

EBS:

POSITIVE BEHAVIOR AND INSTRUCTIONAL SUPPORT

Alberta Rider Elementary School

ARE
EBS HANDBOOK

TIGARD-TUALATIN SCHOOL DISTRICT 23J

Alberta Rider Elementary Staff EBS Handbook

Acknowledgement and thanks to the Washington Elementary (Salem-Kaizer) PBIS Team, Dr. Dale R. Myers and Dale R Myers & Associates, LLC, and Durham Elementary School (TTSD) for their work on this product.

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Section
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EBS: Background Information

EBS is an acronym for Effective Behavior Systems. The goal of EBS is to prevent problem behaviors and to maximize academic success for all.

What is EBS?

A YEAR OF POSSIBILITIES
<hr/> 171 days of possibilities
<hr/> 1,026 hours of possibilities
<hr/> 61,560 minutes of possibilities
<hr/> 3,693,600 seconds of possibilities

- A systems approach to building capability in students and staff
- A continuum of behavior supports
- Prevention focused efforts
- Instructionally focused
- Empirically sound practices
- Assessment information analyzed and used on a frequent basis

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives.”

Willa A. Foster

EBS-School-Wide has 5 Critical Components

1. **Clear Expectations**
 - ★ As defined in the rules matrix
2. **Explicitly Taught**
 - ★ Each area in the matrix is accompanied by a lesson plan.
 - ★ A schedule for teaching and re-teaching behaviors is used.
3. **A system for encouraging appropriate behavior**
 - ★ Reward or recognition system, including a Reinforcement Menu for encouraging positive and appropriate behaviors.
4. **A system for discouraging inappropriate behavior**
 - ★ A Correction Menu for how to respond to and correct Level One, Level Two, and Level Three behaviors.
5. **A data collection system**
 - ★ Answering two important questions. Are we...
 - 1) Doing what we said we would do?
 - 2) Achieving the student outcomes we said we would achieve?
 - ★ The data collection system analyzes data gathered from the school's Behavior Tracking Forms to monitor and adjust adult responses and school focus in responding to student behavior.

The Five Big Ideas of EBS



1. **All children can learn and are always learning!**
 - ★ Children are learning all the time. If you work around children, you are a teacher.
2. **School is responsible for preparing students for life.**
 - ★ Schools should teach important life lessons.
3. **School expectations must be explicit, and taught to *all* children.**
4. **The only way to change student behavior is to change *adult* behavior.**
 - ★ We create the environments in which behaviors arise.
5. **Things aren't always as they appear!**
 - ★ Human perception is often flawed. It is important to use data.

CLEAR EXPECTATIONS

*If you want it, teach it.
Teach it where you want it.
If you want to see it, look for it.
If you see it, recognize and reward it.* - Dale R. Myers

Our school rules are:

Be Safe
Be Kind
Be Responsible

Good Rules are Important

- They reveal the values of the school or district.
(Our school values Safety, Kindness and Responsibility)
- They provide guidelines for success. We teach students the desired behavior, rather than telling students what not to do.
- They are critical lower order social skills. They are the basic building blocks of successful relationships and communities.
- They can increase staff consistency.
- They can reduce problem behavior.
- They can increase school safety.

What Makes Good Rules

Good rules are:

- ★ Simple: easy to remember and easy for everyone to understand.
- ★ Positively stated: What we want.
- ★ Applicable to everyone, staff and students.
- ★ Monitored and enforced by all.
- ★ Consistently applied.

MATRIX of School Expectations

Our matrix serves two purposes:

1. Helps the school community “get on the same page”
2. Serves as the basis for writing school expectation lesson plans

School Expectations: Guidelines for Success			
	Be Safe	Be Kind	Be Responsible
All the time, everywhere	<ul style="list-style-type: none"> ▪ Keep hands, feet and objects to yourself ▪ Stay in assigned area ▪ Report problems to adults 	<ul style="list-style-type: none"> ▪ Use positive and appropriate language (No put downs or swearing) ▪ Be polite, using words like “please” and “thank you” ▪ Use a voice and volume that fits the place 	<ul style="list-style-type: none"> ▪ Follow adult directions the first time asked ▪ Put trash in trash can ▪ Leave toys and electronics at home
Bathrooms	<ul style="list-style-type: none"> ▪ Keep feet on floor and hands to self ▪ Keep water in toilet and sink ▪ Wash & dry your hands 	<ul style="list-style-type: none"> ▪ Respect privacy: knock before entering, wait your turn. ▪ Use a quiet voice 	<ul style="list-style-type: none"> ▪ Use the bathroom quickly and go back to class ▪ Flush ▪ Put paper towels in the garbage can ▪ Report problems to an adult

EBS STAFF HANDBOOK

Cafeteria	<ul style="list-style-type: none"> ▪ Walk facing forward in a single file line ▪ Eat and touch your own food ▪ Sit on your bottom with both feet on the floor 	<ul style="list-style-type: none"> ▪ Use an indoor voice ▪ Talk only with those in your “conversation square” ▪ Use polite words 	<ul style="list-style-type: none"> ▪ Choose only what you ordered ▪ Clean up after yourself ▪ Wait to be excused before going outside.
Hallway	<ul style="list-style-type: none"> ▪ Walk on right side, facing forward ▪ Keep hands, feet and objects off of the walls ▪ Hold head up and look where you’re going 	<ul style="list-style-type: none"> ▪ Use quiet voices ▪ Give others space ▪ Pause the line to allow others to pass through 	<ul style="list-style-type: none"> ▪ Keep hallways clean ▪ Return to class quickly
Playground	<ul style="list-style-type: none"> ▪ Slide down the slide feet first, one at a time ▪ Stay inside the fence at all times ▪ Chase only on the grass & wood chips ▪ Leave bark chips and rocks on the ground ▪ Do not jump off the play structure or moving swings. 	<ul style="list-style-type: none"> ▪ Use equipment on the field or the blacktop ▪ Include everyone ▪ Take turns ▪ Encourage others 	<ul style="list-style-type: none"> ▪ Ask for a pass to use restroom or go to the office ▪ Line-up quickly when the whistle blows ▪ Gather equipment and put back in bag. Return bag to cafeteria ▪ Wait quietly to go inside
Bus	<ul style="list-style-type: none"> ▪ Sit “seat to seat, 	<ul style="list-style-type: none"> ▪ Use inside voice 	<ul style="list-style-type: none"> ▪ Keep the bus

EBS STAFF HANDBOOK

	<ul style="list-style-type: none"> ▪ back to back” Stay seated while the bus is moving. 	<ul style="list-style-type: none"> ▪ Use kind words ▪ Keeping body to self 	<ul style="list-style-type: none"> ▪ clean ▪ Save food and drink for later ▪ Bring belongings with you
Rainy Day Recess	<ul style="list-style-type: none"> ▪ Stay under the covered area ▪ No chasing games ▪ Look where you are going 	<ul style="list-style-type: none"> ▪ Include everyone ▪ Follow game rules 	<ul style="list-style-type: none"> ▪ Ask for a pass to use restroom or go to the office ▪ Line-up quickly when the whistle blows ▪ Gather equipment and put back in bag. Return bag to cafeteria ▪ Wait quietly to go inside
Office & Health Room	<ul style="list-style-type: none"> ▪ Keep hands to yourself and away from office supplies ▪ Avoid blocking doorways 	<ul style="list-style-type: none"> ▪ Wait for staff to finish conversations before speaking to them ▪ Say hello, state your business and wait for instructions ▪ Say “please” and “thank you” 	<ul style="list-style-type: none"> ▪ Check in with adults in the office before you enter or leave the health room ▪ Only come with a pass

Explicitly Taught Expectations

EBS: Teaching Behaviors

Two main rules around behavior:

1. If you want it, teach it.
2. We get more of what we pay attention to.

How do we teach social behavior?

We teach behavior the same way we teach academics.

1. Create clear behavioral expectations.
2. Communicate clearly to students what we want.
3. Explicitly model desired behavior and provide practice opportunities.
4. Monitor student behavior.
5. Provide performance feedback.

When do we teach behavior?

- ★ At the beginning of school year or activity
- ★ Often enough to achieve and maintain desired behaviors
- ★ Before times when problem behaviors tend to increase
- ★ Ongoing throughout the year
- ★ At teachable moments

Where do we teach behavior?

- ★ Where you want the behavior performed
- ★ Everywhere in the school
- ★ Integrated into other academic activities

Why do we teach behavior skills?





- ★ Behavior skills are necessary for success in life.
- ★ Many students arrive at school without these important skills.
- ★ They are the basis for a positive and safe climate.
- ★ Doing so increases opportunities to teach other skills.

EBS: Lesson Plans

The following pages contain lesson plans for:

1. All the Time/Everywhere
2. Bathrooms
3. Cafeteria
4. Hallway
5. Playground
7. Bus
8. Rainy Day Recess
9. Office & Health Room

EVERYWHERE, ALL THE TIME

Step 1: Introduce Rule			
Tell 	It is important to be Safe, Kind, and Responsible EVERYWHERE, ALL THE TIME . This is important because we should be safe respectful and responsible wherever we go on school grounds.		
Step 2: Introduce Examples			
Teach 	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> ▪ Report problems to adults ▪ Keep hands, feet and objects to yourself ▪ Stay in assigned area 	<ul style="list-style-type: none"> ▪ Use positive and appropriate language (No put downs or swearing) ▪ Follow adult directions the first time asked ▪ Be polite, using words like “please” and “thank you” ▪ Use a voice and volume that fits the place (indoor or quiet) 	<ul style="list-style-type: none"> ▪ Follow adult directions the first time asked ▪ Put trash in trash can ▪ Encourage/help others to follow the rules ▪ Leave toys and electronics at home
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE ?	Is _____ an example of being KIND ?	Is _____ an example of being RESPONSIBLE ?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Swinging your backpack around ▪ Running in the breezeway ▪ Seeing broken glass and telling your teacher 	<ul style="list-style-type: none"> ▪ Doing what the teacher asked ▪ Bumping into someone and saying, “Sorry” with eye contact ▪ Shouting in the hall ▪ Telling someone his new hair cut looks stupid 	<ul style="list-style-type: none"> ▪ Picking up a wrapper on the floor ▪ Bringing a video game to school ▪ Taking your jacket with you to recess ▪ Wearing your hat inside the school
Step 4: Review examples , briefly			
Ask 	<ul style="list-style-type: none"> ▪ Is _____ an example of being (safe kind, responsible)? ▪ Am I being (safe kind, responsible) when I _____? ▪ Finish this sentence: To be (safe kind, responsible) everywhere, all 		

	<p>the time, I will _____.</p> <ul style="list-style-type: none"> ▪ Show an example of being (safe kind, responsible) when _____.
<p>Step 5: Student activities</p>	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 1. Teacher models giving a direction and the student practices saying, "Okay," and does it. 2. Model stopping the line for others to pass through. 3. Model and have students practice using a voice volume appropriate for walking in the hall, ie., quiet voice for hallways, indoor voice for cafeteria <p style="text-align: center;"><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
<p>Step 6: Restate the rule</p>	
<p>Tell</p>	<p>It is important to be Safe, Kind, and Responsible EVERYWHERE, ALL THE TIME. This is important because we should be Safe, Kind, and Responsible wherever we go on school grounds.</p>
<p>Step 7: Sentence Frame Review</p>	
<p>Review</p>	<p>An example of being _____(safe kind, responsible) all the time and everywhere is _____.</p>
<p>Comments, thoughts or questions for the next time the lesson is taught:</p>	
<p>Focus Lesson Review: Everywhere, All the Time</p>	
<p>Expectations for being safe kind, and responsible are a way of saying that we will do the right thing even if nobody is looking. When we are safe we stay in our assigned area, leave dangerous items at home and keep our hands, feet and objects to ourselves. Can anyone think of another way to be safe? When we are kind, we follow directions, use kind words, and treat others the way we would want to be treated. What is another way to show kindness to our school and to others? When we show responsibility, we do our best to clean up after ourselves and keep our school clean. Can you think of other ways to show responsibility? School is a safe happy place when we follow the expectations" – Be Safe Be Kind, Be Responsible Everywhere, All the Time.</p>	

Review of **EVERYWHERE, ALL THE TIME** Procedures





Follow Directions

Body and objects to self

Use kind words

**Leave things that are not
permitted at home**

BATHROOMS

Step 1: Introduce Rule			
Tell		It is important to be Safe, Kind, and Responsible when using the bathroom . This is important because we want our bathrooms to be clean, safe places where people are considerate to one another.	
Step 2: Introduce Examples			
	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> ▪ Keep feet on floor and hands to self ▪ Keep water in toilet and sink ▪ Wash & dry your hands 	<ul style="list-style-type: none"> ▪ Respect privacy ▪ Use a quiet voice 	<ul style="list-style-type: none"> ▪ Use the bathroom quickly and go back to class ▪ Flush ▪ Put paper towels in the garbage can ▪ Report problems to an adult
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask		Is _____ an example of being SAFE ?	Is _____ an example of being KIND ?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Climbing on the stalls ▪ Standing on the toilet ▪ Washing your hands ▪ Splashing water on the floor 	<ul style="list-style-type: none"> ▪ Using a quiet voice ▪ Peeking at others while they are using the bathroom ▪ Shaking the stall door ▪ Waiting your turn quietly 	<ul style="list-style-type: none"> ▪ Playing and pushing in the bathroom ▪ Wasting time ▪ Flushing the toilet ▪ Putting paper in the trash
Step 4: Review examples, briefly			
Ask		<ul style="list-style-type: none"> ▪ Is _____ an example of being (safe kind, responsible)? ▪ Am I being (safe kind, responsible) when I _____? ▪ Finish this sentence: To be (safe kind, responsible) in the bathroom, I will _____. ▪ Show an example of being (safe kind, responsible) when _____. 	
Step 5: Student activities			

<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 1. Practice washing hands, keeping the water in the sink. 2. Practice using quiet voices in the bathroom 3. Practice throwing towels in the garbage. 4. Practice saying the steps to using the bathroom: Go, flush, wash, dry, get back quickly. <p><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
<p>Step 6: Restate the rule</p>	
<p>Tell</p>	<p>It is important to be Safe, Kind, and Responsible when using the bathroom. This is important because we want our bathrooms to be clean, safe places where people are considerate to one another.</p>
<p>Step 7: Sentence Frame Review</p>	
<p>Review</p>	<p>An example of being _____(safe kind, responsible) while using the bathroom is _____.</p>
<p>Comments, thoughts or questions for the next time the lesson is taught:</p>	
<p style="text-align: center;">Focus Lesson Review: Bathroom</p> <p>Even though a bathroom is a private place where you might find yourself alone, we all need to remember that your actions in the bathroom need to be Safe, Kind, and Responsible. Please remember to be safe by keeping the floor dry. Can someone tell me one way to keep the floor dry? What are some other ways to be safe in the bathroom? Please remember to respect other Roadrunners who use bathrooms by keeping the bathrooms clean. What is one way we can keep our bathrooms clean? How else can we be kind in the bathroom? The adults at Alberta Rider trust your responsible behavior when you spend time in the bathroom. One way to be responsible is to report to an adult when there isn't any soap left. Can someone tell me another responsible action? For the next few minutes we are going to talk some more about the Safe, Kind, and Responsible behavior needed in bathrooms.</p>	

Review of **BATHROOM** Procedures

Go




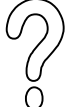
Flush

Wash

Dry

Return to class quickly

CAFETERIA

Step 1: Introduce Rule			
Tell		It is important to be Safe, Kind, and Responsible when you use the cafeteria for breakfast or lunch. This is important because we want our cafeteria to be a safe and comfortable place to eat and have conversations with our friends.	
Step 2: Introduce Examples			
Teach		Safe	Kind
Examples of being SAFE are _____.	Examples of being KIND are _____.	Examples of being RESPONSIBLE are _____.	
	<ul style="list-style-type: none"> ▪ Walk facing forward in a single file line ▪ Eat and touch your own food ▪ Sit on your bottom with both feet on the floor 	<ul style="list-style-type: none"> ▪ Use an indoor voice ▪ Talk only with those in your “conversation square” ▪ Use polite words 	<ul style="list-style-type: none"> ▪ Choose only what you ordered ▪ Clean up after yourself ▪ Wait to be excused before going outside.
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask		Is _____ an example of being SAFE ?	Is _____ an example of being KIND ?
Is _____ an example of being _____?	Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Running to get the best table ▪ Carrying your tray with two hands ▪ Touching someone’s food 	<ul style="list-style-type: none"> ▪ Turning around and talking to the people behind you ▪ Shouting to a friend to come and sit by you ▪ Making positive conversation
		<ul style="list-style-type: none"> ▪ Leaving wrappers on the table ▪ Taking four scoops of fruit ▪ Raising your hand to be dismissed ▪ Cleaning your tray and stacking it 	
Step 4: Review examples , briefly			
Ask		<ul style="list-style-type: none"> ▪ Is _____ an example of being (safe kind, responsible)? ▪ Am I being (safe kind, responsible) when I _____? ▪ Finish this sentence: To be (safe kind, responsible) in the cafeteria, I will _____. ▪ Show an example of being (safe kind, responsible) when _____. 	
Step 5: Student activities			
Model for the students	1. Enter the cafeteria, single file using a quiet voice.		

<p>the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 2. Practice lining up, single file, leaving space. 3. Wait your turn at the front, take only your own card. 3. Walk to the table and sit down, facing forward. 4. Practice having a positive conversation: “What did you do last weekend?” “Do you have any pets?” “What’s the funniest thing your pet ever did?” 5. Raise your hand to dump your tray. 6. Wait until your table is dismissed to go outside. <p><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
<p>Step 6: Restate the rule</p>	
<p>Tell</p>	<p>It is important to be Safe, Kind, and Responsible when using the cafeteria. This is important because we want our cafeteria to be a safe and comfortable place to eat and have conversations with our friends.</p>
<p>Step 7: Sentence Frame Review</p>	
<p>Review</p>	<p>An example of being ____ (safe kind, responsible) while using the cafeteria is _____.</p>
<p>Comments, thoughts or questions for the next time the lesson is taught:</p>	
<p>Focus Lesson Review: Cafeteria</p> <p>Meal times are short and there are many people to be served. It is important to be Safe, Kind, and Responsible in the cafeteria so that everyone can enjoy mealtime in a comfortable and enjoyable setting. Walking and being aware of others around you are examples of being safe in the cafeteria. What other ways can we be safe in the cafeteria? Saying, “please” to the server is a way to be kind. Can you think of other ways to be kind when you eat breakfast or lunch? Cleaning up after yourself is very responsible; but there are other things you can do too. What are they?</p>	

Review of **CAFETERIA** Procedures

Walk

Use an inside voice




Sit facing forward

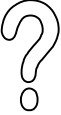
Positive conversations

Clean up

Wait to be excused

HALLWAY

Step 1: Introduce Rule			
Tell 	It is important to be Safe, Kind, and Responsible when using the HALLWAY . This is important because we want to travel from place to place safely and to be quiet and kind of others who are working in their offices and classrooms.		
Step 2: Introduce Examples			
Teach 	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> ▪ Walk on right side, facing forward ▪ Keep hands, feet and objects off of the walls ▪ Hold head up and look where you're going 	<ul style="list-style-type: none"> ▪ Use quiet voices ▪ Give others space ▪ Pause the line to allow others to pass through 	<ul style="list-style-type: none"> ▪ Keep hallways clean ▪ Return to class quickly ▪ Following these rules at all times – even at dismissal
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE?	Is _____ an example of being KIND?	Is _____ an example of being RESPONSIBLE?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Walking backwards ▪ Keeping your head up and looking where you are going ▪ Swinging your coat or backpack ▪ Walking on the left side of the hall 	<ul style="list-style-type: none"> ▪ Talking loudly ▪ Bumping into someone on purpose ▪ Allowing others to pass ▪ Walking with your hands at your sides 	<ul style="list-style-type: none"> ▪ Dropping a wrapper in the hall ▪ Slowly meandering back to class ▪ Taking your coat to PE because you'll be excused from PE to head directly out to recess ▪ Jumping up to touch the door jam

Step 4: Review examples, briefly	
Ask	 <ul style="list-style-type: none"> ▪ Is _____ an example of being (safe kind, responsible)? ▪ Am I being (safe kind, responsible) when I _____? ▪ Finish this sentence: To be (safe kind, responsible) in the hallway, I will _____. ▪ Show an example of being (safe kind, responsible) when _____.
Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 1. Practice walking on the right side of the hall 2. Practice using a quiet voice 3. Practice keeping your hands to your side 4. Practice walking with your head up, looking where you are going 5. Practice thinking about what you will need in the place you are going: pencil, notebook, jacket, and take those items with you <p style="text-align: center;"><i>Teacher: Constantly give feedback to students when you notice students meeting expectations</i></p>
Step 6: Restate the rule	
Tell	It is important to be Safe, Kind, and Responsible when using the hallway . This is important because we want to travel from place to place safely and to be quiet and kind of others who are working in their offices and classrooms.
Step 7: Sentence Frame Review	
Review	An example of being _____(safe kind, responsible) while using the hallway is _____.
Comments, thoughts or questions for the next time the lesson is taught:	
Focus Lesson Review: Hallway	
<p>Our three school rules are to Be Safe Be Kind, Be Responsible. What are our rules? This week we will be reviewing why it is important to follow these rules in the hallway. It is important to be Safe, Kind, and Responsible in the hallway because we want to travel safely from place to place; and to be kind of others who are working in offices and classrooms as we pass by.</p> <p>When we are in the hall we walk on the right side to be safe. Can you think of another way to be safe? When we walk in the hall we use quiet voices to be kind. Can someone tell me another way to be kind? We also return to class quickly to be responsible. Who can think of another way to be responsible? Let's all work together this week and remember to be Safe, Kind, and Responsible in the hallway.</p>	

Review of HALLWAY Procedures

Walk on the right




Face forward

Hands at your sides

Quiet voices

Let others pass through
lines

PLAYGROUND

Step 1: Introduce Rule			
Tell 	It is important to be Safe, Kind, and Responsible when using the PLAYGROUND so that everyone can be safe and have fun.		
Step 2: Introduce Examples			
Teach 	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> ▪ Slide down the slide feet first, one at a time ▪ Stay inside the fence at all times ▪ Run and chase only on the grass ▪ Leave bark chips and rocks on the ground ▪ Do not jump off the play structure or moving swings. 	<ul style="list-style-type: none"> ▪ Include everyone ▪ Take turns ▪ Encourage others 	<ul style="list-style-type: none"> ▪ Ask for a pass to use restroom or go to the office ▪ Line-up quickly when the whistle blows ▪ Gather equipment and put back in bag. Return bag to cafeteria ▪ Wait quietly to go inside
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE?	Is _____ an example of being KIND?	Is _____ an example of being RESPONSIBLE?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Climbing up the slide ▪ Asking a teacher before retrieving a ball from the parking lot or street ▪ Chasing on bark chips 	<ul style="list-style-type: none"> ▪ Including a classmate in a game ▪ Grabbing the ball from someone ▪ Calling someone a name 	<ul style="list-style-type: none"> ▪ Continuing to play when the whistle blows ▪ Dropping your equipment on the ground and walking to the line ▪ Picking up a jump rope and putting it in the bag
Step 4: Review examples , briefly			

Review of **PLAYGROUND** Procedures




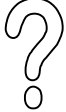
Include everyone

Line up at the whistle

Return equipment to bags

Play safely

BUS

Step 1: Introduce Rule			
Tell 	It is important to be Safe, Kind, and Responsible when using the BUS . This is important because we want students to get to their destination safely.		
Step 2: Introduce Examples			
Teach 	Safe	Kind	Responsible
Examples of being SAFE are _____.	<ul style="list-style-type: none"> ▪ Sit “seat to seat, back to back” ▪ Stay seated while the bus is moving. 	<ul style="list-style-type: none"> ▪ Use inside voice ▪ Use kind words ▪ Keep body to self 	<ul style="list-style-type: none"> ▪ Keep the bus clean ▪ Save food and drinks for later ▪ Bring belongings with you
Examples of being KIND are _____.			
Examples of being RESPONSIBLE are _____.			
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE?	Is _____ an example of being KIND?	Is _____ an example of being RESPONSIBLE?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Jumping from seat to seat ▪ Talking to the person next to you ▪ Wrestling with the person next to you 	<ul style="list-style-type: none"> ▪ Singing loudly ▪ Calling others names ▪ Letting someone sit with you 	<ul style="list-style-type: none"> ▪ Taking your belongings with you when you get off the bus. ▪ Writing on the seat in front of you ▪ Eating candy on the bus ▪ Brining a note if you are taking a different route home
Step 4: Review examples , briefly			
Ask 	<ul style="list-style-type: none"> ▪ Is _____ an example of being (safe kind, responsible)? ▪ Am I being (safe kind, responsible) when I _____? ▪ Finish this sentence: To be (safe kind, responsible) when I am on the bus, I will _____. ▪ Show an example of being (safe kind, responsible) when _____. 		

Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 1. Demonstrate how to sit in a bus seat. 2. Demonstrate the volume of an “indoor voice” 3. Model how to follow directions the first time given. <p style="text-align: center;"><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
Step 6: Restate the rule	
Tell	It is important to be Safe, Kind, and Responsible on the bus because we want students to get to their destination safely.
Step 7: Sentence Frame Review	
Review	An example of being _____(safe kind, responsible) when riding the bus is _____.
Comments, thoughts or questions for the next time the lesson is taught:	
Focus Lesson Review: Bus	
<p>It is important to be Safe, Kind, and Responsible on the bus so that everyone gets to their destination safely. We will sit facing forward, stay in one place while the bus is moving, and use an indoor voice. We will be kind to those sitting around us by using appropriate language and keeping out hands to ourselves. Now who can tell me how to be safe on the bus? Give me some examples of being kind? How would we demonstrate being responsible on the bus?</p>	

Review of **Bus** Procedures





**Seat to seat, back to
back**

**Sit when the bus is
moving**

Use indoor voices

Hands to self

RAINY DAY RECESS

Step 1: Introduce Rule			
Tell 	It is important to be Safe, Kind, and Responsible during RAINY DAY RECESS . When the weather is bad, students need to enjoy one another in a safe comfortable environment.		
Step 2: Introduce Examples			
Teach 	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> ▪ Stay under the covered area ▪ No chasing games ▪ Look where you are going 	<ul style="list-style-type: none"> ▪ Include everyone ▪ Follow game rules 	<ul style="list-style-type: none"> ▪ Ask for a pass to use the restroom or go to the office ▪ Line up quickly when the whistle blows ▪ Put equipment away when the whistle blows ▪ Wait quietly to go inside
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE?	Is _____ an example of being KIND?	Is _____ an example of being RESPONSIBLE?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Playing tag ▪ Leaving the covered area without permission 	<ul style="list-style-type: none"> ▪ Running through others' games ▪ Excluding someone from a game ▪ Being a good sport 	<ul style="list-style-type: none"> ▪ Refusing to follow an adult's directions ▪ Putting balls back into the bag
Step 4: Review examples , briefly			
Ask 	<ul style="list-style-type: none"> ▪ Is _____ an example of being (safe kind, responsible)? ▪ Am I being (safe kind, responsible) when I _____? 		

	<ul style="list-style-type: none"> ▪ Finish this sentence: To be (safe kind, responsible) during Rainy Day Recess, I will _____. ▪ Show an example of being (safe kind, responsible) when _____.
Step 5: Student activities	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 1. Demonstrate how to choose a game and invite someone to play 2. Role play sharing equipment 3. Role play following the directions of the supervisor 4. Role play putting things away and lining up <p style="text-align: center;"><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
Step 6: Restate the rule	
Tell	It is important to be Safe, Kind, and Responsible during Rainy Day Recess. When the weather is bad, students need to play in a safe environment.
Step 7: Sentence Frame Review	
Review	An example of being _____(safe kind, responsible) during Rainy Day Recess is _____.
Comments, thoughts or questions for the next time the lesson is taught:	
Focus Lesson Review: Indoor Recess	
<p>Let's review what being Safe, Kind, and Responsible looks like during Rainy Day Recess. Being safe means students must walk in the classroom. What are some more examples of being safe during Rainy Day Recess? When you are being kind, you make sure you include everyone and follow the rules of the game. How else can you be kind? A student who is being responsible puts balls and jump ropes away, just as they found them. Give me some more examples of being responsible during Rainy Day Recess. Remember it is important to follow these rules to have a fun, safe recess. Please follow our school rules and have fun!</p>	

Review of **Indoor Recess** Procedures

Choose a game





Stay under the cover

No chasing games

Follow directions

Put things away

OFFICE/HEALTH ROOM

Step 1: Introduce Rule			
Tell 	It is important to be Safe, Kind, and Responsible in the Office/Health Room . This is important because the Office/Health Room needs to be a safe place for students, parents and staff to conduct business and take care of health issues.		
Step 2: Introduce Examples			
Teach 	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	<ul style="list-style-type: none"> ▪ Keep hands to yourself and away from office supplies ▪ Avoid blocking doorways 	<ul style="list-style-type: none"> • Wait for adults to finish conversations before speaking to them ▪ Say hello, state your business and wait for instructions ▪ Say “please” and “thank you” 	<ul style="list-style-type: none"> ▪ Check in with adults in the office before you enter or leave the health room ▪ Only come with a pass
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask 	Is _____ an example of being SAFE?	Is _____ an example of being KIND?	Is _____ an example of being RESPONSIBLE?
Is _____ an example of being _____? Am I being _____ when I _____?	<ul style="list-style-type: none"> ▪ Staying on the front side of the counter or desk ▪ Hitting, kicking or throwing things ▪ Keep hands to yourself and away from supplies 	<ul style="list-style-type: none"> • Saying, “hello,” “please,” and “thank you.” ▪ Yelling and swearing ▪ Waiting patiently ▪ Following directions 	<ul style="list-style-type: none"> ▪ Coming to the office with a pass ▪ Saying you aren’t feeling well to get out of class ▪ Entering the health room without telling an adult in the office
Step 4: Review examples , briefly			
Ask 	<ul style="list-style-type: none"> ▪ Is _____ an example of being (safe kind, responsible)? ▪ Am I being (safe kind, responsible) when I _____? ▪ Finish this sentence: To be (safe kind, responsible) when I go to the Office/Health Room, I will _____. 		

	<ul style="list-style-type: none"> ▪ Show an example of being (safe kind, responsible) when _____.
<p>Step 5: Student activities</p>	
<p>Model for the students the expected behavior.</p> <p>Lead the students as they practice and expected behaviors</p> <p>Test the students by asking them to model correct examples.</p>	<ol style="list-style-type: none"> 1. Demonstrate asking for a tardy slip on other side of desk 2. Show how to present a pass and state your business (need to call home for important reason, don't feel well, reporting a mess in the bathroom) 3. Role play waiting patiently without interrupting 4. Show how to interrupt politely if you have an emergency 5. Demonstrate coming inside the office without blocking the doorway <p style="text-align: center;"><i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i></p>
<p>Step 6: Restate the rule</p>	
<p>Tell</p>	<p>It is important to be Safe, Kind, and Responsible in the Office/Health Room. This is important because the Office/Health Room needs to be a safe place for students, parents and staff to conduct business and take care of health issues.</p>
<p>Step 7: Sentence Frame Review</p>	
<p>Review</p>	<p>An example of being _____(safe kind, responsible) in the Office/Health Room is _____.</p>
<p>Comments, thoughts or questions for the next time the lesson is taught:</p>	
<p>Focus Lesson Review: Office/Health Room</p>	
<p>The Office/Health Room is a small area that must accommodate students, parents and staff for business and health issues. It is important that it be a safe place where people are kind and responsible. One way to be safe is to stand inside the office without blocking the door. What are some other ways to be safe in the Office/Health Room? It is kind to wait until the office staff is off the phone before stating your business. What other ways can we show respect in the Office/Health Room? It is responsible to check in with the office staff before entering the health room. Give some more examples of ways to be responsible when visiting the Office/Health Room?</p>	

Review of **Office/Health Room** Procedures

Be polite

State your business

Follow directions

Avoid blocking doorway

Section
4

System for Encouraging Desired Behavior

Reinforcement Menu

Research by Rath & Clifton (2004) indicates that individuals who receive regular recognition and praise

- Increase their individual productivity.
- Are more likely to stay with their organization.
- Receive higher loyalty and satisfaction.
- Have better safety records

Small	Medium	Large
<ul style="list-style-type: none"> • Say “Thank you” • Star sticker • Verbal praise • Pat on shoulder • Smile • High five • Listen to them • Note to student • Eye contact 	<ul style="list-style-type: none"> • Give a Bull Buck • Give them 1:1 time • Notice them • Teacher’s helper • Line leader • Extra game • Extra choice time • Points/marbles toward class reward 	<ul style="list-style-type: none"> • Principal phone call • Positive referral to the office • Raffle prizes • Lunch leader • School supplies • Special computer time • Teacher phone call or note to parents • Lunch with principal or counselor

Refer to this Reinforcement Menu for ideas of how to recognize and reward students for following the rules on the matrix with small, medium, and large rewards.

Our Reinforcement Coupon:

Alberta Rider Bull Buck
_____ Was
Safe
Kind
Responsible

Adult Signature

How to use Reinforcement Coupons (Bull Buck):

1. Name of coupon: *Bull Buck*
2. Who can give the coupons out?
 - ★ Any adult who has been trained in EBS use of reinforcements.
 - ★ Any adult can give it to any student outside of their classroom.
3. Who are they given to?
 - ★ Any student who is demonstrating any behaviors that are safe, kind, or responsible.
 - ★ Staff will not give tickets to students who ask for them.
4. What may students do with the Bull Bucks?
 - ★ Student writes his/her name and teacher on the Bull Buck.
 - ★ Each class will have a box for students to place their Bull Bucks.
 - ★ Students may enter their coupons in the weekly lunch drawing for prizes.

- ★ Drawings will be on random days, once a week.

5. How are they given?

- ★ Bull Bucks are always given in conjunction with very specific verbal feedback from the adult. Suggested scripts are:

Scripts for Giving Bull Bucks

1. Thank you for _____ (specific behavior). It shows that you have been _____ (Safe Kind or Responsible).
2. I just noticed that you _____ (specific behavior). That's a great example of being _____ (SKR).
3. I really appreciate how you _____. That's a wonderful example of being _____ (SKR).
4. By being _____ (specific behavior) in the library you show a good example of being _____ (SKR).
5. Well done, _____ (name) for _____ (specific behavior). That's showing _____ (SKR).
6. Way to go, _____ (name) for _____ (specific behavior). You're showing a good example of being _____ (SKR).

Cashing in Bull Bucks

- Students will save the bull bucks that they have awarded. If a teacher prefers, she/he may use a system for organizing and tracking student bull bucks from his/her class. Most often, however, students will keep track of bull bucks themselves.
- During posted times occurring approximately every 6 weeks, the Bull Mountain Boutique will open for ordering for one week. During ordering windows, teachers will be given order forms and will manage student orders. Teachers will turn in order forms and student bull bucks at the end of the ordering period.
- Items available for order include:

Pizza with the Principal – 80 Bull Bucks

Students who receive 80 Bull Bucks will have the option to have pizza with Mr. Moore on three separate occasions during the course of the school year. These opportunities will occur in the fall, winter and spring. Mr. Moore will join students who order this for their lunch. Specific dates for “Pizza with the Principal,” will be announced school-wide and by the teacher. A list of eligible students will be provided to the classroom teacher and principal in case there are questions about who ordered this item.

Extra Recess – 35 Bull Bucks

Students who receive 30 Bull Bucks can use them for extra recess. Extra recess is scheduled every six weeks at the end of the day.

Your Picture on the Wall of Fame – 50 Bull Bucks

The school counselor will take the picture of students who order this item for placement on a designated “Wall of Fame” bulletin board. Criteria can be created at the start of the school year including: 0 referrals in previous X weeks, etc. The Wall of Fame can and should be used to recognize exceptional students besides those who have ordered via 50 bull bucks.

Office Bull Buck Drawing

Students may wish to deposit one or more bull bucks into the designated box in the office, from which will be drawn 5 bull bucks every other week. Winners will be given a prize by office staff such as a book, t-shirt, etc.

Spirit Days

All bull bucks that are turned in to the counselor will be deposited in the container in the main hallway by the front office. Spirit days, which will be designated at the beginning of the year, will occur when bull bucks reach designated levels in container. The final Spirit day will be a “Poppin’ Rockin’ Recess” – in which popcorn and music will be provided during student recess. This will serve as an end of the year celebration of student successes in being Safe, Kind, and Responsible.

Grade Level Drawings

Students can use their Bull Bucks to enter grade level drawings. These drawings will occur intermittently throughout the course of the school year. Students need to remember to have their first and last name clearly written on their Bull Buck before submitting. Prizes will vary depending on the grade level. Winners will be announced through the main office.

Special Note Regarding Kindergarten

Kindergarten classes participate in the program differently. Bull Bucks are handed out by teachers and maintained by them in an envelope in the classroom. Every other week, the school counselor will visit the classroom to conduct a brief SKR lesson and draw three bull bucks. Students drawn will receive a pencil and sticker, as well as verbal praise. Kindergarten Bull Buck will be included in both the teacher drawing and main hallway container.

We never reward kids, we reward behaviors:

- ★ Bribery is an inducement to do something illegal, unethical, and immoral.
- ★ Manipulation: If adults are rewarding students for being still or quiet, that is not good for kids. Bull Bucks reinforce the specific behaviors we want to see for safe kind, responsible behavior.
- ★ Reinforcement is appropriate at school when it helps kids become successful at life.

System for Discouraging Undesired Behavior

Our goal is to use positive feedback and acknowledgement when students follow the rules, and corrective feedback and consequences when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

Correction Menu

Refer to the Correction Menu for suggestions on how to respond to different levels of misbehavior.

Teacher Managed Behaviors	Level One: (Minor Behavior Incident Form)	Level Two: (OFFICE DISCIPLINE REFERRAL)
<ul style="list-style-type: none"> • Restate direction • Redirect to task • Reteach • Ignoring negative behavior while paying attention to what you want • Nonverbal cue to task • Notice • Hand on shoulder • Proximity • Thank you to nearby student who is doing desired behavior • "The Look" • Clearly state choices/options 	<ul style="list-style-type: none"> • Time-out from positive reinforcement • Conference with student • Re-teach w/overcorrection • Problem-solving worksheet • Restate direction + mild consequences • Change seating • Modify assignment • Classroom Time-Out • Alternative buddy class • 	<ol style="list-style-type: none"> 1. Contact Office Immediately 2. Student Escorted by Adult to Principal 3. Administrator completes paperwork and assigns a consequence.

Procedures for Correcting Rule Violations

TEACHER-MANAGED BEHAVIORS

Definition	Examples	Procedures
<p>Behaviors that:</p> <ol style="list-style-type: none"> 1. <u>Do not</u> require administrator involvement <i>and</i> 2. Are not more than a minor disruption to the learning environment <i>and</i> 4. Are not chronic (occur less than 3x per week) <i>and</i> 5. Are low severity and low frequency 	<ul style="list-style-type: none"> • Passive non-compliance/not following directions • Crying or whining • Using inappropriate level of voice • Coming unprepared to class • Talk outs/chatting • Not paying attention in class • Using inappropriate language (not directed towards a person) • Wearing hats • Gum • Note-writing 	<ol style="list-style-type: none"> 1. Inform student of rule violated 2. Describe expected behavior 3. Use Small (Level 1) Corrective Menu: <i>Redirect to task</i> <i>Reteach</i> <i>Differential Reinforcement (ignoring neg. behavior., but reinforcing what you want)</i> <i>Nonverbal cue to task</i> <i>Notice</i> <i>Hand on shoulder</i> <i>Proximity</i> <i>Thank you for (desired behavior)</i> <i>The look</i> <i>Choices, etc.</i> 4. These behaviors may be documented in the classroom, but <u>not</u> on a Behavior Tracking Form.

**LEVEL ONE: Teacher Managed
Behaviors that may require support from
the Counselor/Psych or Administrator**

Definition	Examples	Procedures
<p>Behaviors that:</p> <ol style="list-style-type: none"> 1. Are a moderate disruption to the learning environment <p style="text-align: center;"><i>or</i></p> 2. May require administrative involvement <p style="text-align: center;"><i>or</i></p> 3. Are chronic “teacher managed” behaviors (3+x/wk) 	<ul style="list-style-type: none"> • Active defiance & actively refusing to follow directions • Arguing with teacher/talking back/insubordination • Frequent talking out of turn • Inappropriate language or gestures directed at a person(s) • Academic dishonesty • Minor physical contact • Property misuse • Electronics violation 	<ol style="list-style-type: none"> 1. Always complete <i>Minor Behavior Incident Tracker</i> before end of the day 2. Notify the classroom teacher right away if completing an incident tracker for a child from another room 2. Deliver all written behavior trackers to the main office for data entry. (Those created electronically will be counted automatically) 3. The first 3 <i>Minor Behavior Incident Tracker</i> Each subsequent will include counselor/admin involvement Counselor support may be requested at any level

**LEVEL TWO: OFFICE
DISCIPLINE
REFERRAL (ODR)**

Definition	Examples	Procedures
<p>Behaviors that:</p> <p>1. Pose a Danger to themselves and/or others</p> <p style="text-align: center;"><i>or</i></p> <p>2. Are Illegal</p> <p style="text-align: center;"><i>or</i></p> <p>3. Are a Major Disruption to the Learning Environment</p> <p style="text-align: center;"><i>or</i></p> <p>4. Are Chronic Level One Behaviors (3x/month+)</p>	<ul style="list-style-type: none"> • See list of <u>Definitions of Major Behaviors</u> • Possessing weapon or look-alike weapon • Student makes a specific and credible (target/method) threat to others • Purposefully hitting physically hurting a teacher or student • Throwing potentially dangerous objects at others • Self-inflicting wounds • Spitting or biting • Racial, ethnic, religious, or sexual harassment • Bullying • Vandalism that results in serious or permanent damage • Any act of fire starting, arson or any knowledge of playing with fire, matches, etc. • Stealing 	<ol style="list-style-type: none"> 1. Contact Office Immediately 2. Student Escorted by Adult to Principal 3. Administrator completes paperwork and assigns a consequence.

Our goal is to maximize instructional time. Students will go to the office if there is a serious safety threat or disruption. For other incidents, students may be sent later in the day but not during instructional time.

Scripts for Correction

“Thank You for Desired Behavior”

Try this: When a student is not meeting expectations, such as wearing a hat in the cafeteria, the adult can say, “Thank you for taking your hat off,” looking at the student, smiling and walk away. Stop and look back. If the student has the hat off, you can say or mouth “Thank you.”

Try this: When a student is talking too loudly in the library, the teacher can find another student nearby who is using appropriate volume and can say, “Thank you for using an indoor voice.” If the first student then starts using an indoor voice, the adult can say “Thank you for using an indoor voice.”

Script for “Reteach”

Try this: A student is talking during a lesson. The adult gives a reminder of the rule, “Please be responsible by paying attention to the lesson. Attention means being silent and listening.” If active ignoring is not working, then teacher can say, “I expect that all the students will be responsible by giving full attention to this lesson. Attention means that students are listening and silent during the lesson. We will discuss this lesson together at a later point, if we need to. (Students name), what does giving attention to a lesson mean?” Student answers. Adult says, “Thank you, I am glad that we all understand this now.”

Script for Correction Cycle

1. What are the rules?
2. Was your behavior safe kind, and responsible?
3. What do you need to do?
4. Are you willing to do that? (if unwilling first time, it’s then defiant)

Scripts for Redirecting:

- **“What are you supposed to be doing right now?”**
(Student is playing with sharpener and was directed to take out a book.)
- **“We are on page 3, please read the first paragraph out loud”**
(Student’s book fell on the floor and she is lost.)
- **“Laura, please go to the board and show us how to do problem #12.”**
(Laura KNOWS how to work the problem. We wouldn’t ask her to go to the board if she couldn’t work the problem. She was visiting with a neighbor. The teacher is attempting to engage her again.)
- **Stand next to student and point to where you are in the book or on the page.**
(It is apparent that the student is on the wrong page.)
- **“Stop. Look at me. What should you be doing right now?”**
(Student may have been directed once already but is still not following directions.)
- **“Where are you supposed to be right now? Are you there? So what do you need to do now?”**
(Student is out of her seat and may be disrupting others. The teacher may be repeating an earlier direction.)

Does Punishment Work?

1. **It is only effective in the presence of the punishing agent.**
Increased Covertness: When the adults are not present, then the students act out.
2. **It requires greater resources to be effective:**
Results in increasing severity spiral, and requires constant vigilance.
3. **It may produce unintended negative consequences:**
Damage to relationship, anger and aggression, “mean world” syndrome.
4. **You get more of what you pay attention to.**
Pay attention to desired behavior more often than undesired behavior.

Schools & Risk Factors

Research by Roy Mayer and Beth Sulzer-Azaroff (1991, 1995) indicates that schools that only use a punishment-based behavior management system have increased rates of:

- AGGRESSION
- TARDINESS
- VANDALISM
- TRUANCY

Data-based Decision Making

What is SWIS™?

The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use Behavior Tracking Form data to design school-wide and individual student interventions. The three primary elements of SWIS™ are:

- an efficient system for *gathering information*
- a web-based computer application for data entry and *report generation*
- a practical process for using information for *decision making*

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS™ reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

EVERY MONTH WE LOOK AT THE BIG 2

1. Average Referrals per day per month
 2. Referrals per grade level (Red Slips and ODRs)
-

Alberta Rider's Behavior Tracking Forms (Red Slips and ODR's)

Level 1: Minor Behavior Incident Tracker Alberta Rider Elementary School

Name: _____ Date: _____

Grade & Teacher: _____ Time of Incident: _____

Referring Adult: _____

Location of Incident:

Restroom _____
Cafeteria _____
Classroom _____
Hallway/Breezeway _____
Library _____
Playground _____
Restitution _____

Action Taken

Time Out _____
Conference With Student _____
Individualized Instruction _____
Loss of Privilege _____
Parent Contact _____
Restitution _____
Time in Office _____
Other _____

Possible Motivation:

Avoid Adult _____
Avoid Peer(s) _____
Avoid Tasks/Activities _____
Obtain Adult Attention _____
Obtain Items/Activities _____
Obtain Peer Attention _____
Other _____

Others Involved:

Peers _____
Staff _____
Substitute _____
Teacher _____
None _____

Problem Behavior:

Inappropriate Language _____
Defiance/Disrespect/Non-Compliance _____
Physical Contact/Physical Aggression _____
Harassment/Bullying _____
Property Misuse _____
Disruption _____

Date and Time Parent was Contacted: _____

Notes _____

Note: A Minor Behavior Referral or Office Discipline Referral form is NOT the consequence itself. It is simply the way we TRACK behavior.

Definitions for Level One Behavior tracking forms (RED SLIPS):

Minor Problem Behavior	Definition
Inappropriate language	Low intensity instance of inappropriate language
Physical contact/ physical aggression	Non-serious, but inappropriate physical contact
Defiance/disrespect/ Non-compliance	Brief or low-intensity failure to respond to adult requests
Disruption	Low-intensity, but inappropriate disruption
Property misuse	Low-intensity misuse of property

Possible Motivation	Definition
Obtain Peer Attention	Student engages in problem behavior(s) to gain peer(s) attention
Obtain Adult Attention	Student engages in problem behavior(s) to gain adult(s) attention
Obtain Item/Activities	Student engages in problem behavior(s) to gain items and/or activities
Avoid Task/Activities	Student engages in problem behavior(s) to get away/escape from tasks and/or activities
Avoid Peer(s)	Student engages in problem behavior(s) to get away/escape from peer(s)
Avoid Adult(s)	Student engages in problem behavior(s) to get away/escape from adults(s)

Potential Actions or Consequences	Definition
Conference with Student	Student meets with administrator, teacher, and/ or parent (in any combination).
Parent Contact	Parent communication by phone or email about the problem.
Loss of Privilege	Student is unable to participate in some type of privilege.
Restitution	Apologizing or compensating for loss, damage, or injury.
Time out/Detention	Student spending time in a specified area away from scheduled activities/classes.
Other	Consequence that is not listed above. Staff using this area will specify the consequence given.
Individualized Instruction	Student receives individualized instruction specifically related to the student's problem behavior.

Level 2 Behavior Incident (Office Discipline Referral):

Office Discipline Referral
Alberta Rider Elementary School

Name: _____ Date: _____
Grade & Teacher: _____ Time of Incident: _____
Referring Adult: _____

Location of Incident:

Restroom _____
Cafeteria _____
Classroom _____
Hallway/Breezeway _____
Library _____
Playground _____
Bus _____

Possible Motivation:

Avoid Adult _____
Avoid Peer(s) _____
Avoid Tasks/Activities _____
Obtain Adult Attention _____
Obtain Items/Activities _____
Obtain Peer Attention _____
Other _____

Consequence:

Bus Suspension _____
Conference With Student _____
Expulsion _____
Individualized Instruction _____
In-School Suspension _____
Loss of Privilege _____
Out of School Suspension _____
Parent Contact _____
Restitution _____
Time in Office _____
Time Out/Detention _____
Other _____

Problem Behavior:

Inappropriate Language/Profanity _____
Defiance/Disrespect/Non-Compliance _____
Fighting/Physical Aggression _____
Harassment/Bullying _____
Property Damage/Vandalism _____
Use/Possession of Weapons _____
Multiple/frequent Red Slips _____

Others Involved:

Peers _____
Staff _____
Substitute _____
Teacher _____
None _____

Comments:

Definitions for Majors (Office Discipline Referrals):

Major Problem Behavior	Definition
Inappropriate language/profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
Property misuse	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Property Damage/ Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property.
Use/Possession of weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
Defiance/disrespect/ non-compliance	Refusal to follow adult directions, talking back and/or socially rude interactions.
Fighting/ physical aggression	Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Harassment/bullying	Student delivers unkind messages (verbal or gestural) to another person that includes threats and intimidation, unwanted physical contact, obscene gestures, pictures, or written notes. Unkind messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

Potential Actions or Consequences	Definition
In-School Suspension	A period of time spent away from scheduled activities/classes during the school day.
Out-of-School Suspension	A 1-5 day period when student is not allowed on campus.
Bus Suspension	A 1-30 day period when student is not allowed on the bus.
Conference with Student	Student meeting with administrator, teacher, and/ or parent (in any combination).
Loss of Privilege	Student being unable to participate in some type of privilege.
Individualized Instruction	Student receiving individualized instruction specifically related to the students problem behavior.
Parent Contact	Parent communication by phone about the problem.
Restitution	Student apologizing or compensating for loss, damage, or injury.
Time out/Detention	Spending time in a specified area away from scheduled activities/classes.
Time in Office	Student spending time in office away from scheduled activities/classes.
Expulsion	Student is expelled from school pending an expulsion hearing