

Lincoln Trail Elementary Positive Behavior Interventions and Supports Handbook

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Mission Statement: In partnership with our families and community, Lincoln Trail Elementary builds the foundation for lifelong success.

Instructional Tips:

Step 1: Expression Of Regard

- Move over to student.
- Position yourself at the student's eye level.
- Maintain a pleasant facial expression.
- Use a calm, pleasant voice tone.
- Address the student by name.
- Make an initial positive statement about the related student behavior.

Step 2: Description of the Inappropriate and Appropriate Behavior

- Describe the circumstances surrounding the error.
- Label the replacement social behavior.
- Describe the inappropriate behavior specifically, avoiding judgmental statements.
- State the steps for performing the skill correctly.

Step 3: Request for Acknowledgement and Practice

- Verify student's understanding.
- Ask for a practice demonstration.
- If student is not successful in the practice, return to Step 1.

Step 4: Feedback

- Deliver praise for a successful performance.
- Praise should outweigh the negative 4 to 1.

*** Lesson Plans have been provided to specifically teach each skill. These have been designed around tell, show, do model as verified by PBIS core team. Moreover, these plans can be found on our homepage under PBIS. ***

Review and Re-Teach after:

Fall Break, Winter, Spring Break, & Extended Breaks

Introduction Week:

Day 1 Introduce PAWS and Hand Signal

Day 2 Introduce Lesson Plans for 4 settings: 1) Cafeteria, 2) Restroom, 3) Hallway, 4) Playground

Day 3 -8 Review Days 1 & 2

PBIS Mission Statement: Our goal is to teach and model positive behavior expectations in order for all students to experience success.

School Signal: Raised Hand for Attention

Reward System: Drops In a Bucket

School Wide Expectations: **P Practice Respect**

 A Academics & Attitude

 W Work Ethic

 S Success

School Wide	Classroom	Hallway	Cafeteria	Playground	Restroom
P Practice Respect	P	Practice Watching or Practice Facing Forward	Practice Positive Manners	Play Respectfully	Practice Proper Hygiene
A Academics & Attitude	A	Always Have Hands to Yourself	Always Clean Your Area	Always Cooperate	Act Appropriately
W Work Ethic	W	Watch Voice Level 0	Watch Voice Level 2	Watch For Others	Watch Voice Level 1
S Success	S	Success	Self-Control For Success	Safety For Success	Self-Control For Success

Lesson Plan PBIS

Cafeteria Lesson Plan

Objective: Students will be able to follow school-wide PBIS cafeteria procedures.

Practice Positive Manners:

Say 'please' and 'thank you'. Always keep your hands on your own food and eating utensils.

Always Clean Your Area:

Watch Voice Level 2:

Talk with a level 2 to the person beside or in front of you.

Chew with a closed mouth.

Self-Control for Success:

Raise your hand and ask permission if you need anything.

Keep hands to yourself.

Tell Phase: Talk with students about why it is important to behave appropriately in the cafeteria and why these skills are necessary. Encourage student input (brainstorm) in this discussion. Discuss eating dinner out or at home.

Show/Do: Bring students to the cafeteria and have them practice getting in the proper line. Show them where their table is and have them practice dropping their trays off and lining up to leave the lunchroom. Model cafeteria procedures below.

Procedures

Students:

1. Students will wash hands and use the restroom before entering the cafeteria.
2. Students will enter the cafeteria in a single file line using a level 2 voice.
3. Students that bring their lunch will walk directly to their assigned table.
4. Students buying lunch will continue in a single file line while walking through the lunch line without cutting in front of anyone.
5. Students will observe personal space and at all times keep hands, feet, and objects to themselves.
6. Students will clearly and politely speak to the lunch staff.
7. Students will use proper manners while eating. (Chew with mouth closed, voice level 2, not touching anyone else's food or speaking to other tables.)
8. Students will clean up their area when leaving, walking around the trashcans when dumping trays, and stacking their trays in tray return area.

9. Students will walk to their line to leave the lunchroom and face forward. Students will not speak to students at other tables while in line.
10. Students will leave the cafeteria in a single file line using a level 1 voice.

Teacher:

1. Teachers will ensure that students wash hands before entering the cafeteria.
 2. Teachers will be on time to deliver and pick up students during the lunch time frame.
 3. Teachers will escort their class back to the classroom.
- **Remind** students **daily** before lunch of the procedures.
 - **Praise** students who are **safe/respectful/responsible**.
 - If a student behavior is **other** than expected:
 - A. Draw student aside quietly.
 - B. State the procedure that needs reinforcement.
 - C. Ask the student to demonstrate or restate expected behavior.
 - D. Give student immediate positive feedback.

Restroom Lesson Plan

Objective: Students will be able to follow school-wide PBIS bathroom procedures.

Proper Hygiene:

Wash Hands

Use Soap

Act Responsibly:

Close the Stall Door

Flush the Toilet

Keep Water in the Sink

Watch Voice Level 1:

Self-Control:

Allow People Their Privacy

Keep Hands to Self

Tell Phase- Talk to students about why it is important to behave appropriately in the restroom and why this is necessary behavior. Encourage student input (brainstorming) in this discussion. Discuss the importance of privacy and hygiene.

Show/Do Phase- Bring students to the restroom. Have them practice waiting their turn, going into stalls correctly and locking the door, and washing hands. Model correct procedures and then allow for practice.

OR

Teacher takes students into the restroom with chart paper, tape, and markers.

- Students brainstorm what procedures for the restroom look and sound like
- Write examples of this on paper taped to the wall
- Teacher highlights examples of behavior staff will be looking for during the school day
- Discuss what appropriate bathroom behavior looks/sounds like

EX.

Looks like

Sounds Like

Students respecting space of others

Using Voice Level 1

Students washing hands

Using sink/soap/dryer appropriately

Students exiting restroom quietly

- **Remind** students **daily** and before each restroom break about procedures.
- **Praise** students who are **safe/respectful/responsible**
- If a student behavior is **other** than expected:
 - A. Draw student aside quietly.
 - B. State the procedure that needs reinforcement.
 - C. Ask the student to demonstrate or restate expected behavior.
 - D. Give student immediate positive feedback.

Hallway Lesson Plan

Objective: Students will be able to follow school wide PBIS hallway goals.

Practice Facing Forward:

Maintain your own personal space. Be on time and prepared for class.

Always Have Hands behind Your Back:

You will not touch walls or other people with your body or belongings. Stand and walk in single file on the blue lines

Watch Voice Level 0 or 1:

Whisper only.

Success:

Use time wisely and move from class to class without having side conversations. Be the best you can be.

Tell Phase: Talk with students about why it is important to behave appropriately in the hallway and why these skills are necessary. Encourage student input (brainstorm) in this discussion. Discuss what happens when students are talking in the hallway and how it affects students in other classrooms.

Show/Do Phase: Bring students out into the hallway. Line them up and pretend to change classes, go to restroom, library, outside....You may get the other teachers on your team to do this at the same time so you can demonstrate the appropriate way for all to change classes. Also, right here, you may want students to bring books or materials with them in the hallway so that you can show them how to hold materials where they are not touching someone else.

**** Please stress the fact that they cannot talk in the hallway when testing or to labs.**

- **Remind** students **daily** before each hallway excursion.
- **Praise** students who are **safe/respectful/responsible**.
- If a student behavior is **other** than expected:
 - A. Draw student aside quietly.
 - B. State the procedure that needs reinforcement.
 - C. Ask the student to demonstrate or restate expected behavior.
 - D. Give student immediate positive feedback.

Playground Lesson Plan

Objective: Students will be able to follow the school-wide playground rules.

Play Respectfully:

On the playground promote respect by maintaining personal space, not touching others, and don't participate in horse play.

Allow everyone to play.

Always Cooperate:

Line up when signaled by teacher.

Stand in line quietly so you can hear what your teacher is saying.

Bring in any equipment taken out.

When you are out on the playground you may need to share the playground equipment so that everyone has a turn.

Be kind and include everyone.

Watch for Others:

Take turns.

Be kind and include everyone.

Safety for Success:

Keep hands to yourself.

No horseplay.

Watch for vehicles in the parking lot.

Tell Phase: Talk with students about why it is important to behave appropriately on the playground and why these skills are necessary. Encourage student input (brainstorm) in this discussion. Discuss what happens when safety is not practiced on the playground.

Show/Do Phase: Bring students to the playground. Demonstrate proper behavior on equipment and around track area. Model with students each area of the playground.

Students: 1. Students will line up quietly outside of room and walk single file until they reach grass area.

2. Students will not invade others space with hands or body.

3. Students will take turns on equipment.

4. Students will allow other to participate in games.

5. Students will line up when teacher signals.

Teacher:

1. Will ensure that all students are lined up correctly outside of room.

2. Will go over hallway and playground procedure before exiting.

3. Will signal for coming back inside the building.

4. Ensure proper procedures are followed when reentering the building.

***Remind** students **daily** before social skills about playground procedures.

*** Praise** students who are **safe/respectful/responsible**.

*** If** a student behavior is **other** than expected:

A. Draw student aside.

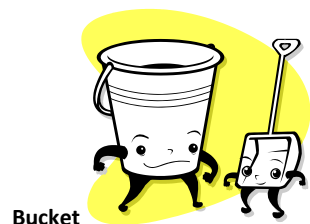
B. State the procedure that needs reinforcement.

C. Ask the student to demonstrate or restate expected behavior.

D. Give student immediate positive feedback.

REWARDS: Weekly

Each teacher will have a bucket in their room. Students who demonstrate positive efforts have a chance to be placed in the classroom bucket. Each teacher will draw a name out of the bucket and sent to the office on Friday afternoons. These students will be announced each Friday for an extra reward from the office staff and read aloud to the school. Classrooms will also have semester rewards offered through the office.



Bucket

Name: _____

____ Attendance

____ Personal Responsibility

____ Academic Performance

____ Work Habits

____ Punctuality/Preparedness & Organization

____ Respectful

____ Cooperation and Teamwork

____ Community Service

Dear Parents,

Lincoln Trail Elementary is a Positive Behavior Interventions and Supports (PBIS) School. Hardin County Schools has endorsed this program in order to make a seamless transition for expectations among all students in our district.

PBIS Mission Statement: Our goal is to teach and model positive behavior expectations in order for all students to experience success.

School Signal: Raised Hand for Attention

Reward System: Weekly Drops In a Bucket & Class Rewards Once Each Semester

School Wide Expectations:

P	Practice Respect
A	Academics & Attitude
W	Work Ethic
S	Success

Our staff will teach actual lessons to practice behavior expectations in areas that may have been only vocal explanations of required behavior. These areas include: playground, restroom, cafeteria, and hallways. It is our intent that we can tell/show/do model these specific areas so students will have a deep understanding, due to practice and re-teach focuses, on the expectations of student behavior in the above mentions areas.

Our goal is to create an even more positive learning environment for all students. We believe it is our responsibility to assist your child in becoming a citizen who demonstrates a healthy character and work ethic in order to become a successful individual in today's global society.

As always, please feel free to call and speak with either your child's teacher or the administration if you have questions.

Please sign and return the bottom portion.

I have read the information about LTE's Positive Behavioral Interventions and Supports (PBIS).

Student: _____ Date: _____

Parent: _____ Date: _____

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