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PBIS Committee: PBIS Coach, Administrator(s), Special Education teacher(s), and Regular Education teacher(s)

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, and do model as verified by PBIS core team. **These plans can be modified to fit your teaching strategies and learning styles of your students.*****

Review and Re-Teach after:

Fall Break, Winter, Spring Break, & Extended Breaks

Introduction Week:

Day 1 Introduce ROAR 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: Classroom incentives/rewards, School-wide Bruin Paws, Club Day, Positive Office Referral

The school-wide expectations that we will require all students to know, understand, and follow are:

- R Ready to learn**
- O Own my actions**
- A Always show respect**
- R Ready to do my best**

ROAR Matrix

School Wide	Classroom 	Hallway 	Cafeteria 	Playground 	Restroom 
R Ready to learn	-Have a positive attitude -Work hard -Never give up	-Be prepared for changes or emergencies	-Be prepared for changes or emergencies	-Be prepared for changes or emergencies	-Be prepared for changes or emergencies
O Own my actions	-Be prepared -Bring all materials -Turn work in on time -Take care of classroom materials -Show kindness to peers and staff	-Keep personal space -Maintain your spot in line -Take care of property -Walk directly to your location	-Clean Your Area -Stay in your seat/area	-Always cooperate -Take care of equipment/property -Be alert	-Take turns -Keep area clean (flush and keep floors dry) -Wash hands -Walk to stalls
A Always show respect	-Follow adult directions -Use kind words -Respect others' belongings and personal space -Use appropriate voice level	-Follow adult directions -Keep personal space -Voice Level 0	-Follow adult directions -Use kind words -Eat your own food -Listen to ALL adults -Raise your hand for help -Voice level 2	-Follow adult directions -Use kind words -Be a good sport -Respect nature -Use equipment correctly	-Follow adult directions -Use kind words -Give people privacy -Wait your turn -Keep walls clean -Voice level 0 or 1
R Ready to do my best	-Be a leader -Try your best	-Be a leader	-Be a leader	-Be a leader	-Be a leader

Cafeteria Lesson Plan

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

****Discuss the expectations from the ROAR matrix.**

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 1 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, walk around the trashcans when dumping trays, and stack their trays in the 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.

****Discuss the expectations from the ROAR matrix.**

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 will conduct a lesson using, but not limited to, chart paper, tape, and markers to discuss restroom procedures.

- 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:

Students respecting space of others

Students washing hands

Students exiting restroom quietly

Sounds Like:

Using Voice Level 1

Using sink/soap/dryer appropriately

- **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.

****Discuss the expectations from the ROAR matrix.**

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 the 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.

****Discuss the expectations from the ROAR matrix.**

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 the track area. Model with students each area of the playground.

Students:

1. Students will line up quietly outside of the room and walk single file until they reach the grass area.
2. Students will not invade another person's space with hands or body.
3. Students will take turns on equipment.
4. Students will allow other students to participate in games.
5. Students will line up when the teacher signals.

Teacher:

1. Will ensure that all students are lined up correctly outside of the room.
2. Will go over the 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

BRUIN PAWS

Every staff member will have a stack of Bruin Paws. Students who demonstrate our school wide ROAR expectations will have the opportunity to earn a Bruin Paw. Throughout the week, students will take their Bruin Paw and place it in a designated box. These students will be announced each Friday and will earn the right to have all day access to the slide.

POSITIVE OFFICE REFERRAL

Students who demonstrate one of the following behaviors will have the opportunity to earn a positive office referral: respect, positive attitude, responsibility, hard work, honesty, and self control. Students who earn a positive office referral will receive a copy of the referral, a time of celebration in their classroom with an administrator, and a positive phone call home.

REWARDS: Quarterly

CLUB DAY

At the end of each 9 week period, students will have the opportunity to earn club day. Students who demonstrate our school wide ROAR expectations and meet criteria set by their grade level teachers will get to participate.

Dear Parents/Guardians,

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: Bruin Paws, Club Day, Positive Office Referrals & Class Rewards

School Wide Expectations:

R	Ready to learn
O	Own my actions
A	Always show respect
R	Ready to do my best

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 reteach focuses, on the expectations of student behavior in the above mentioned 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.

Students who display our ROAR expectations will have the opportunity to earn Bruin Paws throughout the week. Bruin Paw recipients will have their names announced on Fridays and will gain all day access to the slide on that day. Also, students will have the opportunity to participate in Club Day. There will be various activities in which students will get to participate in on this day.

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: _____

Homeroom Teacher: _____

Mission Statement: Through collaboration and communication amongst faculty, teachers, parents, and community stakeholders, the mission of Lincoln Trail Elementary School is to build a foundation of meaningful learning experiences that instill school pride and help each student reach their full potential developmentally, academically, and socially.