hanging out on the playground after school-Using cell phone during school
Safe	<ul style="list-style-type: none">-Use crosswalk and sidewalk-Walk at all times-Walk bike, scooters, skateboards while at school-Keep hands, feet and objects to self-Wear or carry your backpack-Maintain a 6 foot distance-Take your temperature before arriving	<ul style="list-style-type: none">-Jaywalking-Running on sidewalks-Riding bike, scooter, skateboard on school grounds-Pushing, grabbing-Swinging backpack or lunch box at others-Hanging on your friends-Coming to school when sick
Kind	<ul style="list-style-type: none">-Use kind, positive words-Say "Good morning", "Goodbye", "Have a good day" or "See you tomorrow" students and staff	<ul style="list-style-type: none">-Yelling at each other-Rushing past others on the sidewalks-Not acknowledging others as you walk by-Spreading gossip about others

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Lesson: Restrooms

“Today we are going to talk about behavior expectations during Arrival and Dismissal times. What are some ways to be a leader when during restroom time? Shape student responses into observable behaviors around being respectful, responsible, safe, and kind (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as holding the exit door for a friend).

	Examples	Non-examples
Respectful	<ul style="list-style-type: none">-Use Voice Level 0-Respect the privacy of others	<ul style="list-style-type: none">-Talking or yelling loudly- Looking under stalls, standing on toilet, climbing on stall walls
Responsible	<ul style="list-style-type: none">-Do your business-Have pride in your space; Leave no trace (i.e. Flush toilet, Put paper towels in the trash can)-Report problems to the staff-Get back to class as soon as you can	<ul style="list-style-type: none">-Playing in bathroom-Hanging out and visiting-Not flushing toilet-Leaving without washing hands-Throwing trash on the floor, in the sink, or in the toilet-Writing on walls, slamming stall doors-Playing with soap dispenser-Taking more paper towels than needed- Hanging out and visiting
Safe	<ul style="list-style-type: none">-Keep water and soap in sink-Wash hands thoroughly-Walk at all times-Go in the restroom only if it is empty or one person is using it-Wait to use the sink until it is not being used	<ul style="list-style-type: none">-Splashing and playing with water-Leaving without washing hands-Running in and out of bathroom- Going in when there are 2 or more people-Using the sink when someone else is already there
Kind	<ul style="list-style-type: none">-Use Voice Level 0, but wave to your friends	<ul style="list-style-type: none">-Using inappropriate language-Yelling at others

BUCYRUS PRIDE

EXPECTATIONS

Lesson: Hallway

“Today we are going to talk about behavior expectations during Arrival and Dismissal times. What are some ways to be a leader in the hallway? Shape student responses into observable behaviors around being respectful, responsible, safe, and kind (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as help up a peer who trips).

	Examples	Non-examples
Respectful	<ul style="list-style-type: none">-Use Voice Level 0 while walking-Use Voice Level 1 if working with another-Walk in a single file line-Respect the things others have in cubbies or lockers	<ul style="list-style-type: none">-Screaming-Using inappropriate language-Wandering around the hall-Getting in someone else's cubby/locker area
Responsible	<ul style="list-style-type: none">-Stay to the right-Go directly to your destination-Take a signed pass to the clinic if you are ill	<ul style="list-style-type: none">-Playing in the hallways-Hanging out in the hallway before or after school-Walking on the left side of the hallway
Safe	<ul style="list-style-type: none">-Face forward in line-Walk on the right hand side-Keep hands, feet, and objects to self-Walk 6 apart feet apart	<ul style="list-style-type: none">-Turning around while walking in line-Running-Pushing, grabbing peers-Swinging backpack or lunch box at others-Racing with peers-Walking closely to someone
Kind	<ul style="list-style-type: none">-Assist someone in need-Look only (no touching) at artwork and classwork in hallway	<ul style="list-style-type: none">-Yelling at each other-Rushing past others-Spreading gossip about others-Touching or going behind/under artwork and classwork

BUCYRUS PRIDE

EXPECTATIONS

Lesson: Cafeteria

“Today we are going to talk about behavior expectations during Arrival and Dismissal times. What are some ways to be a leader in the cafeteria? Shape student responses into observable behaviors around being respectful, responsible, safe, and kind (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as helping a friend by pumping the ketchup for them).

	Examples	Non-examples
Respectful	<ul style="list-style-type: none">-Use voice level 2-Raise a quiet hand when you need help-Eat your own lunch-Respect personal space-Respect the help of others	<ul style="list-style-type: none">-Sharing food with others-Leaving your table without permission- Yelling-Touching others and their food
Responsible	<ul style="list-style-type: none">-Walk into Redmen Diner in a quiet line-Sit at your designated table-Clean up your space-Throw trash away-Hold tray with both hands.-Stay in your own space.	<ul style="list-style-type: none">-Walking in noisily-Sitting anywhere you want-Leaving a mess on the table or floor
Safe	<ul style="list-style-type: none">-Walk at all times-Stand quietly in line with your hands at your sides.-Sit while eating.-Tell an adult about all spills or messes.-Stay 6 feet part-Chew with your mouth closed-Wash hands before and after	<ul style="list-style-type: none">-Running around in the cafeteria-Climbing on tables-Touching others or moving around-Taking food from another student's lunch-Talk while eating-Sit right next to someone-Touching multiple surfaces
Kind	<ul style="list-style-type: none">-Use kind, positive words-Be patient while waiting	<ul style="list-style-type: none">-Laughing at and being rude to others-Telling someone they can't sit by you-Using disrespectful and hurtful words

BUCYRUS PRIDE

EXPECTATIONS

Lesson: Auditorium

"Today we are going to talk about behavior expectations during Arrival and Dismissal times. What are some ways to be a leader in the auditorium? Shape student responses into observable behaviors around being respectful, responsible, safe, and kind (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as reminding a friend to sit still).

	Examples	Non-examples
Respectful	<ul style="list-style-type: none">-Raise your hand for permission to speak unless permitted to speak out-Remain seated with your bottom on the seat unless given permission to stand-Sit still in your seat with the seat all the way down	<ul style="list-style-type: none">-Talking out without permission/shouting out-Standing up- Bouncing up and down in seat-Sitting on the edge of the seat while the seat is up
Responsible	<ul style="list-style-type: none">-Follow directions quickly-Walk to your seat-Sit where directed	<ul style="list-style-type: none">-Not following directions-Running to seat- Sitting wherever you want
Safe	<ul style="list-style-type: none">-Walk to your seat-Sit still in your seat with the seat all the way down-Remain seated with your bottom on the seat unless given permission to stand-Keep hands and feet to self-Stay 6 feet apart-Wash hands before and after	<ul style="list-style-type: none">-Running to seat-Sitting on the edge of the seat while the seat is up-Standing up-Touching or pushing others-Touching multiple surfaces-Sitting close to someone-Running down the ramp and pushing into people
Kind	<ul style="list-style-type: none">-Remain quiet unless permitted to speak-Wait patiently	<ul style="list-style-type: none">-Talking out without permission/shouting out-Being impatient

BUCYRUS PRIDE

EXPECTATIONS

Lesson: Playground

"Today we are going to talk about behavior expectations during Arrival and Dismissal times. What are some ways to be a leader when on the playground? Shape student responses into observable behaviors around being respectful, responsible, safe, and kind (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking others to play).

	Examples	Non-examples
Respectful	<ul style="list-style-type: none">-Use Voice Level 3-5-Solve problems respectfully-Take care of equipment-Share equipment-Follow game rules	<ul style="list-style-type: none">-Fighting/arguing-Using equipment in the wrong way-Not sharing-Telling someone they can't play-Making up own game rules
Responsible	<ul style="list-style-type: none">-Follow game rules-Remain in assigned areas-Line up immediately when recess is over-Take in all equipment you brought out-Report concerns to an adult immediately	<ul style="list-style-type: none">-Eating on playground-Dropping and leaving trash-Leaving equipment on playground-Playing outside of designated area-Leaving jacket or sweatshirt on playground
Safe	<ul style="list-style-type: none">-Keep hands, feet and objects to self-Use equipment properly-Remain in assigned area-Wash hands before and after-Stay 6 feet apart-Have only 1 door holder per class	<ul style="list-style-type: none">-Continuing to play-Pushing, shoving, and playing in line-Using any physical body contact like pushing, shoving, or slapping-Leaving designated area
Kind	<ul style="list-style-type: none">-Use kind, positive words-Include all in games-Ask others to play	<ul style="list-style-type: none">-Swearing-Saying mean things about another-Ignoring or telling others they can't play

BUCYRUS PRIDE

EXPECTATIONS

Lesson: Bus Rides/Bus Stops

“Today we are going to talk about behavior expectations during Arrival and Dismissal times. What are some ways to be a leader when riding the bus or waiting at the bus stop. Shape student responses into observable behaviors around being respectful, responsible, safe, and kind (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as talking to neighbors quietly on the bus).

	Examples	Non-examples
Respectful	<ul style="list-style-type: none">-Voice Level 2-Listen when the driver or adult is talking-Respect property of others	<ul style="list-style-type: none">-Yelling on the bus-Being loud and ignoring the driver or adult-Getting into other's book bags
Responsible	<ul style="list-style-type: none">-Go directly to assigned seat.-Stay seated for the whole ride.-Get off at the correct stop	<ul style="list-style-type: none">- Sitting where you want- Walking on the bus when the bus is moving-Not paying attention and missing your stop
Safe	<ul style="list-style-type: none">-Stay seated for the whole ride-Remain quiet so you don't distract the driver-Keep hands, feet, and objects to self-Wash hands before and after-Stay 6 feet apart	<ul style="list-style-type: none">-Standing up or walking around-Yelling-Putting your hands, feet, or objects in other's space-Touching many surfaces-Sitting closely to people
Kind	<ul style="list-style-type: none">-Use kind, positive words-Wait patiently for your stop	<ul style="list-style-type: none">-Saying inappropriate words-Saying unkind things about someone-Being impatient

BUCYRUS PRIDE

EXPECTATIONS

Lesson: Bus Line

“Today we are going to talk about behavior expectations during Arrival and Dismissal times. What are some ways to be a leader when waiting in the bus line? Shape student responses into observable behaviors around being respectful, responsible, safe, and kind (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as helping a friend find where they should wait for their bus).

	Examples	Non-examples
Respectful	<ul style="list-style-type: none">-Voice Level 2-Walk to your designated area and walk in line to your bus-Respect property of others	<ul style="list-style-type: none">-Running down the stairs and shouting to your friends in the hallway-Getting into other's book bags
Responsible	<ul style="list-style-type: none">-Stay seated against the wall-Go directly to your destination	<ul style="list-style-type: none">- Laying on the floor or on someone else.- Visiting a teacher on the way down
Safe	<ul style="list-style-type: none">-Stay in designated area-Keep hands, feet and objects to self-Stay 6 feet apart-Keep materials, books, and tools to self	<ul style="list-style-type: none">-Wandering around the hallways and throughout the building-Throwing objects, hitting people, tripping people-Swinging book bag-Sitting right next to someone-Pushing in line-Sharing materials, books, and tools
Kind	<ul style="list-style-type: none">-Help others find their way-Use kind, positive words	<ul style="list-style-type: none">-Saying inappropriate words-Leaving someone who is lost to figure it out on their own

BUCYRUS PRIDE

EXPECTATIONS

Lesson: All Classrooms (Including Art, Library, Music, and Physical Education)

"Today we are going to talk about behavior expectations during Arrival and Dismissal times. What are some ways to be a leader when in class? Shape student responses into observable behaviors around being respectful, responsible, safe, and kind (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as helping a friend by pumping the ketchup for them).

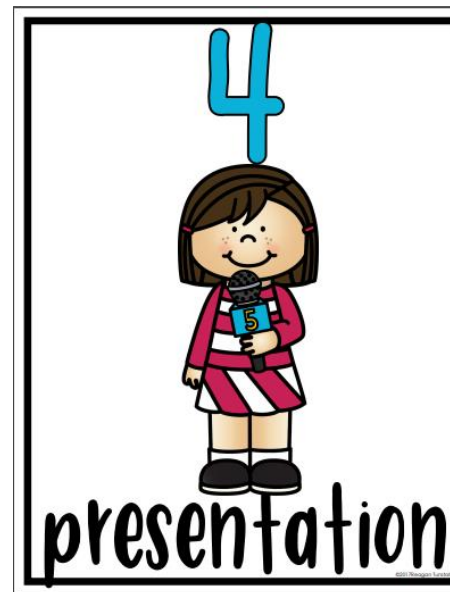
	Examples	Non-examples
Respectful	<ul style="list-style-type: none">-Raise your hand for permission to speak-Respect yourself, classmates, staff, and personal space-Respect property of others	<ul style="list-style-type: none">-Talking out without permission/shouting out-Not listening to others-Touching others or getting within their personal space- Touching and playing with tools that are not yours personally
Responsible	<ul style="list-style-type: none">-Follow directions quickly-Clean up your area	<ul style="list-style-type: none">-Not following directions-Creating a messy environment, leaving trash around
Safe	<ul style="list-style-type: none">-Raise your hand for permission to get out of your seat-Keep hands, feet and objects to self-Stay 6 feet apart	<ul style="list-style-type: none">-Running around in the classroom-Climbing on equipment-Touching others or objects that do not belong to you.-Sitting or standing right next to someone
Kind	<ul style="list-style-type: none">-Use kind, positive words-Allow others to learn in different ways	<ul style="list-style-type: none">-Using disrespectful and hurtful words-Screaming at your peers/teacher-Expecting to receive exactly the same treatment as others.

BUCYRUS PRIDE

EXPECTATIONS

Voice Level Charts

These are the voice level charts that correspond to the voice level references in the behavior matrix and lesson plans. These will be made available in full size for all to print.



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EXPECTATIONS

How Do I Fit All Of This In With Everything Else?

Consider it an investment during the start-up phase that will pay off with more orderly behavior thereafter. The better behavior students show, the more instructional time will be free for teaching academics.

Procedures to Practice

Classroom procedures also need to be explicitly taught and practiced in the same method as the behavior matrix expectations. Some procedures to consider include:

- Entering the classroom
- Getting to work right away
- How to ask a question
- How to give an answer
- What to do when you need supplies
- Finding directions to an assignment
- What to do if you need help
- What to do if the teacher is busy or speaking to someone
- What to do if you were absent
- How to work in a group
- How to give the teacher your attention
- What to do with homework
- How to pass in papers
- How to return student work
- Returning to work after an interruption
- What to do during a fire drill, lockdown drill, tornado drill, etc.
- What to do during announcements
- Saying "Please," "Thank you," "Excuse me," "I'm sorry / I apologize for"
- End of the day procedures

Teachers should design a classroom behavior matrix based on the school wide behavior matrix as a guide thereby ensuring consistency throughout the building.



Example Classroom Matrix


On the next pages are examples of classroom behavior matrices for you to use as a guide in developing your own.

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EXPECTATIONS

Example Intermediate Classroom Matrix































	Entering the Classroom	Exiting the Classroom	Whole Class Instruction	Group Work Time	Individual Work Time	Computer Technology Usage
Safe 	Walk Hands to yourself No throwing things Single file line and stay to the right	Walk Hands to yourself No throwing things Single File Line and stay to the right Push in your Chair!!	Listen to instructions	Listen to instructions	Listen to instructions	Walk with the computers Carry them closed Listen to instructions
Respectful 	Be Quiet Use Kind Language Go to your assigned seat No phone unless teacher tells you that you can	Be Quiet Use Kind Language Clean up your area Say Goodbye Push in Chair	Listen to the speaker Eyes on Speaker Don't Interrupt No Doodling No reading fun books when you should be listening RAISE Hand	Don't yell at others Compromise Help Others Disagree respectfully Take turns speaking Don't take credit for	Be Quiet When finished find something to do quietly Don't bother classmates Be Nice	If it is broke let the teacher know Use only websites allowed by the teacher No Food or Drinks near the computer

			NO SIDE Conversations	something you didn't do Include everyone Stop when someone asks you to stop		
Responsible 	No phone unless teacher tells you that you can Bring everything that you need Fill out Agenda Be on Time Be Quiet	Take everything with you Push in Chair	Participate Be an active learner Do work that is assigned and hand it in on time ASK FOR HELP ALWAYS DO YOUR BEST	Stay on Task Stay on Topic Participate... don't let the others do all the work Do your share of the work ASK FOR HELP	Stay on task Ask for help Complete work and if you are unable to finish it complete it outside of class for homework	If it is broke let the teacher know Stay on task and only use websites allowed by the teacher Return it and plug it in

BUCYRUS PRIDE

EXPECTATIONS

Example Primary Classroom Matrix

	Reading 	Rotations 	Writing 	Math 	Choice Time 	Line 
Respectful	-Participating 	-Staying focused 	-Staying Focused 	-Participating 	-Solving problems 	-Zero voice when walking 
Responsible	-Eyes on the speaker 	-Sharing 	-Working Hard 	-Eyes on the speaker 	-Sharing 	-Tight line with no big gaps 
Safe	-Body to self 	-Cleaning Up 	-Sitting in Seat 	-Body to self 	-Cleaning Up 	-Body to self 
Kind	-Sitting in own space 	-Using Kind Words 	-Sharing 	-Sitting in own space 	-Using Kind Words 	-Line up in ABC order 

PBIS Crossover

PBIS can easily be used alongside other school initiatives like The Leader in Me and classroom methods like Whole Brain Teaching. The following are example of Whole Brain Teaching/PBIS expectations.



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EXPECTATIONS

Encouraging Desired Behavior

5:1

To encourage appropriate positive behaviors from students, staff should recognize the positive actions happening around the school. Studies have shown an exponential increase in positive behaviors when those behaviors are recognized at least five times as often as undesired behaviors. By following this 5:1 ratio, we will not only increase the positive behaviors around the school, but also strengthen the self-worth, resilience, and academic performance of students at Bucyrus Elementary School.

Behavior Reinforcement

This Reinforcement Menu offers positive reinforcement options for teachers and staff. Positive reinforcement and practicing 5:1 promotes desirable behavior and creates a safe classroom environment.

- Verbal praise
- Smile
- High five
- Take time to listen
- Write a note to student
- Eye contact
- Silent thumbs up
- Help teacher with a job
- Use work as a model
- Tutor peers
- Proximity
- Give a compliment
- Bucyrus Buck
- 1:1 time with teacher
- Teacher helper
- Line leader
- Extra choice time
- Points toward class/individual reward
- Display work in class
- Small treat
- Principal/teacher phone call to parents
- School supplies
- Technology time
- Lunch with staff member/friend
- Listen to music
- Special seat in class/lunch
- Extra recess
- Large treat

BUCYRUS PRIDE

INCENTIVES

PBIS Points/Bucyrus Bucks

At BES, we believe in rewarding good behaviors and respectful attitudes. After appropriate behaviors have been defined and taught, students need to be acknowledged for exhibiting appropriate behaviors on a regular basis. Staff at Bucyrus Elementary School can recognize and reward students for meeting the behavior expectations by awarding PBIS Points/Bucyrus Bucks. An explanation of how to use these rewards is provided below. Teachers may choose to use physical bucks or the digital PBIS Rewards point system.



PHYSICAL BUCYRUS BUCKS: Bucyrus Bucks will be provided to staff members who wish to award to students with a tangible reminder of their good behavior. Other teachers may choose to use digital points through PBIS Rewards. Students who are observed following the BES behavior matrix expectations can earn Bucyrus Bucks/points. Any staff member may award any student at any grade level a Bucyrus Buck/point. During the first days of school, faculty/staff should generously distribute Bucks/points to students so they will have plenty of opportunities to learn early on that following expectations will result in something positive. The Bucyrus Bucks/points clearly communicate that, when students follow expectations, their behavior will be positively acknowledged. It gets the students' attention and "hooks" them to the desire to follow expectations early in the school year.

At the same time, it is important for the staff members to emphasize the behavior that they saw and not the Bucyrus Buck/point itself. We want students to feel good about their choices because they were wise choices and not because the student received something for doing it. While the Bucyrus Buck/point is an external motivator, we want these external motivators to lead students to learn the value of intrinsic motivation. In addition to Bucyrus Bucks/points, there are many other ways to acknowledge positive student behavior. The most effective methods of acknowledgement for each student will vary. Some will respond to more positively at first to extrinsic rewards such as Bucyrus Bucks/points, but, as stated before, we must focus on the behavior and lead the students to an internal motivation of wanting to do what is right. Additionally, we must not forget to award Bucyrus Bucks/points to the students who always do the right thing and who sometimes are left out.

Staff should not give Bucyrus Bucks/points to students who ask for them or who are behaving just to get the reward. They also should not give Bucyrus Bucks/points to students for simply completing assignments. Staff should give Bucyrus Bucks/points in conjunction with very specific verbal feedback about the student's behavior (see examples that follow).

BUCYRUS PRIDE

INCENTIVES

Possible Scripts for Giving Bucyrus Bucks

- “Thank you for _____ (specific behavior). It shows that you are being (Respectful, Responsible, Safe, or Kind).”
- “I just noticed that you _____ (specific behavior). That is a great example of being (Respectful, Responsible, Safe, or Kind).”
- “By being/doing _____ (specific behavior) in the _____ (location, such as hallway, library, etc.) you showed a good example of being (Respectful, Responsible, Safe, or Kind).”

Remember! We never reward kids, we reward behaviors!

- ★ Never reward as bribery to get a student to do something or to manipulate them.
- ★ Never give rewards to students who ask for them or who behave only to earn the reward.

What Do Students Do with Bucyrus Bucks?

Students may choose from several different ways to use their Bucyrus Buck. No matter how students choose to use their Bucyrus Bucks, students should track their Bucyrus Bucks so that there is a record of how many each student has received.

Individual Rewards

Students can use Bucyrus Bucks as cash to redeem rewards and purchase an item in the lunchroom store on a designated day each week. There will be a variety of items available for various amounts of Bucyrus Bucks.

Class Rewards

At the teacher’s discretion, the student may use Bucyrus Bucks toward a whole class reward.

School Wide Rewards

Periodically throughout the year, there will be school-wide rewards. These may be offered monthly, quarterly, and/or yearly. Students who have met a threshold for certain behavioral and attendance criteria will be eligible to participate in the school wide rewards.

BUCYRUS PRIDE

INCENTIVES

DIGITAL BUCYRUS BUCKS/POINTS:

We have the option of the PBIS Rewards reward, referral, and tracking system. If teachers choose not to use physical Bucyrus Bucks, they can use their phone to scan the students' provided PBIS ID badge or enter information into the computer to indicate the students have received points. 1 Point=1 Buck.

How will students store their physical Bucyrus Bucks?

The method for storing Bucyrus Bucks is at the discretion of the teachers in each grade level. Grade level teams should choose a method and use it consistently across the grade level. The method chosen should be appropriate for the age of the student. Teachers of students in older grades may wish for the students to be responsible for their own Bucyrus Bucks. Teachers of younger students may wish to immediately collect them and have the student record their Bucks on a sticker chart (which also helps them immediately track the Buck). Some teachers may wish to have individual collection areas (bags, pockets, tubs) for students to keep the Bucks.

How will Bucyrus Bucks be tracked?

All teachers will track their students' Bucyrus Bucks using the computerized PBIS Rewards system.

If the teacher uses the phone scan, the point will immediately go to the child's account. If teachers uses physical Bucyrus Bucks, then the teacher will need to add points to the students account at some point. Teachers can do this when it is most convenient for them (immediately, during planning time, at the end of the day, etc).

This tracking data will be viewable by administrators and the PBIS Coordinator, so teachers will need to be sure to have data entered at regular intervals. Assistance will be provided to teachers who are new to ClassDojo if they so desire. Additionally, if a teacher wishes to also have their students track their own Bucyrus Bucks for learning purposes, the teacher may do so. Some ideas for this include:

1. A data tracking sheet such as the kind we use in a Student Growth Binders
2. A chart (using stickers, stamps, or markings of another kind)

BUCYRUS PRIDE

CORRECTIONS

Discipline and Consequences

Definitions of Common Terms

Discipline - Discipline means to instruct, to train in accordance with the rules, an activity or exercise to improve a skill. Equipping students for behavioral and social success is a school-wide responsibility, which requires the commitment and efforts of all adults — not just a select few are perceived as “disciplinarians.”

Punishment – To punish means to inflict something on someone in an effort cause distress.

Consequences - A consequence is the relation of a result to its cause. Every day thousands of consequences occur at school — a class is acknowledged for being ready to work when the bell rings, a student is injured because of a poor choice to not follow an expectation, a staff member corrects a student.

In order to effectively respond to human behavior — both staff and student — it is critical to possess a clear understand the differences between different kinds of consequences, how to apply them with intention, and how to evaluate their effectiveness. These are two types of consequences:

- 1. Natural consequences** are the inevitable result of a child's own actions. For example, despite Dad's urging him to put on his coat, Tommy goes outside when it's cold without wearing a coat. The natural result is that Tommy gets cold. This result is a consequence of a choice Tommy made. In this example, natural consequences are:
 - The responsibility of the child — Tommy decided not to wear his coat.
 - Not administered by the parent — Dad didn't send him outside without a coat on.
- 2. Logical consequences** happen as a result of a child's action, but are imposed by the adult in charge. For example, 5-year-old Sandy rides her bike into the street after she was told not to. The logical consequence for Sandy's mother to impose on Sandy is to take her bike away for the rest of the morning. Logical consequences are most useful when a child's action could result in harm to the child. It is important to make sure that logical consequences are reasonable and related to the problem.

Natural and logical consequences result from choices children make about their behavior. In effect, they choose the consequence they experience. Sometimes the consequence which naturally or logically follows the child's behavior is unpleasant. By allowing children to experience the pleasant or unpleasant consequence of their behavior, adults help children learn what happens because of the behavior choices they made. Using consequences can be an effective discipline tool with children three years old and older.

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CORRECTIONS

Discipline and Consequences Continued

Logical consequences can act multiple ways, depending upon the situation. The different functions of logical consequences are listed below.

- Penalty – to LOSE something DESIRED
- Negative Reinforcement – to AVIOD/REMOVE something to GAIN something DESIRED
- Positive Reinforcement – to GAIN something DESIRED
- Punishment – IMPOSITION of something UNDESIRED

Despite our best intentions, the true nature and effectiveness of a consequence can only be determined by evaluating the outcome. For example, a teacher who notices a student is off task may decide to implement the classic consequence known as the “evil eye.” One student responds with, “Oops teacher, I’m sorry” and gets back to work while another student laughs and says, “You look funny when you do that! Do it again!” Why did the same consequence produce an opposite effect? The first student perceived the consequence as a punishment while the second saw it as a positive reinforcement. That is why it is impossible to make statements such as a “suspension is a punishment.” Depending upon the student, a suspension may function as a penalty (losing the privilege of coming to school), a punishment (receiving the stigma of being sent home from school), a negative reinforcement (successfully avoiding having to go to school), or a positive reinforcement (gaining free time at home). It is critical that educators be adept at thoughtfully implementing and evaluating the effectiveness of the consequences they deliver.

BUCYRUS PRIDE

CORRECTIONS

Discouraging/Correcting Undesired Behavior

Our goal is to use positive feedback and acknowledgment when students follow the rules, and corrective feedback and natural or logical consequences when students are not following the expectations. We want to use displays of undesired behavior as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

Procedures for Correcting Undesired Behavior

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed. In order to maximize student instructional time, staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan which requires the teaching of expectations and routines, providing incentives for positive behavior, and responding appropriately to problem behavior for their classrooms. **Teachers should design their discipline plan using the school wide behavior matrix and reward system as a guide thereby ensuring consistency throughout the building.** If teachers experience pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting team members, the PBIS coordinator, or the principal. It is essential that staff and administration agree on the following:

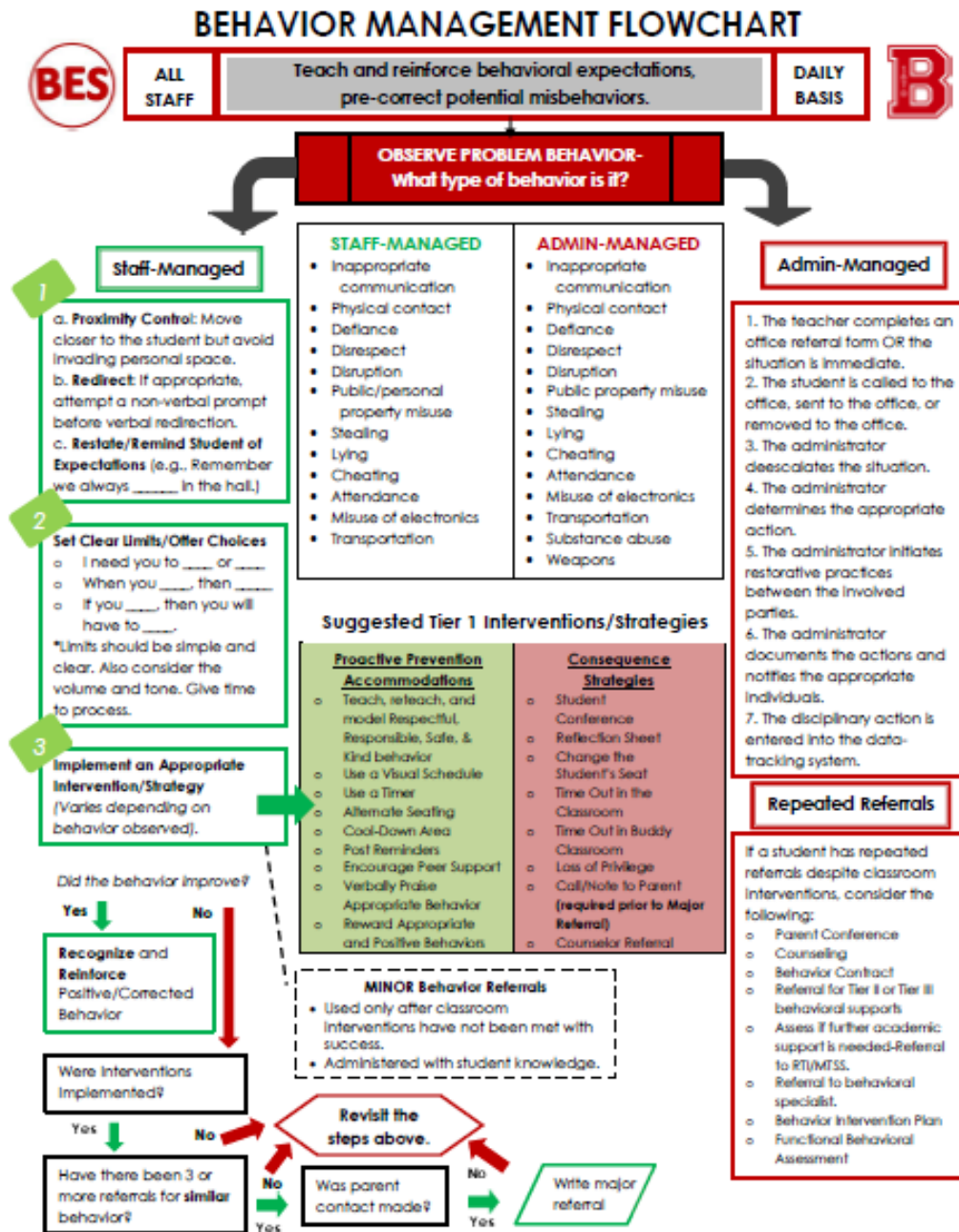
- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following page contains our Discipline Procedures Flowchart outlining the consequence system at our school.

BUCYRUS PRIDE

CORRECTIONS

Consequence Flow Chart



BUCYRUS PRIDE

CORRECTIONS

Office Referral

Through PBIS Rewards, school staff should enter office major and minor discipline referrals online when needed. By using PBIS Rewards, this will allow for data to be easily collected, which is a requirement of PBIS, and for administrators to have immediate access to referrals. Assistance will be provided to any staff needing training on how to access and utilize the Office Referral form through PBIS Rewards. Please seek assistance if you need help or have questions.

This is a small portion of what the Office Referral will look like in PBIS Rewards.

*Problem Behaviors	*Staff Interventions Administered	Possible Motivations
<p>*Primary Issue:</p> <div>Physical Contact</div> <p>Secondary Issues (optional):</p> <p><input type="checkbox"/> Disrespect</p> <p><input type="checkbox"/> Disruptions</p> <p><input type="checkbox"/> Defiance</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Property Misuse</p> <p><input type="checkbox"/> Stealing/Lying/Cheating</p> <p><input type="checkbox"/> Attendance/Transportation</p> <p><input type="checkbox"/> Weapons</p> <p><input type="checkbox"/> Substances</p> <p><input type="checkbox"/> Chronic Minor Offenses (Minimum of 4)</p> <p><input type="checkbox"/> Physical Contact</p> <p><input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Clarified how behavior did not meet expectations</p> <p><input type="checkbox"/> Cued/Prompted Student</p> <p><input type="checkbox"/> Provided a structured choice</p> <p><input type="checkbox"/> Teacher collaborated with Team</p> <p><input type="checkbox"/> Teacher collaborated with Counselor</p> <p><input type="checkbox"/> Teacher collaborated with Admin</p> <p><input type="checkbox"/> Loss of Privilege</p> <p><input type="checkbox"/> Informed Parent</p> <p><input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Gain Peer Attention</p> <p><input type="checkbox"/> Gain Adult Attention</p> <p><input type="checkbox"/> Gain/Obtain Item</p> <p><input type="checkbox"/> Gain/Obtain Activity</p> <p><input type="checkbox"/> Avoid Peer(s)</p> <p><input type="checkbox"/> Avoid Adult(s)</p> <p><input type="checkbox"/> Avoid Seat Work</p> <p><input type="checkbox"/> Avoid Group Work</p> <p><input type="checkbox"/> Avoid Scheduled Event</p> <p><input type="checkbox"/> Other</p>
<p>*Description of Incident:</p>		

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CORRECTIONS

Is it Minor, Major, or Should I Provide Accommodations?

<u>Accommodations</u> Staff Provides Accommodations	<u>Minor</u> Staff-Managed Behaviors	<u>Major</u> Administrator-Managed Behaviors
Inappropriate Language <ul style="list-style-type: none">-Use of milder inappropriate language (Shut up, suck, crap).-Profanity that is not intended but “slips out”-Unintended hurtful words (shows remorse)	Inappropriate Language <ul style="list-style-type: none">-Repeated milder inappropriate language (i.e. shut up, sucks, crap)-Using non-verbal profanity	Inappropriate Language <ul style="list-style-type: none">-Sexual words or innuendo- Using profane language purposefully
Physical Contact <ul style="list-style-type: none">-Throwing small objects with no intended target-“Play” fighting, rough housing	Physical Contact <ul style="list-style-type: none">- Repeated pushing in line-Pushing back toward someone who initiated contact-Bumping into others intentionally- Shoving/Slapping (no marks or injury)-Invading personal space-Mild body contact-Throwing small object at someone	Physical Contact <ul style="list-style-type: none">-Hitting, slapping, punching- Throwing harmful object at someone-Pushing to the ground with injury- Kicking/Biting/Hair pulling-Intentional spitting-Initiating a fight/Engaging in a fight-Premeditated assault-Assault that leaves a mark or injury-Threatening gesture with dangerous object (i.e. a bat, large stick, rock)
Defiance/Disrespect <ul style="list-style-type: none">-Not following directions-Hiding or crawling under tables or furniture-Smirking or snickering during correction-Negative comments	Defiance/Disrespect <ul style="list-style-type: none">-Continuing an action or sound after being asked to stop-Walking away from teacher when being spoken to-Running away from the teacher-Not following directions after accommodation-Unresponsive even after cool down/refuses to process-Yelling/Arguing with adult-Leaving room without permission or prior behavior plan arrangement-Repeated hiding or crawling under tables or furniture	Defiance/Disrespect <ul style="list-style-type: none">- Complete refusal to follow directions- Total refusal to comply/shuts down/requires removal from situation by an adult-Repeated leaving the room without permission or prior behavior plan arrangement-Leaving building or school property-Hiding in the building-Obscene gestures, pictures, or written notes.

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CORRECTIONS

Is it Minor, Major, or Should I Provide Accommodations?

<u>Accommodations</u> Staff Provides Accommodations	<u>Minor</u> Staff-Managed Behaviors	<u>Major</u> Administrator-Managed Behaviors
Disruption <ul style="list-style-type: none">-Occasional blurting out, interrupting-Note passing-Loud voices/yelling in the building-Slamming lockers and doors-Out of seat/assigned area	Disruption <ul style="list-style-type: none">-Keeping others from learning through noise or action-Talking out of turn/interrupting constantly-Unnecessary attention-getting action, roaming the room or hall, etc.-Slamming lockers and doors (intentional, repeated, out of anger)	Disruption <ul style="list-style-type: none">-Throwing chairs, tables, desks, etc.-Knocking over classroom furniture-Threatening an unsafe action to self or others-Bomb threat-False fire alarm-Sustained loud talking, yelling, or screaming; noise with materials; and/or sustained out-of-seat behavior.-Behavior that poses a serious threat to the learning environment, health, safety, or welfare of others.
Property Misuse <ul style="list-style-type: none">-Treating an item carelessly, which could result in damage.-Accidentally breaking or making a low-cost item unusable.	Property Misuse <ul style="list-style-type: none">-Purposely breaking or making a low-cost item unusable-Engaging in misuse of property that may cause permanent damage.-Accidentally breaking or making a higher-cost item unusable.	Property Misuse <ul style="list-style-type: none">-Purposely breaking or making a higher-cost item unusable-Engaging in misuse of property that may cause permanent damage and continues despite previous warning or direction to stop.-Participating in an activity that results in destruction or disfigurement of property.
Stealing <ul style="list-style-type: none">-Possessing someone else's property.-Failing to return a borrowed item.	Stealing <ul style="list-style-type: none">-Taking someone's low-cost property with intent to keep.-Concealing the property of another person.	Stealing <ul style="list-style-type: none">-Multiple instances of taking someone's property with intent to keep.-Multiple instances of concealing the property of another person.-Taking someone's higher-cost property with intent to keep.
Lying <ul style="list-style-type: none">-Not telling the truth about a minor occurrence.	Lying <ul style="list-style-type: none">-Not telling the truth about a more serious occurrence.	Lying <ul style="list-style-type: none">-Multiple instances of not telling the truth.-Not telling the truth about an occurrence that will have serious consequences for their own or other's wellbeing.

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CORRECTIONS

Is it Minor, Major, or Should I Provide Accommodations?

<u>Accommodations</u> Staff Provides Accommodations	<u>Minor</u> Staff-Managed Behaviors	<u>Major</u> Administrator-Managed Behaviors
Cheating -Not playing fairly at a game.	Cheating -Copying someone else's work. -Sharing answers for another to copy.	Cheating -Multiple instances of copying someone else's work. -Multiple instances of sharing answers for another copy.
Attendance -Wasting class time by playing in restroom -Leaving class to visit restroom, nurse, counselor, etc. too often	Attendance - Leaving the room without permission or prior behavior plan arrangement - Leaving class to visit restroom, nurse, counselor, etc. continually -Being tardy for start of school day	Attendance - Repeated instances of leaving the room without permission or prior behavior plan arrangement -Leaving the building -Continual tardiness for the start of school day
Misuse of Electronics -Using a cell phone during the school day.	Misuse of Electronics -Several instances of using a cell phone during the school day.	Misuse of Electronics -Repeated use of cell phone during school day. -Using a computer to look up inappropriate topics or send inappropriate messages.
Transportation -Using a bike, rollerblades, etc. on school property. -Not following bus rules.	Transportation -Several instances of using a bike, rollerblades, etc. on school property. -Causing distraction on the bus.	Transportation - Repeated use of a bike, rollerblades, etc. on school property. -Multiple instances of causing distraction on the bus. -Dangerous behavior on the bus.
Substance Abuse ALWAYS A MAJOR OFFENSE	Substance Abuse ALWAYS A MAJOR OFFENSE	Substance Abuse -Possession, distribution, or use of alcohol, drugs, or nicotine products.
Weapons ALWAYS A MAJOR OFFENSE	Weapons ALWAYS A MAJOR OFFENSE	Weapons -Possession of any instrument or object that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

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CORRECTIONS

Is it Minor, Major, or Should I Provide Accommodations?

<u>Accommodations</u> Staff Provides Accommodations	<u>Minor</u> Staff-Managed Behaviors	<u>Major</u> Administrator-Managed Behaviors
Bullying ALWAYS A MAJOR OFFENSE	Bullying ALWAYS A MAJOR OFFENSE	Bullying -Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfering with the individual's school performance or participation.
Threat with Intent to Harm ALWAYS A MAJOR OFFENSE	Threat with Intent to Harm ALWAYS A MAJOR OFFENSE	Threat with Intent to Harm -A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements: (1) intent—an intention that the threat is heard or seen by the person who is the object of the threat; (2) fear—a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and (3) capability—the ability of the offender to actually carry out the threat.
Sexual Misconduct ALWAYS A MAJOR OFFENSE	Sexual Misconduct ALWAYS A MAJOR OFFENSE	Sexual Misconduct -Inappropriate, but consensual verbal and/or physical gestures/contact of a romantic or sexual nature. -Forced or attempted unwanted sexual contact. -Inappropriate sexual gestures or comments.
Vandalism ALWAYS A MAJOR OFFENSE	Vandalism ALWAYS A MAJOR OFFENSE	Vandalism -The intentional destruction, damage, or defacement of public or private/personal property.

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CORRECTIONS

Accommodations/Interventions

Intervention - Behavior interventions are specific actions taken for the purpose of changing the behavior of either an individual or a group of people. Schools may intervene in several ways:

- **Increase the Explicitness and/or Frequency of Behavior Instruction** - The more behaviorally at-risk a person, group, or school is, the more explicit the instruction.
- **Modify the Environment** - Environmental factors and dynamics, which inadvertently support and/or promote misbehaviors may be addressed in a number of ways. Making modifications to the environment is a powerful tool in changing class, group, and individual behaviors.
 - Environmental Factors, also referred to as behavioral antecedents, triggers, or predictors, are conditions present or missing in the environment, which may contribute to student misbehavior. The following Environmental Factors should be considered when evaluating the dynamics of student misbehavior:
 - Instructional practices (academic and behavioral) — curriculum, strategies, activities
 - Physical setting — location on campus, size, noise level, temperature, number of students, arrangement of desks/tables, ease of movement, traffic patterns, organization of materials
 - Social setting — staff and students present or absent, interaction patterns surrounding the student
 - Social interactions — communication styles, power structure, allotment of peer and staff attention
 - Scheduling factors — procedures, routines, timelines, events
 - Degree of independence/participation (academic and social) — active listening, engagement, seatwork, paired tasks, group work
 - Modifications may be made to the following environmental structures or supports:
 - Time — increasing/decreasing time allotments, increasing or decreasing breaks, modifying schedules
 - Space — increasing or decreasing proximity, rearranging physical aspects of the location, defining designated areas, increasing or decreasing the number of students present
 - Instruction — increasing the explicitness of instruction, increasing feedback, increasing acknowledgement and/or correction
 - Materials — supplementing curriculum, providing multi-sensory options
 - Interactions — increasing positive interactions, increasing opportunities for communication, modifying voice tone, modifying the level or amount of expected participation (independent, paired, or group activities)

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CORRECTIONS

Accommodations/Interventions Continued

- Acknowledge Behaviors and Corrections (see the following charts).

Levels of Acknowledgement

Tier I All students	Recognize the successful demonstration of an <u>expectation/skill/</u> procedure.	"Nice job BEGINNING THE TASK."
Tier II At-risk classes or groups students who require targeted skill development	Recognize the successful demonstration of an <u>expectation/skill/</u> procedure and provide a behaviorally specific description of how the behavior met the <u>expectation.</u>	"Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away."
Tier III Individual students who require intensive intervention	Recognize the successful demonstration of an <u>expectation/skill/procedure,</u> provide a behaviorally specific description, and prompt the <u>student</u> to chart their progress.	"Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away. Mark your daily card for completing all the steps of BEGINNING THE TASK."

Levels of Correction

Tier I All students	Reframe the misbehavior as an <u>expectation, skill, or procedure.</u>	"Right now you should be BEGINNING THE TASK."
Tier II At-risk classes or groups of students who require targeted skill development	Identify which expectation, skill, or procedure <u>was not successfully demonstrated,</u> review the steps, and provide an opportunity to correct the misbehavior.	"Right now when I asked you to BEGIN THE TASK, you looked at the board, and opened your book, but then you started talking to your seatmate. Remember the next step is to start working right away. Please demonstrate how to start working right away."
Tier III Individual students who require intensive intervention	Identify which expectation, skill, or procedure <u>was not successfully demonstrated,</u> review the steps, provide an opportunity to correct the misbehavior, and prompt the student to chart progress.	"Right now when I asked you to BEGIN THE TASK, you looked at the board, and opened your book, but then you started talking with your seatmate. Mark your card for the first two steps. Remember the next step is to start the assignment right away. The more quickly you begin the assignment the more quickly you will be able to finish. Please show me what it looks like to start the <u>assignment right away."</u>

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CORRECTIONS

Accommodations/Interventions Continued

- **Address the Function** – Problem behaviors may be addressed by identifying and addressing the purpose or function of the behavior. This requires understanding what students are able to gain or avoid by using the misbehaviors.
 - Examples:
 - The PE staff is concerned that a large number of students are not wearing gym shoes to PE. The staff realizes that, by directing students to sit on the wall during PE, they are being allowed the opportunity to avoid PE as well as to freely converse with their friends. Although the consequence was intended to function as a penalty, it has, in reality, acted as a positive reinforcement system. The PE staff decides that all students will participate in PE whether or not they wear gym shoes but students who wear gym shoes for PE will be included in a whole class reward.
 - A student is causing distractions and misbehaving instead of doing the assigned seatwork while the teacher is leading small group guided reading. The teacher assumes that the distractions and misbehavior are merely attention-gaining behaviors. Upon further examination, the teacher realizes that the seatwork is too difficult for the student. Therefore, the student is causing distraction as a means of avoiding doing the work. The teacher will modify assignments in the future to make them more accessible to the student to do independently in addition to providing a whole class reward to all students who complete their seatwork.

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CORRECTIONS

Common Tier 1 Interventions

Corrections Guidelines

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior:

Correction Technique	Words/actions an adult can use
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	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 of activity that accomplishes the same instructional
Conference	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

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CORRECTIONS

Possible Scripts for Correcting Student Behavior

PROMPT/ PRE-CORRECTION

→ Try this:

When a student is not meeting expectations, such as wearing a hat in the school, say, "Thank you for taking off your hat," while looking at the student, smiling, and walking away. Stop and look back. If the student has the hat off, you can mouth "Thank you" or give a thumbs up.

→ Try this:

When a student is talking too loudly in the library, for example, the teacher can find another student nearby who is using the appropriate voice level, and can say, "Thank you for using an indoor voice." If the first student then starts using an indoor voice, say "Thank you for using an indoor voice, _____ (student's name)."

→ Try this:

When transitioning, say: "Class, in a minute the bell is going to ring and we are going to line up for an assembly. When the bell rings, put all materials in your desk, stand up, push your chairs in, and wait quietly behind your chair until I dismiss your table to line up."

REDIRECT

Use the following scripts for various situations.

→ Say,

"What are you supposed to be doing right now?" (Student is playing with a pencil sharpener instead of taking out his workbook.)

→ Say,

"Laura, what answer did you get to Problem 12?" (Laura knows how to work the problem, but was visiting with a neighbor and the teacher needs her to be engaged in the lesson.)

→ Try this:

Silently stand next to the student and point to what the student should be focused on (Student is not doing his work or is not on the correct page that you are reading.)

→ Say,

"Stop. Look at me. What should you be doing right now?" (Student may have been redirected once already but is still not following directions.)

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CORRECTIONS

RETEACH

→ Try this:

When a student is talking during a lesson, give a reminder of the expectation. For example, say "Please be responsible for paying attention to the lesson. Attention means being silent and listening." If this does not work, say, "I expect that all students will be responsible for giving full attention to this lesson. Attention means that students are listening and silent during the lesson. We will discuss this expectation together at a later point, if we need to. (Student's name):

_____, what does giving attention to a lesson mean?" Student answers. Say, "Thank you. I'm glad that we all understand now."

→ Try this:

When a student is talking during a lesson, ask the class if someone could repeat the expectation about talking during a lesson for the class. After a student does so, ask if anyone has any questions about the rule and continue with the lesson. If the first student continues the undesired behavior, ask them to repeat the rule and ask if they have any questions about the rule. Say, "Good, thank you."

→ Try this:

When a student or group of students is not following the desired behavior, ask if someone can repeat the expectation about that activity. After a student does so but the behavior continues, have the student or group of students physically practice doing the activity with correct expectations being following. Repeat with the students who need more practice with following the expectations. If students still do not demonstrate mastery, say to the students, "We will practice this expectation together at a later point." Be sure to find a time for this practice to occur. If mastery has been met say "Thank you. Please try to remember these expectations each time we do this activity."

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CORRECTIONS

PROVIDE CHOICE

→ Try this:

When a student is having difficulty, provide two options for the student. Be sure that both options are acceptable to you and that they will result in the same outcome.

Say, "I see that you having difficulty with _____. You may choose to do it this way or that way (give choices). Which do you choose?"

→ Try this:

Anticipate and provide choices prior to the student showing difficulty. Say "Now we are going to...". You may choose to do it this way or that way (give choices).

Please make your choice and begin."

CONFERENCE

Have a private conversation with the student.

→ Try this: When a student has made a poor choice, ask the student the following questions, and wait for an answer:

1. What are the expectations in the _____ (location)?
2. Was your behavior respectful/responsible/safe/kind?
3. What do you need to do?
4. Are you willing to that?
5. Thank you!

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SEL/PBIS

Braiding Structures

In addition to the utilization of a tiered structure to support student academic and behavioral needs, BES will utilize a number of programs and policies braided within the school climate framework. PBIS, Social-Emotional Learning (SEL), and Restorative Practices create Multi-Tier System of Supports (MTSS) are included within the umbrella of school culture in order to best address the whole child. The following table depicts how BES will braid structures within the umbrella of school climate in order to best meet the needs of our students, staff, and community.

		Tier I All Staff/Students	Tier II Targeted Small-Group Interventions	Tier III Targeted Individual Interventions
PBIS		<ul style="list-style-type: none"> -Preventative/Proactive -Expectations posted, taught, acknowledged -Correction procedures -Behavior data monitored -routinely -Identify students in need of intervention 	<ul style="list-style-type: none"> -Diagnostic tools to identify targeted skill deficit -Group intervention model -Progress monitoring -Short-term, rapid response, research-based interventions -Check-in/Check-out (CICO) 	<ul style="list-style-type: none"> -Function-based behavior plans -Increased progress monitoring -Long-term, intensive, research-based interventions -Behavioral Health services -Wrap-around services -Community partnerships
Restorative Practices		<ul style="list-style-type: none"> -Established classroom community with shared values -Routine community circles -Focus on relationships (adult-adult, adult-student, student-student) 	<ul style="list-style-type: none"> -Problem-solving circles -Restorative peer conferencing -Focus on problem solving and team building -Focus on repairing harm and restoring relationships 	<ul style="list-style-type: none"> -Restorative family group conferencing -Focus on re-entry into a community -Focus on repairing harm and restoration -Intensive preparation
Mental Health		<ul style="list-style-type: none"> -Universal wellness promotions and lessons—in coordination with PBIS framework 	<ul style="list-style-type: none"> -Staff and family support for students with mental health needs -Small group counseling—in coordination with PBIS framework 	<ul style="list-style-type: none"> -Crisis counseling -Referrals to community partners -Individual treatment plans—in coordination with PBIS framework
SEL	Social Skills	<ul style="list-style-type: none"> -Skills are embedded into existing lesson design -Taught explicitly outside of content area lessons 	<ul style="list-style-type: none"> -Focused social groups for identified students -Skill instruction based on skill deficit 	<ul style="list-style-type: none"> -Individual instruction and practice of social skills -Increased monitoring, feedback, and acknowledgement for students using targeted social skills.
	General SEL	<ul style="list-style-type: none"> -SEL objectives are included in lessons across content areas -Explicit teaching of SEL competencies -Utilization of classroom circles for instruction -Intentional activities to develop cultures of kindness, compassion, etc. 	<ul style="list-style-type: none"> -Group challenges or activities for identified students -Reflection sheets -Service learning projects -Goal-setting strategies tied to the use and practices of SEL strategies -SEL circles (problem solving or team building) 	<ul style="list-style-type: none"> -Individual instruction and practice of social competencies -Individual intervention plan focused on SEL skill development -Increased progress monitoring and feedback based on individual student goals targeting SEL objectives
	Mindfulness	<ul style="list-style-type: none"> -Mindfulness is incorporated into lessons -Mindfulness activities are scheduled throughout the day. 	<ul style="list-style-type: none"> -Focused mindfulness groups for identified students -Explicit instruction of mindfulness strategies 	<ul style="list-style-type: none"> -Individual instruction and guided practice of mindfulness

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SEL/PBIS

A Teacher's Flow Chart for Restorative Discipline:

RESPONDING TO CLASSROOM-LEVEL MISBEHAVIOR AND FOLLOWING UP TO DRIVE POSITIVE CHANGE



From Chicago Public Schools Restorative Practices Guide and Toolkit

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RESTORATIVE PRACTICES

Elements of Punitive vs. Restorative Discipline

Punitive	Restorative
“Misbehavior” defined as breaking school rules or letting school down.	“Misbehavior” defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus is on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process. Includes an authority figure with power to decide on penalty, in conflict with wrongdoer.	Dialogue with everyone involved in communication and cooperation with each other.
Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
School community as spectators, represented by members of staff dealing with situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected are involved in the process of restitution.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.
Punitive Discipline asks...	Restorative Justice asks...
What rule was broken?	Who was harmed?
Who broke it?	What are their needs?
How should they be punished?	Who will be held accountable for making things right?
Punitive Discipline Practices...*	Restorative Discipline Practices...*
Lecturing Students	Student-Student Mediations
Detentions	Staff-Student Mediations
In School Suspension	Peace Circles
Out of School Suspension	Reinstatement Conversations
Expulsion	Community Building Circles

*It should be noted that restorative discipline can have the same consequence as punitive discipline. The difference is the path taken to arrive at that consequence. In restorative justice, restorative practices should be used and the consequence is a result of the behavior, not an attempt to punish.

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RESTORATIVE PRACTICES

Examples of Restorative Practices

Practice/Purpose	Notes on Use
Community Building Circles	
What? A formal process which includes preparation, a formal, planned process with intentional seating arrangements and scripts, facilitated by a trained adult in an appropriate setting with sufficient amount of time.	When? During morning ritual in class, when teaching content, to deal with or process crises, when integrating/leaving circles, for decision- making, to dialogue, for problem-solving circles.
Why? To build community, relationships, social emotional skills, and relationship skills.	Who? Circle keeper and all others needed.
Restorative/Affective Language and Active Listening Skills	
What? An informal process to convey via an affective statement how a behavior makes a person feel followed up with an affective question to allow others to reflect on how their actions have impacted others.	When? In all types of interactions with students dealing with both positive and negative behavior.
Why? To teach empathy. Regular use of affective statements is important because it builds the skills of students to recognize their feelings thereby increasing communication and social skills. Students who can describe how they are feeling can connect feelings with real life situations.	Who? Everyone.
Restorative Chats/Impromptu Conferencing	
What? A relatively informal interaction facilitated by an adult, lasting as little as two minutes, in which students have a chance to acknowledge and discuss the impact of their actions.	When? When a minor wrongdoing by an individual causes generalized harm (or potential harm) to others, for disruptive or rule breaking behaviors, or when two individuals of equal power are engaging in disrespectful behavior without a clear victim.
Why? Help wrongdoer identify emotions, recognize link between emotions and actions, understand impact of behavior, and avoid similar behavior in future.	Who? Adult “in charge” and 1-2 children involved.

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RESTORATIVE PRACTICES

Practice/Purpose	Notes on Use
Circles or Conferences to Repair Harm	
What? A formal process which includes preparation, a formal, planned process with intentional seating arrangements and scripts, facilitated by a trained adult in an appropriate setting with sufficient amount of time. Why? Help wrongdoer understand impact of actions, take responsibility, make a plan to repair harm and be restored to community, and to stop the wrongdoing as to avoid it in the future.	When? When there is clear harm caused by individual(s) to other(s), the class, or the school through a particular incident. Who? Circle keeper or conference facilitator, all those responsible plus allies, and those affected plus allies.
Mediation/Peer Mediation	
What? A formal process in which both individuals explain their perceptions and experiences to each other and work towards a mutually agreed upon resolution. Mediator facilitates understanding but does not suggest or decide resolutions. Why? To identify any deeper source of the conflict, resolve the conflict, and agree on future behaviors.	When? When there is more serious conflict between two individuals, but with no clear harm (e.g., fallouts, disagreements). Who? Trained mediator plus (usually) two people in conflict.

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