Magnolia Elementary School

Trojan Truce

Trustworthy, Respect, Unity, Collaboration, Excellence

“Nothing Less Than Success, We Strive To Be Our Best”

School Wide

Positve Behavior Intervention Support Handbook

2014-2015
# Magnolia Elementary PBIS Handbook

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pg#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Staff Reward Matrix</td>
<td>5</td>
</tr>
<tr>
<td>Student/Staff Reward Menu</td>
<td>10</td>
</tr>
<tr>
<td>Guiding Principles (What is PBS?)</td>
<td>14</td>
</tr>
<tr>
<td>Behavior Expectation Matrix (TROJAN TRUCE)</td>
<td>15</td>
</tr>
<tr>
<td>Discipline Referral Process and Matrix/Documentation Form</td>
<td>18/19</td>
</tr>
<tr>
<td>Implementation Plan</td>
<td>23</td>
</tr>
<tr>
<td>Staff Responsibilities</td>
<td>24</td>
</tr>
<tr>
<td>Teaching Social Skills/ Expectations Tip Sheet</td>
<td>25</td>
</tr>
<tr>
<td>Positive Responses to Misbehavior</td>
<td>28</td>
</tr>
<tr>
<td>PBIS Lesson Plan Schedule/ Procedures</td>
<td>33</td>
</tr>
<tr>
<td>Forms</td>
<td>34</td>
</tr>
</tbody>
</table>
Dear Magnolia Staff,

We are excited to start a new school year as a Positive Behavior Interventions and Support (PBIS) school. Behavior and school climate is a priority at Magnolia Elementary; it is one of the top goals of our school and district. In this handbook you’ll find information about our school-wide climate and discipline plan.

What is PBIS? Put simply, it is a proactive approach to school-wide discipline. This initiative is meant to reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach the school wide expectations of being Trustworthy, Respectful, United, Collaborative and Excellent Learners. With the PBIS initiative, we hope to bring our referrals down, which will increased the amount of instructional time our students receive. We’re consistently defining, teaching, reinforcing, and monitoring positive behaviors.

Within your handbook you will find:
- Our School-wide Climate plan
- Magnolia Elementary Behavioral Expectations Matrix
- Discipline, and Rewards Matrixes
- Minor Behavior Procedures (w/samples and definitions)
- Office Referral Procedures
PBIS is truly a win-win initiative for our students, our staff, and our school. Our expectation is that we keep the excitement going throughout the year and truly impact student achievement through the use of Positive Behavior Intervention & Support.

Thank you,
Positive Behavior Intervention Support Team

The School Climate Committee / PBIS Team

Antonio Wilkins, Principal
Gina Jacobs, School Counselor
Jonie Chavis, ISS Coordinator
Donna Locklear, Kindergarten Teacher
Kimberley Gore, 2nd Grade Teacher
Alicia Revels, 4th Grade Teacher
Chrystal McDonald, 6th Grade Teacher
Patricia Stacey, 7th Grade Teacher
Donovan Blackman, 8th Grade Teacher
Rosalind Johnson, Exception Children’s Teacher

Jonathan Locklear, Assistant Principal
April Hunt, School Counselor
Tyler Locklear, Peer Mediator
Michelle Tubbs, 1st Grade Teacher
India Jones, 3rd Grade Teacher
Beth Shelley, 5th Grade Teacher
Chad Brewer, 7th Grade Teacher
Kayla Locklear, 8th Grade Teacher
Lorenza Floyd, Resource Teacher
Student Rewards Matrix  
We have created a Rewards Matrix to help teachers and staff to remember the positive reinforcements and incentives available to increase student awareness and incidence of positive behavior. Students will be allowed to redeem their Trojan Tokens for rewards on Fridays. Faculty will also be recognized for implementing the PBIS program and modeling Trojan TRUCE.

Trojan Student Rewards  
Class DOJO- Each teacher will be responsible for downloading the program onto their IPAD to keep tally of their students reward dojo. A treasure box will be in each teacher class and the teacher will be responsible for cashing in dojo to their students on Friday afternoons.

9 Week Extravaganza- Each homeroom class can earn tokens by modeling positive behavior in the hallways, bathrooms, cafeteria, etc. The homeroom class who has earned a total of 30 tokens or more may attend the 9 week extravaganza celebration. Tokens are to be turned in on Friday afternoon in an envelope and placed inside Mrs. J. Chavis box.
Teacher Reward Menu

Skipping Out Early Card- Would like to leave when the kids leave, but can’t come up with a good excuse? Now you can leave on Friday at 2:30 while a school official watches your class!

Get Out of Recess- Hang out in the lounge, go to the bathroom or just visit in the office while a school official covers your class recess time on Friday!

Quiet Lunch- Want to experience a quiet, relaxed lunch, you can now, eat lunch in your classroom, lounge, your car while a school official covers your class!

Rock Star Parking- Park like a rock star or a principal in the “Front Row” for a week. The Principal’s space becomes your space!

Raid the Supply Closet- Running out of paper, glue, staplers, then “raid” the closet
What is School-Wide Support?

- Procedures and processes intended for all students, staff, and settings
- Includes a building-wide team, which oversees...
  - Development
  - Implementation
  - Modification
  - Evaluation activities
The Behavior Expectations Matrix

We have created a Behavior Expectation Matrix that should govern all areas of the school. The language on the matrix is important. By using the language on the matrix, students will hear consistent vocabulary from all adults in the school setting. This consistency will allow students to be familiar and understand the expectations for their behavior in all settings of the school, no matter which adult is monitoring behavior. Creating an environment where all adults are using the same, common language will make expectations clear to students.
<table>
<thead>
<tr>
<th>School Wide Expectations</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Bathroom</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Assemblies</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete/ turn in assignments on time</td>
<td>Have a pass when in hallway without teacher • Move quickly and orderly to your appropriate destination, walk at all times</td>
<td>Take Turns, Privacy, Flush</td>
<td>Dispose of trash properly • Practice table manners</td>
<td>Keep hands and feet to yourself • Clean up after yourself • Put away equipment</td>
<td>Keep hands and feet to yourself</td>
<td>Remain seated</td>
</tr>
<tr>
<td>Trustworthy</td>
<td>Ask permission to use classroom materials</td>
<td>Calm, quiet behavior at all time • Keep proper distance between you and others</td>
<td>Keep the wall and stalls clean • Wash hands with soap</td>
<td>*Keep hands and feet to yourself • Talk quietly and politely • Keep your area clean</td>
<td>Show good sportsmanship • Use kind words</td>
<td>Applaud appropriately, Clean up after yourself</td>
<td>Follow directions, keep area clean</td>
</tr>
<tr>
<td>(Being Honest)</td>
<td>Accept consequences without arguing or complaining, Use</td>
<td>Admire hallways displays from a distance</td>
<td>Conserve water/paper products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect (To show consideration for)</td>
<td>Accepting others and including individual ideas/options</td>
<td>Walk in the Third Block with your hands in the Travel position</td>
<td>Use bathroom in an in an appropriate &amp; timely manner</td>
<td>Remain with your class</td>
<td>Stay in assigned area</td>
<td>Sit with your designated group</td>
<td>Make good choices when speaking to others</td>
</tr>
<tr>
<td>Unity (Togetherness)</td>
<td>Team work is a must! Invite others to join in</td>
<td>Stand and wait patiently for your turn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Use kind words</td>
</tr>
<tr>
<td>Collaboration (Working together)</td>
<td>Encourage yourself/others positively, Always listen to others and improve the learning community</td>
<td>Remain with your group while walking the hallways</td>
<td>Keep voices low • Keep area clean and use bathroom for intended use</td>
<td>Assist Neighbor/cafeteria staff when needed</td>
<td>Assist those in need • Stay in your assigned areas • Take Turns</td>
<td>Enter and exit in an orderly manner</td>
<td>Always walk to the bus, Talk quietly to your neighbor</td>
</tr>
<tr>
<td>Excellence (Doing something very well)</td>
<td>Follow classroom rules/procedures, Strive to do your best daily</td>
<td>Keep hallway clean and neat, Smooth Transitions</td>
<td>Conserve water and paper products, Keep area clean</td>
<td>Get all utensils, milk, and condiments when going through line • Remain quiet and orderly in the serving line</td>
<td>Use encouraging and kind words • *Be a good participant • *Say please and thank you</td>
<td>Be a good participant</td>
<td>Go directly to assigned area when getting on bus • Keep hands, feet and objects inside the bus</td>
</tr>
</tbody>
</table>
The discipline matrix has been created as a guide for administration and staff toward consistent discipline procedures. PLEASE DO NOT BRING A STUDENT TO THE OFFICE WITHOUT A DISCIPLINE REFERRAL. If an emergency happens (ex. level 3 behavior occurs) then the staff member will be required to fill out a discipline referral that SAME day. Discipline referrals must be filled out in its entirety before being submitted.

**Discipline Matrix at Magnolia Elementary School**

**Level I Behavior (Manage in Classroom)**

<table>
<thead>
<tr>
<th><strong>Definition</strong></th>
<th><strong>Examples</strong></th>
<th><strong>Procedure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that:</td>
<td>* refusing to follow directions</td>
<td>1. Inform student of rule violated</td>
</tr>
<tr>
<td></td>
<td>* Running</td>
<td></td>
</tr>
<tr>
<td>do not require administrator involvement</td>
<td>* yelling</td>
<td>2. Describe expected behavior</td>
</tr>
<tr>
<td></td>
<td>* Chewing gum</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>* talking in class during an individual assignment</td>
<td>3. Contact parent if necessary</td>
</tr>
<tr>
<td></td>
<td>* Tardy</td>
<td></td>
</tr>
<tr>
<td>do not significantly violate the rights of others</td>
<td>* refusing to do class work</td>
<td>4. Reflection Log</td>
</tr>
</tbody>
</table>
### Magnolia Elementary PBIS Handbook

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* not paying attention in class</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>* using inappropriate language</td>
<td>5. Debrief and reteach school-wide behavioral expectation</td>
</tr>
<tr>
<td>do not appear chronic</td>
<td>(an isolated incident)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* making inappropriate noises</td>
<td></td>
</tr>
</tbody>
</table>

**Level II Behavior (Manage in Classroom and with School Support Staff)**

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that:</td>
<td>* arguing with teacher/talking back</td>
<td>1. Inform student of rule violated</td>
</tr>
<tr>
<td>significantly violate the rights of others</td>
<td>* throwing materials on the floor</td>
<td>2. Describe expected behavior</td>
</tr>
<tr>
<td></td>
<td>* talking on a regular basis</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>* refusing to follow directions on a regular basis</td>
<td>3. Complete Documentation Form</td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Procedure</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>put others at risk or harm</td>
<td>* continued use of inappropriate language</td>
<td>4. Send to Buddy Teacher on grade level, student complete Reflection Log</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>5. Contact parent</td>
</tr>
<tr>
<td>are chronic Level One behaviors(&gt; 2 Discipline Referral completed)</td>
<td></td>
<td>6. Submit Documentation Form to Student Support (School Counselor/Peer Mediator/School Social Worker referral form)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Lunch R &amp; R (students during lunch complete reflection log and discuss with teacher monitoring students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Initiate RTI process</td>
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</tbody>
</table>
Level III Behaviors (Refer to Administration) Must complete Discipline referral form.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors that:</td>
<td>* see list of Definition of Major</td>
<td>1. Inform student of rule violated</td>
</tr>
<tr>
<td>violate MES policies</td>
<td>* Continued Disrespect towards Adults</td>
<td>2. Describe expected behavior</td>
</tr>
<tr>
<td></td>
<td>* drawing pictures that illustrate violent behaviors towards others</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>* Profanity</td>
<td>3. Complete Office Referral Form</td>
</tr>
<tr>
<td>violate North Carolina policies or laws</td>
<td>* self injurious behavior</td>
<td>4. Contact Parent</td>
</tr>
<tr>
<td>or</td>
<td>Bullying/Harassment / Pattern of Aggressive behaviors towards other students</td>
<td>5. Send student to office with Referral Form and attach any relevant Documentation Forms</td>
</tr>
<tr>
<td>Definition</td>
<td>Examples</td>
<td>Procedures</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>* fighting</td>
<td></td>
<td>Continue RTI Process</td>
</tr>
<tr>
<td>are chronic Level Two behaviors (3 or more Discipline Referrals Completed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* throwing classroom objects at others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* self-inflicting wounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>require administrator involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* spitting or biting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* leaving assigned area/running from class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* making racial, ethnic, religious, or sexual slurs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* possessing weapon or look-alike weapon</td>
<td></td>
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Magnolia Elementary PBIS Handbook

<table>
<thead>
<tr>
<th>Definition</th>
<th>Examples</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Possession of or under the influence of drugs or inappropriate items</em></td>
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</table>

**Magnolia Elementary**

**Trojan TRUCE**

**Reflection Sheet**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade :</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time left classroom:</td>
<td>Time Returned to classroom:</td>
<td></td>
</tr>
<tr>
<td>Homeroom Teacher</td>
<td>Referring Teacher</td>
<td></td>
</tr>
</tbody>
</table>

1. *What expectation did I not meet? (place a check mark next to all that apply.)*
   - [ ] I was not showing truthfulness (honesty).
   - [ ] I was not showing respect.
   - [ ] I was not showing unity
   - [ ] I was not showing collaboration (working together)
   - [ ] I was not showing excellence

2. *My description of the unwise choice that I made is:*

3. *What caused me to make the unwise choice (I cannot refer to anyone else, only*
my own actions and decisions)?

4. What could I have done that would've been a wiser choice?

5. How did my unwise choice affect others (Who did it help? Who did it hurt?)

6. What do I need to do to resolve (make up for) the problems caused by my choice?

7. What am I going to do about the choice I made in order to prevent myself from making it again?

8. What should be the consequence if I choose to make this unwise choice again?

If this document is not signed and returned, you will call your parent/guardian the following morning.

I have completed this sheet with honest answers and my best effort. If it appears that I haven’t, I will be asked to redo it.

Student Signature __________________________________ Date____________________

Parents, please sign and return after discussing the above information with your child.

Parent Signature____________________________ Date____________________
Magnolia Elementary School-Wide Positive Behavior Support Implementation Plan

Trojan TRUCE: Trustworthy, Respect, Unity, Collaboration, Excellence

This plan is designed to implement the school-wide positive behavior support system in the most efficient manner at Magnolia Elementary. Each topic is clearly defined and support materials are provided. Teaching responsibilities are assigned to the most appropriate school staff members. Our specific goals are as follows:

I. Teach classroom expectations and school universal expectations to all students and staff.  

II. Introduce behavior expectations and provide specific behavior examples for each Expectation by using the “tell, model, practice” sequence.  

III. Teach expectations through the “tell-model-practice” sequence (Tell students expectations, Model expectations, and have students practice appropriate behaviors).  

IV. Prompt students and use pre-corrects to use specific behaviors prior to “problem spots”.

Examples:
1. “Someone tell me how we show respect when we walk down the hall.”
2. “Remember to be safe by using the playground equipment for intended uses.”

V. Provide specific and public positive feedback to students who display critical skills. Be sure to let students know what rule he/she followed and the specific behavior he/she displaced.

Example: “Lawrence, you did a great job being responsible when you turned in your homework on time!”
VI. Celebrate student achievement through school-wide weekly awards, 9 week awards programs, morning announcements, school wide and classroom incentive programs.

PBS Staff Responsibilities

- Teach behavior expectations and social skills with integrity.
- Encourage and provide incentives for positive behavior.
- Follow Behavior Matrix and complete Discipline Referral forms for all major and minor referrals.
- Use student, classroom, and school-wide data to make classroom and team decisions.
- Model expected behavior for students and provide classroom incentives.
- Work within grade-level and vertical teams to problem solve behavior issues.
- Keep administration informed of students with frequent or perpetual behavior issues.

Your PBIS Handbook must be located in a central location and must be a focal point and easy to see when entering the classroom.
Magnolia Elementary
Tip Sheet
Teaching Social Skills With Integrity

What Does it Mean to Teach Social Skills With Integrity?
A school-wide approach to teaching social skills with integrity is when all staff demonstrate, explain, and practice social skills within and across multiple school settings daily. This level of implementation would require all staff in the building to understand their role in teaching social skills. Additionally, lessons for each rule on the school’s expectations matrix would be developed and distributed. Giving teachers a direct instruction lesson that addresses non-classroom settings sets the expectation that teaching social skills will be a year long effort.

Why is it Important to Teach Social Skills?
Teaching social skills is one of the necessary essential features of the School-wide Positive Behavior Support process. The emphasis on teaching all students important expectations is based on two assumptions: 1) All behavior (both appropriate and inappropriate) is learned, 2) thus appropriate behavior can be taught using the same basic principles with which academic content is taught (Colvin, Sugai & Patching, 1993). Many students who struggle the most with social skills have not had an opportunity to learn the social skills expected in school. The most efficient approach is to teach social skills directly.

What is Direct Instruction of Social Skills?
Direct instruction of social skills is when teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular social skill. Direct instruction takes learners through the steps of learning systematically, helping them see both the purpose and the result of each step. Direct instruction is the
most efficient method of teaching the social skills. “To increase the likelihood of students using social skills appropriately across people, places and situations, teaching procedures should include multiple examples, practice within and across multiple settings, instruction on self-management skills, and involvement of a variety of people” (Lewis and Sugai, 1999, p. 6). Use the “Tell, Model, Practice” sequence for teaching these skills and expectations.

**Steps to Direct Instruction of Social Skills**
- Tell students lesson objectives
- Tie to prior knowledge
- Model, show examples
- Role play positive examples
- Students practice, practice, practice & are given performance feedback
- Make connections with other curricular areas
- **When errors occur, re-teach again and again**

**Are There Ways to Indirectly Teach Social Skills?**
- After specific social skills have been directly taught, it is helpful to give students *pre-corrects* before they are asked to perform the skill. Pre-corrects function as reminders and can be particularly helpful when teachers anticipate students will have difficulty with the skill. A pre-correct example: After students have been directly taught to listen to adult directions, teachers can say after giving an attention signal. “Before we begin, remember the steps to listening to adult directions are eyes on me, voice off and body to self.”
- Often there are natural opportunities throughout the day to practice, practice, and practice social skills. Practice helps students
  - maintain previously learned knowledge
  - focus on current lessons
  - tie current content with previously learned content
  - generalize of skills taught in class to other non-classroom settings
  - Identify times and places when it is difficult to use social skills they have been taught

*What Roles Do Non-classroom Staff Have to Support Social Skills Instruction?*
• All adults in the building should be fluent with the language of the school-wide expectations (e.g. Trustworthy, respect, unity, collaborative, excellence) and use them when interacting with students.
• All adults in the building should model the behaviors we expect of the students. For example, if students are expected to use quiet, respectful voices in the hallway, all staff should use quiet, respectful voices in the hallways too.
• All adults can support students who are using the social skills they have been taught by giving students specific and positive feedback. A sincere comment such as “Thanks for being responsible and moving onto class guys” helps support students’ use of social skills they have been taught.
• Corrective interaction focus on re-teaching the expected behavior as any learning error would be taught (Example: 1. What should you be doing? 2. Do you need help doing it? 3. Let me see you do the behavior!)

How Will We Know if Adults are Teaching?
• Adults model expected social skills (e.g., walk on the right, voices off in the hallways)
• Teachers make student work visible—posters, stories, goals, data
• Class schedules include “Cool Tool” social skill lesson time
• Hear staff use expectations language regularly as they give students pre-corrects and performance feedback each day, all day, all year
• The school environment is calm, organized, and positive

References:
Some Positive Responses to Student Misbehavior

“You want your responses to take the least amount of planning, the least amount of effort, the least amount of time, and the least amount of paperwork.” Fred Jones

<table>
<thead>
<tr>
<th>Positive Teacher Verbal Responses</th>
<th>Looks Like/Sounds Like</th>
</tr>
</thead>
</table>
| 1. Name: Using a student’s name in a positive way | ● “Shelby, will you act as our recorder for us during the next activity?”  
● “Jake, I’ll be asking you to share your thoughts on the next question.” |
| 1. Reminders, prompts, and cues | ● Quietly walk over to the student, state the reminder privately, and move away.  
● Keep a Post-It note on the student’s desk. Add a mark to it each time the student displays the inappropriate behavior.  
● Place a Post-It note on the desk with the rule on it. Remove the Post-It when the rule is being consistently followed. |
| 1. Descriptive statements | ● “It’s almost time for break.”  
● “Papers are due in 7 minutes.”  
● “It’s nearly time to change classes.” |
| 1. Enforceable Statements | ● “I listen to people who raise their hand.”  
● “When everything is cleaned up, I will excuse you to lunch.”  
● “When everyone is quiet, I will begin reading.” |
| 1. Questions                  | • “Jen, are you aware that your pencil tapping is disturbing others?”
|                              | • “Julie, would you read silently. Your voice is distracting to people sitting near you.”
|                              | • “Brad, do you realize your humming is distracting to others in the class?” |
| 1. Choices                   | • “Would you rather work alone or with your group?”
|                              | • “Feel free to do the first 10 problems or the last 10”
|                              | • “Which do you prefer, sitting in rows or in a circle?” |
| 1. Removing Distractions     | • Remove the item of distraction. Return the item when the student is back on task.
|                              | • Ask the student to put the item away.
|                              | • Pass materials out after you give directions. |
| 1. Positive Interactions: Increase the ratio of positive to negative teacher to student interactions. | • Aim for five positive to one negative teacher to student interaction. |
| 1. Whole class reminders: Refocus students without calling out their name. | • “Safety please”
|                              | • “Respect quiet time”
|                              | • “I see a few students off task. Let me repeat the directions.” |
| 1. But Why?: Explain the rationale for the rule. | • “We have this rule because . . .” |
| 1. Whole Class Assessment: Post rules and ask students to self-assess periodically. | • “Lets review our class rules and assess how we did today.” |
| 1. Redirection: Remind student of the task without commenting on the off task behavior. | • “What is your job right now?”
|                              | • “You need to get to class.” |
| 1. Problem Solving           | • “Lets figure out how you can get to class on time.” |
| 1. Seating: Change seat (student choice or teacher choice) | • “Michael, please select another seat where you can focus better.”
|                              | • “Michael, please move your seat next to me.” |
### Magnolia Elementary PBIS Handbook

1. **Offer Assistance**
   - “Emma, how can I help you?”
   - “Juan, what can I do to help you be successful today?”
   - “Maria, what can I do to help you get started?”

1. **Active Listening**: Listen to the student and paraphrase back.
   - “So you are upset because . . .”

1. **Verbal Praise**: Used to recognize other students doing the right thing which in turn will encourage other students to demonstrate positive behavior.
   - “Group three is reading the directions together and identifying roles in the group”

1. **Verbal Praise**: Used to encourage students and reinforce positive behavior.
   - “Marcus, you are doing a great job walking quietly in the hallway”

1. **Differential Reinforcement**: Catch them being good and reinforce.
   - Two or 3 times in a class speak to the student softly and privately. Tell the student: “I like that way you are paying attention and asking questions in class that are thought provoking.”

1. **Preemptive**: Remind student(s) of appropriate behavior before the activity takes place.
   - “Bobby, remember that during independent work time I expect you to remain in your seat, work on your assignment and not talk. If you have a question, raise your hand and I’ll help you?”

1. **State the appropriate behavior. Identify the incorrect behavior.**
   - “We respect others in this room and that means not using put downs”

1. **Smile, give feedback, pause, state name, say please + your request, pause, say thank you, and state name.**
   - (Smile and say) “Nathan, please stop talking to Joey and get to work on your assignment. Thank you, Nathan. (Smile again)

1. **Response in a positive way with a reminder of the rule**
   - “Thank you for sharing. Can you remember to raise your hand please?”

1. **Ask for an alternative appropriate response**
   - “How can you show respect and still get your point across?”

1. **Provide an opportunity to practice the skill and provide verbal feedback**
   - “That's much better, thank you for showing respect towards others”
| 1. **Planned Ignoring** | • Ignore the undesirable behavior. Go on with business and wait to catch the student being good.  
• Recognize the positive behavior of other students. |
|------------------------|-------------------------------------------------|
| 1. **Time Delay**: Wait the student out.  
Give the student time to think it through. | • “Let me give you 5 minutes to think it through and I’ll come back and we will talk more” |
| 1. **Premacking**: Withhold something the student desires until he does what you have asked him. | • “You can play the game, after you finish your math problems.” |
| 1. **Hurdle Help**: Provide help to the student in order to overcome difficulty in completing the assignment, thereby removing the hurdle. | • “Nina, you seem stuck. Let’s see if I can help you figure out what you need to do next and how you can help yourself the next time.” |
| 1. **Antiseptic Bouncing**: Remove the student from the situation | • “Let’s talk a walk”  
• “Please go next door to complete your work. I’ll check on you in 5 minutes.”  
• “Please go get a drink and come back and we will talk.” |
| 1. **Logical Consequences**: Strategies designed to help the student consider the possible consequences of his actions. | • “If you slide down the hand rails, you might hurt yourself.” |
| 1. **Restructure**: shifting gears | • Abandon the activity or switch to an alternative activity. |
| 1. **Direct Appeal to Values**: Appeal to the values of student(s) when intervening in a problem. | • “You seem angry with me. Have I been unfair to you?”  
• “I know you are angry, but if you break that, you will have to replace it with your own money.”  
• “Your classmates will be angry with you if you continue to interrupt the lesson”  
• “I care about you and I can not let your behavior to continue.”  
• “I know you will be mad at yourself if you tear up that paper you’ve worked on all period.” |
Also refer to your Response to Instruction Flip chart and Master Instructional Strategies Flip chart.

<table>
<thead>
<tr>
<th>Positive non verbal Teacher Responses</th>
<th>Looks Like/Sounds Like</th>
</tr>
</thead>
</table>
| 1. Withitness: Know what is happening at all times in the classroom. | • Walk around the room. Make sure you spend time in each quadrant.  
• Scan the faces of the students, making eye contact with as many as possible.  
• Look for behaviors that can turn into problems—make eye contact, move toward student, and/or say something. |
| 1. Signaling: eye contact and facial expressions | • Look at the student in a way that it sends the message: “I know what you are doing.”  
• Use your teacher look. |
| 1. Signaling: gestures | • Gestures include: pointing to the rules posted in the room, holding up your hand, shaking your head, leaning in toward a student, placing your index finger to your lips, placing hands on hips and folding arms. |
| 1. Proximity | • Move around the classroom.  
• Stand next to a student who is misbehaving.  
• Arrange seats so that you can get to any student quickly. |
| 1. Planned Positioning | • Stand next to the classroom door.  
• Sit between two students.  
• Never turn you back on the students. |
| 1. Waiting | • Stop talking. Stand quietly and wait. Wait until all students are doing what they are suppose to be doing. |
| 1. Behavior Records | • Look at the student to get their attention or move to the student. |
# Magnolia Elementary

## PBIS Lesson Plan Schedule

<table>
<thead>
<tr>
<th>1st Two Weeks of School/ 1st week of each month</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal Procedures</strong>/ Discuss class/grade level weekly and Fun Day Incentives</td>
<td>Classroom Teachers teach/explain(model/practice) all universal behaviors/definitions</td>
<td>Classroom and Playground/Bus Teachers and administration will reinforce playground expectations, bus drivers will reinforce Bus Expectations.</td>
<td>Classroom/Hallway/ Practice travel positions</td>
<td>Classroom/Cafeteria/Assemblies Teachers and administration will reinforce expectations.</td>
<td>Classroom/Restroom</td>
</tr>
</tbody>
</table>

Use Behavior Matrix, PBIS handbook, Discovery United Streaming, Project Wisdom, Positive Action(6-8) Practice, roleplay, model appropriate behavior.
School-wide Procedures

Classroom Procedure K-8
1. Quietly enter the classroom, and remove all needed materials from bookbag and begin starter activity.
2. Raise hand for assistance and wait quietly for acknowledgement.
3. Respect self, classmates and teachers while following classroom procedures.
4. When working in groups speak quietly and practice self-control.
5. Transition smoothly and quietly when moving between centers.
7. At the end of the class period, place chair and materials in their appropriate place.
8. Line up quietly and safely.

Hall Procedures
1. Students will remain quiet while walking in the traveling position (hands clasped in front/middle school at sides) on the right side of the hall in third block from the wall at all times.
2. Students will proceed safely through hallways while avoiding safety hazards.
3. Students will respect other’s personal space.
4. Enter and exit the classroom upon teacher’s instruction.

Bathroom Procedure
1. Students will enter bathroom quietly and in an orderly manner.
2. Students will walk safely to find an empty stall.
3. Students will flush toilet after use.
4. Students will wash hands with soap and water using two pumps of soap and up to three pulls on the paper towels.
5. After hands are dry dispose of used paper towels in the trash container.
6. Upon exiting the bathroom students will quietly join their class in line and wait patiently for remaining students.
Magnolia Elementary PBIS Handbook

Cafeteria Procedures
1. Students should enter the cafeteria with the teacher by walking in an orderly and quiet manner.
2. Students are expected to remain quiet and orderly while in the serving line.
3. Students are expected to obtain utensils and condiments while proceeding through the serving line.
4. Students should know their lunch number and present it to the cashier.
5. Students should manage their time wisely and use a majority for eating.
6. Students should use proper table manners and keep their area clean.
7. Students should use inside voices during dining.
8. Students are expected to clean all spills immediately in a quiet and orderly manner.
9. Students will remain seated until told otherwise by the teacher.
10. Students are to dispose of all trash in an orderly and quiet manner.
11. Students should maintain proper traffic flow at all times.
12. Students who are assigned to clean tables should do so with Trojan Pride quickly and quietly.

Bus Procedures
1. Students will be dismissed by bell or proper announcement at the end of each day.
2. Students will walk to and from bus following standard hall procedures.
3. Students will wait in the appropriate designated area and wait for direction to enter/exit the bus.
4. Students will remain quiet in their seats with their belongings.
5. Students will remain seated until the bus comes to a complete stop at their designated area.
6. Students will remain a safe distance from the bus while exiting or waiting for pickup.
7. Those students who remain in the classroom should do so in a quiet manner with their belongings while abiding by classroom expectations.
8. Car riders will remain in a quiet and orderly fashion while waiting for pickup.
9. First load bus riders will follow travel position both entering and exiting the bus while abiding by all traffic patterns.
10. Car/van riders will wait until the vehicle comes to a complete stop before trying to enter the vehicle.

Assembly Procedures
1. Students will enter the gym in a quiet and orderly manner with their hands in traveling position.
2. Students will remain with their class and will sit in the designated area, keeping hands and feet to self.
3. Students will applaud/respond only at the appropriate times.
4. Students will keep the gym area neat and clean and will dispose of all trash appropriately.
5. Students will leave the gym in the traveling position, quietly and orderly manner when directed to do so by teacher.

PBIS for Substitute Teachers

Magnolia Elementary has adopted the Positive Behavior Interventions and Supports (PBIS) approach to student discipline. As a substitute teacher in our building, please be aware of the following:

1. **Our primary goal is to prevent discipline problems.** To do this we
   
   A. Teach, model, and expect students to display the Trojan Truce: **Trustworthy, Respect/Responsible, Unity, Collaboration, and Excellence.**

   B). Treat students in a positive and respectful way—avoid yelling, belittling students, or using sarcasm.

   C). Maintain effective supervision of students at all times—groups of students should be in visual contact with an adult at all times. Students may travel outside the classroom without adult supervision (alone or in pairs) only with a travel pass.

   D). Expect students to follow all established routines and procedures. Know the expected procedures for the classroom, halls, restrooms, cafeteria, and playground. When students fail to follow the expected procedure, have them repeat the procedure correctly. Attached see specific procedures for

   ___________________________________________  ___________________________________________

   E). Reinforce positive behavior.
   - Frequently point out and show appreciation for appropriate behavior.
   - Award **Trojan Tokens(stamp) in planner** to students who display notable examples of **Trustworthiness, Respectfulness/Responsibility, Unity, Collaboration, and Excellence.**

2. When we can’t prevent problems, we have to respond to behavior in a consistent and effective way
A). Use the attached “Discipline Matrix” to determine appropriate ways to respond to a particular discipline problem. If it is a level I or II behavior, complete the documentation form and leave for the classroom teacher. If it is a level III behavior, consult with a grade level teacher.

B). The grade level teacher will complete the discipline form. Both the substitute and grade level teacher will sign and give the form to administration.

fill out the referral form completely (except the “administrative decision” section).

- Do not include any other student’s name on the referral.