

Christine Duncan Heritage Academy

2019-2020

Updated 2021-2022

“PAWS”

Positive Attitude

Attentive

Wise Decision

Show Respect

“Building Success One Student at a Time.”

Christine Duncan Heritage Academy

School-Wide Behavioral Expectations

A Guide for Teaching School-Wide Behavioral Expectations

Christine Duncan Heritage Academy will move from a reactive disciplinary system that relies predominantly on punitive standards to a very proactive approach that incorporates school-wide PBIS and No Nonsense Nurturer. This school wide system will increase our capacity to reduce school disruptions, and educate all students including those with problem behaviors through the following:

- **Clearly defined outcomes**
- **Research-validated practices**
- **Supportive administrative systems**
- **Use of information for problem solving.**

Features of School-Wide Positive Behavior Intervention Support (MLSS Level 1)

- **Establish regular, predictable, positive learning and teaching environments.**
- **Train adults and students to serve as positive models.**
- **Teach and model behavioral expectations.**
- **Create systems for providing regular positive feedback. Acknowledge students when they are doing the right thing.**
- **Improve social competence.**
- **Develop environments that support academic success.**

Overview

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

School Goal:

Students at CDHA will meet the “PAWS” challenge by being respectful, responsible, rigorous, and results-driven.

CDHA Behavioral Expectations

“PAWS”

Positive attitude

- I can use positive language when asking/answering questions and advocate for ourselves.
- I can be open-minded to new concepts and ideas.
- I can develop “GRIT” and “Not Quit”.

Attentive

- I can be on time and prepared for the day.
- I can be an active participant in my learning.
- I can use appropriate voice levels and behaviors.
- Gym, cafeteria, classroom, assemblies, playground/recess, bathrooms, field trips, after-school activities, transitions.

Wise Decisions

- I can solve my own problems in a proactive and non-confrontational way.
- I can think before I act or speak.
- I can remain calm when criticized or provoked.

Show Respect

- I can show empathy to others.
- I can follow class and school rules.
- I can appreciate my learning environment, including classroom, bathroom, cafeteria, gym, walkways, and building.
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Teacher and Staff Responsibilities:

- All CDHA staff should be a resource for others.
- Teachers and staff will teach/reteach, model and practice each of the behavioral expectations throughout the year.

- **Grade-Level and PLC teams will spend time discussing students and “PAWS” implementation at each meeting to ensure we are effectively implementing.**
- **Teachers and staff will acknowledge student behaviors that meet the expectations for “PAWS”.**
- **Teachers and staff will implement MIS strategies (AVID and Kids Focus).**
 1. **Movement among students in different settings.**
 2. **Interaction with students in different settings (4 to 1 ratio --4 positive statements to 1 negative statement). Interaction should be high frequency and high quality.**
 3. **Scanning students in different settings. This should include visual and auditory techniques.**
- **Teachers and staff will follow the Six Components of School-Wide PBS:**
 1. **Select and define expectations and routines. Expectations and routines need to be Observable, Acknowledgeable, and Teachable (OAT).**
 2. **Teach behaviors and routines directly in all settings.**
 3. **Actively monitor behavior (MIS).**
 4. **Acknowledge appropriate behavior.**
 5. **Review data to make decisions.**
 6. **Correct behavioral errors, using “PAWS” and NNN specific language to address the child, his/her behavior.**

Implementation Plan

Each classroom teacher is expected to teach the behavior expectations for all settings in the school. This implementation plan should take place during the first two weeks of school. Teachers should follow the school-wide matrix when addressing behaviors in each of the areas. The Advisor/Advisee period will be crucial in the implementation of PBIS.

- **The first 2-weeks of school all teachers will be responsible for class tours of the campus and use the provided scripts for each area.**

The critical areas identified are:

- **Arrival/Dismissal**
- **Outdoor/walkways**
- **Restrooms**
- **Cafeteria**
- **Classrooms**
- **Playground**

- Office Area
- Assemblies
- Fire Drill
- Lockdown
- Evacuation
- Field Trips
- After-School Activities
- Family Nights

There are scripts or checklists in the appendix that address each of these areas. Individual teachers should feel free to come up with their own plan for teaching their expectations in the classroom that follow “PAWS” and NNN.

Consistency

This one word is the key to the successful implementation of “PAWS”. The guidelines outlined in this handbook should be used as the standard for the expectations that teams and individuals set. “PAWS” is and will remain teacher generated and motivated. It is a living document that can be changed or updated to meet the needs of our CDHA family.

Patience

This is not an instant fix and is an on-going process. We will see some immediate results, but we should not get discouraged if some of the students do not respond immediately. We all need to remain consistent with our expectations and specific positive feedback.

Engagement

As a CDHA family we need to actively engage our students in “PAWS” to cultivate positive relationships and solutions.

Specific Verbal Feedback

- When you observe students demonstrating any “PAWS” characteristics acknowledge them by giving specific positive verbal feedback such as:
 1. “That was so helpful the way you held the door open for your classmates, I see you being respectful to your classmates.”
 2. “Thank you for walking with your hands and feet to yourself, I notice you’re demonstrating self-control.”

The Zorro PAWS

- **Acknowledge students who are exhibiting behaviors tied into the “PAWS” behavior by giving them specific positive feedback along with a Zorro PAWS.**

Monthly Store

- **Students will have the opportunity to earn “PAWS” tickets to purchase prizes/items from the ZORRO store.**

Trimester Raffle

- **The Teacher needs to track the number of PAWS each student has received. The teacher needs to relay to the PAWS coordinators which students have earned raffle tickets prior to the last Thursday in each trimester. The drawings will be held the following Tuesday. Raffle winners will be drawn and announced during the morning announcements on Wednesday Morning. Each Trimester Raffle Ticket is worth 30 PAWS (in order to receive a raffle ticket, the student must earn at least 30 PAWS - 30 PAWS = 1 Raffle Ticket)**

Monthly Elementary Zorro Store item ideas

Pencils	Puzzles	Hair ties
Pens	Mardi Gras Beads	Lanyards
Highlighters	Books	Backpacks
Erasers	Balls	Lip Gloss/Chapstick
Stickers	Snacks	Caps
Notebooks	Monthly Middle School Zorro Store item ideas	School Supplies
Crayons		Journals/Sketchbooks
Markers	Snacks/Drinks	Art Supplies
Playdough	T-shirts (college)	
Ropes	Water bottles	

Handling Infractions of Behavioral Expectations

CDHA will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors:

Level 1 Behaviors include:

- **Inappropriate Language**
- **Horseplay**
- **Defiance, disrespect, insubordination, non-compliance**
- **Lying, cheating**
- **Disruption, excessive talking**
- **Dress code violation**
- **Not prepared for class**

Step 1: Level 1 behaviors are to be handled by the classroom teacher using “PAWS” language and expectations.

Step 2: If behaviors persist, the classroom teacher should call the parent to advise them that the teacher will meet with the student for the purpose of goal setting. The teacher and student will meet and complete the Goal/Strategy Sheet (Appendix B). If need, one of the Health and Wellness members may be a resource for this process. The classroom teacher should phone parents to inform them of the goal. An e-mail or note may be sent if phone contact cannot be made. After two weeks, parents should be contacted regarding the student’s progress or lack thereof on the goal sheet. Each parent contact should be documented in a phone log and on the goal sheet.

Step 3: If Level 1 behaviors have not improved after 4 weeks, please complete the Student in Need Follow-Up (bottom of Appendix C) and put it in the I care mailbox. The Health and Wellness team will meet and the form will be returned to you with recommendations.

Level 2 Behaviors include:

- **Pushing/Shoving**
- **Harassment, teasing, taunting (physical and/or verbal)**
- **Abusive Language**
- **Theft**
- **Property Damage**
- **Technology Violations**

Level 2 behaviors should be handled by the teacher, however if the behavior continues, then a referral should be made to the office at teacher discretion. Teachers will complete an Office Discipline White Slip or Referral and send it to the

office. Students able to stay in the classroom may be put in an area of classrooms to not interrupt instruction. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available. On the same day the student is sent to the office, the teacher or staff member witnessing the incident should communicate the details to the parents by phone. The student should be placed on the weekly progress report (Appendix A) for a three-week period.

Level 3 Behaviors include:

- Truancy (3, 5, 10 day letters)
- Fighting
- Arson
- Bomb threat, false alarm
- Use, possession of alcohol
- Use, possession of prescription or non-prescription drugs, edibles
- Use, possession of tobacco, e cigarettes
- Use, possession of weapons

Level 3 behaviors should be referred to the office immediately. Teacher will complete an office referral to accompany the student. Consequences for students who engage in level 3 behaviors will include removal from the classroom for a period of time. An administrator will notify parents.

Student Behavior Management Process

<i>Staff Observes Problem Behavior</i>	
<i>Step 1: Problem-solve with student(s) and complete a reflection/goal setting sheet.</i>	
<i>Is the behavior office managed?</i>	
<i>Yes</i> <i>Write a major referral slip to the office.</i>	<i>No</i> <i>Use the teacher consequence below.</i> ● <i>Reflections</i>

<i>Student(s) remain in the room, if possible until Administration is available.</i>	
<i>Administration determines Consequence.</i> <i>Office managed offenses include</i> <i>Level 3: Immediate Office Referral</i> • Truancy (3, 5, 10 day letters) • Fighting • Arson • Bomb threat, false alarm • Use, possession of alcohol • Use, possession of prescription or non-prescription drugs, editables	<i>Complete Minor Referral slip</i> 1. <i>Referral slip when student does not respond to redirection, verbal warning, or precorrection.</i> 2. <i>Teacher notifies parents for ALL minor referrals with a phone call, letter, email, etc. Document contact on referral sheet.</i> 3. <i>When possible, have a corrective action corresponding to the behavior being corrected. Contact parents with updates.</i> <i>IF MINOR BEHAVIOR CONTINUES... (AFTER 3 MINOR REFERRALS)</i>

• Use, possession of tobacco, e cigarettes • Use, possession of weapons Level 2: Teacher Discretion for Major Referral • Pushing/Shoving • Harassment, teasing, taunting (physical and/or verbal) • Abusive Language • Theft • Property Damage • Technology Violations	<i>Write a major referral to the office and attach copies of a minimum of 3 minor referrals for Administration Reference.</i> Level 1: Minor Referral • Inappropriate Language • Horseplay • Defiance, disrespect, insubordination, non-compliance • Lying, cheating • Disruption, excessive talking • Dress code violation • Not prepared for class
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Classroom Strategies

- “PAWS” posters posted and reviewed on a daily basis (English/Spanish)
- Set up your room to be “student-friendly”. Arrange desks for easy teacher access to all students.
- Instead of sitting at a desk during instruction, teachers should walk and wander around the room.
- During instruction, challenging students should not be in the corner or back of the room, but within two to three feet of the teacher. Proximity and eye contact works wonders for increasing positive student behavior.
- Keep students on task with highly engaging and rigorous lessons, aligned to our standards, and research-based curriculum.
- Reward all students who are following procedures in a positive way with praise, note or phone call home, privileges, field trips; “PAWS” tickets, etc.
- Post a schedule in an obvious place and follow it. Students need to know the daily routine.
- Teach students the expectations for each and every activity. Never assume that a student will know what you expect from them.
- Look for classroom-tested resources to motivate and manage challenging students. Positive reinforcement strategies are excellent for boosting good behavior and learning.

- **Speak with other staff members who have worked with a challenging student. Find out what interventions have worked best for them. Collaborate.**

General Lesson Format for Teaching PAWS Behaviors

When introducing behavioral expectations, follow four basic steps:

Step 1: Access prior knowledge of the PAWS for the specific setting.

Step 2: Identify PAWS behaviors for specific settings.

Step 3: Model PAWS behaviors for specific settings.

- **Positive Attitude**
- **Attentive**
- **Wise Decision**
- **Show Respect**

Step 4: Review expectations of the PAWS for specific settings.

Important “PAWS” Vocabulary to Teach, Re-Teach

Positive Attitude: Remain hopeful and see the good in difficult situations.

Attentive: Aware of my surroundings, asking questions, make eye contact, listen

Wise Decision: Thinking of the consequences (good or bad) before I make a decision.

Show Respect

Empathy: The ability to understand how the other person(s) is feeling

Respect: You appreciate others and your environment for what and who they are. Respect does not come naturally. It must be taught and learned.

Advocate: use your voice to stand up for yourself and others. Ask questions and ask for help.

Transitions: Going from one thing to another (place, lesson, area).

Grit: Showing courage, determination, and perseverance.

Designated Areas: Where you need to be at that time.

Re-direction: Giving someone or someone giving you suggestions on what you are doing.

Appropriate: The right thing to do at the time.

CDHA Common Area Expectations

**Common expectations for all areas should be explicitly taught and re-taught.
Students showing “PAWS” behavior should be rewarded with “PAWS”.**

Arrival

When I am arriving at school I can show “PAWS” behavior by:

Positive attitude

- I can come to school ready to learn.

Attentive

- I can follow the rules and directions of the teachers on duty.
- I can line-up in my designated area.

Wise Decisions

- I can keep my body and belongings to myself.
- I can get my breakfast, sit down quietly, and eat without disrupting others.

Show Respect

- I can say “good morning” to my peers and teachers.
- I can clean up after myself.
- I can use my indoor voice while eating.

Dismissal

When dismissing from school I can show “PAWS” behavior by:

Positive attitude

- I can use positive language when speaking to my peers and teachers. (Please, Thank You)

Attentive

- I can focus on my name being called when my family is here to pick me up.
- I can use a quiet voice while waiting.

Wise Decisions

- I can be a positive role model for my friends and peers at CDHA by being patient and understanding (empathy)
- I can keep my body and my belongings to myself.
- I can stay in my designated location while I wait

Show Respect

- I can take care of myself and my belongings while waiting.
- I can use kind words.
- I can sit in my designated area and not run or wander around.

Restroom

When I am in the restroom I can show “PAWS” behavior by:

Positive attitude

- I can return to class ready to learn.

Attentive

- I can focus on myself and not others.
- I can let my teacher know if there is something wrong or needed in the restroom.

Wise Decisions

- I can go straight to the restroom, wash my hands, and return to class.
- I can use my time wisely and focus on my education.
- I can sign-out, sign-in, and return the key. (If applicable)

Show Respect

- I can ask my teacher politely to go to the restroom.
- I can walk and not run.
- I can pick up after myself (flush toilet, wash hands, pick up trash).

Cafeteria

When I am in the cafeteria I can show “PAWS” behavior by:

Positive Attitude

- I can walk to my assigned area.

Attentive

- I can use appropriate voice levels.

Wise Decisions

- I can think before I act or speak

Show Respect

- I can follow school rules

Gym

When I am in the Gym I can show “PAWS” behavior by:

Positive Attitude

- I can develop “GRIT” and “NOT QUIT”.

Attentive

- I can be on time and prepared.

Wise Decisions

- I can remain calm (even when provoked)

Show Respect

- I can show **empathy** to my classmates

Playground

When I am at the Playground I can show “PAWS” behavior by:

Positive attitude

- I can use positive language and **advocate** for myself

Attentive

- I can be an active participant

Wise Decisions

- I can remain calm when **provoked**.
- I can seek assistance from adults

Show Respect

- I can show empathy to others.
- I can follow school rules.
- I can respect school property/equipment.

Transitions

When making transitions I can show “PAWS” behavior by:

Positive Attitude

- I can use appropriate tone, volume, and language when making transitions in and out of the classroom.
- I can a positive response to redirection

Attentive

- I can follow given directions and wait my turn

Wise Decision

- I can make wise decisions by going directly to my destination.
- I can be prepared for my class by being responsible for my needed supplies

Show Respect

- I can respect others' privacy and personal space by keeping my hands feet and objects to myself

Field Trips

When I am on a field trip I can show "PAWS" behavior by:

Positive Attitude

- I can use appropriate voices inside and outside during the entire field trip.
- I can respond positively to redirections
- I can have fun within limits

Attentive

- I can listen to the bus driver, chaperone, teacher, and other adult directions

Wise Decision

- I can stay with the group during the field trip

Show Respect

- I can show respect to the presenter, teachers, and property during entire field trip.

Track speaker

Keep voice level at O or appropriate level for conversation

- SLANT when appropriate (S-Sit up straight, L-Listen Carefully, A-Ask and Answer Questions, N- Nod your head, T-Track your Speaker)

Assemblies

When I am at an assembly I can show “PAWS” behavior by:

Positive Attitude

- I can use appropriate voices inside and outside during the entire assembly
- I can respond positively to the speaker
- Listen to the Speaker (track the speaker)
- Clap when appropriate
- Use appropriate level of voice during assembly
- I can respond positively to redirections

Attentive

- I can listen to the bus driver, chaperone, teacher, and other adult directions

Wise Decision

- I can have fun within limits

Show Respect

- I can show respect to the presenter, teachers, and property during the entire field trip.
- Track speaker
- Keep voice level at O or appropriate level for conversation
- SLANT when appropriate (S-Sit up straight, L-Listen Carefully, A-Ask and Answer Questions, N- Nod your head, T-Track your Speaker)

Fire Drills

When there is a fire drill I can show “PAWS” behavior by:

Positive Attitude

- I can use positive talk in my head while participating in a fire drill. “Stay Safe” “Walk Don’t Run”, “Look For My Teacher.”

Attentive

- I can listen to my teacher and other adults during the fire drill.

- I can be an active observer to ensure I am following my teacher or adults.
- I can wait for directions.

Wise Decision

- I can take the fire drill seriously.
- I can keep my body and belongings to myself.

Show Respect

- I can use “level 0” during the fire drill.
- I can look straight ahead.
- I can use a clear and outside voice when my teacher takes the class role and says my name.

Optional Lesson Plans

Cafeteria “PAWS” Lesson Plan

Teaching Script

Attentive

I. Skill Teaching - Teacher

“Today we are going to talk about ways to be ready to learn in the cafeteria at CDHA. Some ways we can show that we are ready to learn when in the cafeteria include:

- **Always be listening for adult directions**
- **Be aware of expectations**

Discuss reasons for learning to be Attentive in the cafeteria:

Ask “What do you think are reasons for being Attentive?”

List main ideas given by students in a synopsis statement.

II. Demonstration and Role Play

“I’m going to show you some ways to pay attention in the cafeteria. I am also going to show you some ways to NOT be attentive. I want you to watch and see if you can tell if I am being attentive.”

EX 1: What does always be listening for adult directions mean? It means responding to adult directions the first time given, and asking if you do not understand the directions. It means paying attention when adults are speaking to you and responding in a positive respectful manner.

EX 2: What does it mean to be aware of expectations? State that being aware of expectations means that you listen and respond to changes in rules and procedures. It means being flexible when situations require changes or unfamiliar procedures. It also means asking questions if you do not understand a rule or procedure.

Non Ex 1: Someone spends five minutes in the restroom and then talks to their friends in a different grade while in the hallway. How is this behavior not demonstrating *attentiveness*? What can be done to make this behavior follow the *Attentive* expectation?

Non Ex 2: Someone talks to their friends while ignoring adult directions to go to the lunch line. How is this behavior not demonstrating being *Attentive*? What can be done to make this behavior follow the *Attentive* expectation?

Non Ex 3: Someone is not listening as they exit the cafeteria during an emergency situation and they get hurt. How is this behavior not demonstrating *Attentiveness*? What can be done to make this behavior follow the *Attentive* expectation?

III. Review and Check for Understanding - Teacher

After all students have seen the demonstration and role-plays review with “What are some ways to show you are *attentive* the cafeteria

Cafeteria “PAWS” Lesson Plan

Teaching Script

Respectful

I. Skill Teaching - Teacher

“Today we are going to talk about ways to be respectful in the cafeteria at CDHA. Some ways we can show respect when in the cafeteria include:

- **Wait your turn**
- **Use appropriate tone, volume and language**
- **Respond positively to supervisors signals or directions**
- **Give full attention to lunch personnel when in line**
- **Keep hands, feet, and objects to yourself”**

Discuss reasons for learning to be respectful in the cafeteria:

Ask “What do you think are reasons for learning to be respectful?”

List main ideas given by students in a synopsis statement.

II. Demonstration and Role Play

“I’m going to show you some ways to be respectful in the cafeteria. I am also going to show you some ways to NOT be respectful. I want you to watch and see if you can tell if I am being respectful.”

EX1: “What does it mean to wait your turn? State that waiting your turn means not cutting in line. It also means waiting at the corner wall and no more than two

people at a time at the food service counter. All students should be sitting and waiting at your table until released.

EX 2: What does it mean to use appropriate tone volume and language? State that using appropriate tone means not yelling or talking loudly. Use an inside voice. Use language that is acceptable for school.

EX 3: What does it mean to respond positively to supervisors signals or directions? State that responding positively means following directions the first time given. It also means to ask if you do not understand the directions, and not arguing or talking back.

EX 4: What does it mean to give full attention to lunch personnel? State that giving full attention to lunch personnel means knowing what you want to eat, saying please and thank you to cafeteria staff and listening for directions.

EX 5: What does it mean to keep hands and feet to yourself? State that keeping hands and feet to yourself means not pushing into a line or touching people in front or behind you. It also means not putting your feet out so people might trip, not showing public affection, and not play fighting or other forms of “horseplay”.

Non Ex 1: Someone runs up to the line and pushes other people out of the way in order to be first. How is this behavior not respectful? What can be done to make it respectful?

Non Ex 2: Someone walks into the cafeteria and begins yelling to all of their friends. How is this behavior not respectful? What can make it respectful behavior?

Non Ex 3: Someone is told to return to their seat multiple times and does not respond. How is this behavior not respectful? What behavior would show respect?

Non Ex 4: While in the food service area someone is talking to their friends and holding up the line. How is the behavior not respectful? What can be done to make this behavior respectful?

III. Review and Check for Understanding - Teacher

After all students have seen the demonstration and role-plays review with “What are some ways to show respect in the cafeteria?”

Cafeteria “PAWS” Lesson Plan

Teaching Script

Wise Decisions

I. Skill Teaching - Teacher

“Today we are going to talk about ways to make *Wise Decisions* in the cafeteria at CDHA. Some ways we can show your ability to make *wise decisions* when in the cafeteria include:

- Clean up after yourself
- Eat food in designated areas only.
- Walk quietly to and from the cafeteria
- Handle food appropriately

Discuss reasons for learning to be responsible in the cafeteria:

Ask “How can making wise decision affect myself and others at school?”

List main ideas given by students in a synopsis statement.

II. Demonstration and Role Play

“I’m going to show you some ways to make *wise decisions* in the cafeteria. I am also going to show you some ways to NOT make *wise decisions*. I want you to watch and see if you can tell if I am making *wise decisions*.”

EX1: “What does it mean to clean up after yourself?” State that cleaning up after yourself means returning your tray and throwing away all trash. It also means not

leaving food or trash on tables or floors. It also means making sure your table is free of spills or other messes.

EX 2: What does it mean to eat food in designated areas? State that eating in designated areas means not taking food or drink from the cafeteria. All food or drink should be consumed in the cafeteria only.

EX 3: What does it mean to walk quietly to and from the cafeteria? State that walking quietly to and from the cafeteria means observing all outdoor/walkway procedures. Report directly to the cafeteria after being dismissed from your class before lunch and report directly to your class after being dismissed from the cafeteria.

EX 4: What does it mean to handle food appropriately? State that handling food appropriately means not playing with your food, keeping food on your tray or table, and not eating from other people's trays. While in line do not touch food that you are not purchasing.

Non Ex 1: Someone leaves grapes on the floor and blames it on someone else. How is this not making wise decisions? What could be done to make this a behavior of making wise decisions?

Non Ex 2: Someone takes their chips into a classroom to eat later. How is this behavior not making a wise decision? How can we turn this behavior into a wise decision?

Non Ex 3: Someone looks into a classroom window/door while the class is in progress. Students in the classroom are distracted from the lesson. How is this behavior not making a wise choice? What can the students do instead to demonstrate making a wise decision?

Non Ex 4: Someone takes food from someone else's tray and eats it. How is this not making wise decisions? How can this person handle this situation, and make a wise decision?

III. Review and Check for Understanding - Teacher

After all students have seen the demonstration and role-plays review with “What are some ways to make wise decisions in the cafeteria?”

Restroom “PAWS” Lesson Plan

Teaching Script

Wise Decisions

I. Skill Teaching - Teacher

“Today we are going to talk about ways to make wise decisions in the restroom. What are some ways you think that we should choose to make wise decisions, have a positive attitude, attentiveness, and show respect?” Let students give a few examples, then review the indicators below.

Wise Decisions

- **Use water, soap, and paper towels sparingly**
- **Flush toilet after use**
- **Keep restroom clean and nice**
- **Use facilities appropriately**
- **Keep water in the sink**
- **Walk in the restroom**
- **Tell an adult if a restroom needs attention**

II. Demonstration and Role Play – By video

“I’m going to show you some ways to make wise decisions when in the restroom. I’m also going to show you some ways to NOT make wise decisions. I want you to watch and see if you can tell if I am making wise decisions.”

Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does not look like. Ask students to identify the positive examples and the non-examples. When students identify the non-examples, ask what should have been done differently.

Examples: everything listed above

Non-examples: wasting paper towels, not flushing the toilet, throwing paper towels on the floor, opening and closing doors appropriately, splashing water all over the restroom, running in the restroom, leaving a toilet overflowing without telling anyone.

Pick 2 or 3 students to role-play appropriate examples of following the expectations. Do not use students to role-play non-examples. Ask students to identify how they were being responsible in the restroom.

III. Review and Check for Understanding - Teacher

After all students have seen the demonstration and role-plays review with “What are some ways to make wise decisions in the restroom?”

Restroom “PAWS” Lesson Plan

Teaching Script

Show Respect

I. Skill Teaching - Teacher

“Today we are going to talk about ways to show respect in the restroom. What are some ways you think that we should choose to make wise decisions, have a positive attitude, attentiveness, and show respect? Let students give a few examples, then review the indicators below.

Respectful

- **Respect others’ personal space and property**
- **Respect others’ privacy**
- **Lock the stall when entering it**
- **Use appropriate tone, volume, and language**

II. Demonstration and Role Play –

“I’m going to show you some ways to be respectful when in the restroom. I’m also going to show you some ways to NOT be respectful. I want you to watch and see if you can tell if I am being respectful.”

Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does not look like. Ask students to identify the

positive examples and the non-examples. When students identify the non-examples, ask what should have been done differently.

Examples: everything listed above

Non-examples: pushing another person in the restroom, trying to open the stall door when someone is doing their business, leaving the stall door open while doing your business, yelling and screaming in the restroom.

Pick 2 or 3 students to role-play appropriate examples of following the expectations. Do not use students to role-play non-examples. Ask students to identify how they were being respectful in the restroom.

III. Review and Check for Understanding - Teacher

After all students have seen the demonstration and role-plays review with “What are some ways to show respect in the restroom?”

Restroom “PAWS” Lesson Plan

Teaching Script

Attentive

I. Skill Teaching - Teacher

“Today we are going to talk about ways to be attentive in the restroom. What are some ways you think that we should choose to make wise decisions, have a positive attitude, be attentive, and show respect? Let students give a few examples, then review the indicators below.

Ready to Learn

- **Return directly to class when done.**

II. Demonstration and Role Play – By video

“I’m going to show you some ways to be attentive when in the restroom. I’m also going to show you some ways to NOT be attentive. I want you to watch and see if you can tell if I am being attentive.”

Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does not look like. Ask students to identify the positive examples and the non-examples. When students identify the non-examples, ask what should have been done differently.

Examples: everything listed above

Non-examples: hanging out in the restroom and spending too much time in the restroom.

Pick 2 or 3 students to role-play appropriate examples of following the expectations. Do not use students to role-play non-examples. Ask students to identify how they would be ready to learn in the restroom.

III. Review and Check for Understanding – Teacher

After all students have seen the demonstration and role-plays review with “What are some ways to show that you are attentive in the restroom?”

Outdoors/Walkway “PAWS” Lesson Plan

Teaching Script

Attentive

I. Skill Teaching - Teacher

“Today we are going to talk about ways to be attentive outdoors/walkways at CDHA. What are some ways you think we can show that you are attentive when you are outdoors/walkways?” Let students give a few examples, and then review the expectations below. Discuss “why” these expectations are desirable.

- **Go directly to your destination.**
- **Get everything you need for class in an appropriate amount of time.**
- **Stay to the right and keep moving.**

II. Demonstration and Role Play

“I’m going to show you some ways to be attentive when outdoors/walkways.

I’m also going to show you some ways to NOT be attentive. I want you to watch and see if you can tell if I am being attentive.”

Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does *not* look like. Ask students to identify the

positive examples and the non-examples. When students identify the non-examples, ask what should have been done differently.

Examples: going from one destination directly to your next destination in the appropriate walkway and traveling on the right side of the walkway such as when driving a car or riding your bicycle.

Non-examples: loitering in the walkway, and walking on the left side of the pathway or stopping to talk to friends.

Pick 2 or 3 students to role-play appropriate examples of following the expectations. Do not use students to role-play non-examples. Ask students to identify how they were being attentive outside and in walkways.

III. Review and Check for Understanding

After all students have seen the demonstration and role-plays review with “What are some ways to show ready to learn in the outdoors/walkways at CDHA.

Hallway “PAWS” Lesson Plan

Teaching Script

Shows Respect

I. Skill Teaching - Teacher

“Today we are going to talk about ways to be respectful outdoors/walkways at CDHA. What are some ways you think we can show respect when you are outside/walkways?” Let students give a few examples, and then review the expectations below. Discuss “why” these expectations are desirable.

- **Respect others’ personal space and property**
- **Keep hands and feet to yourself**
- **Have positive response to redirection**

II. Demonstration and Role Play

“I’m going to show you some ways to be respectful when outdoors.

I’m also going to show you some ways to NOT be respectful. I want you to watch and see if you can tell if I am being respectful.”

Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does *not* look like. Ask students to identify the positive examples and the non-examples. When students identify the non-examples, ask what should have been done differently.

Examples: help others pick up supplies and books if dropped, pick up items on the floor, saying “excuse me” if you bump into someone, keep hands and feet to yourself, avoid blocking movement in the walkways and doorways, take turns at the water fountain, allow students to file out of classroom before entering, and. respond appropriately to adult instruction or redirection.

Non-examples: ignoring books and items on the floor, shoving or bumping, tripping or hitting others, stopping in the walkway and blocking traffic, cutting in line at the water fountain, entering the classroom before others have left, yelling or talking back to adults, or refusing to redirect behavior.

Pick 2 or 3 students to role-play appropriate examples of following the expectations. Do not use students to role-play non-examples. Ask students to identify how they were being respectful *in the walkway*.

III. Review and Check for Understanding

After all students have seen the demonstration and role-plays review with “What are some ways to show respect in the hallways at CDHA?”

Classroom “PAWS” Lesson Plan

Teaching Script

Show Respect

I. Skill Teaching - Teacher

“Today we are going to talk about ways to show respect in the classroom.”

“Some ways we can be respectful in the classroom include:

- (1) Being aware of other’s space,**
- (2) Choosing kind words and actions,**
- (3) Following directions without comments or outbursts, and**
- (4) making choices which do not interfere with other’s ability to focus.”**

Discuss reasons for learning to show respect in the classroom:

“What can we gain from being respectful of each other in the classroom?”

[Summarize the key points discussed in terms of preventing interference with the learning process.]

II. Demonstration and Role Play

EX 1 – Being aware of others’ space (Explain and define students’ personal space.)

EX 2 – How to choose kind words and actions

(Describe various classroom scenarios and ask students to demonstrate how they use kind words and actions; Emphasize using words such as “please” and “thank you” to classmates and teachers.)

EX 3 – Following redirects without comment or outburst

“Why do teachers need to redirect some students?”

“Who would like to volunteer to be redirected and respond without comment or outburst?”

“How did it feel to be redirected without making a comment or an outburst?”

EX4 – Making choices that do not interfere with others’ ability to focus

(Ask students to give examples from their own experiences that caused them to lose their focus. Then, give examples of disrespectful behavior in the classroom such as name-calling, hitting, tripping, and writing graffiti or obscenities in textbooks)

Non-Examples to Check for Understanding:

NON EX - Not respecting others’ space

(Take a classmate’s property, tripping a friend walking past your desk, shoving a classmate aside--not keeping your hands to yourself, moving a binder to take the seat that someone else already occupied)

“How was this behavior not respectful in the classroom, and what could I have done differently to be more respectful?”

III. Review and check for understanding - Teacher

After all students have seen the demonstration and role plays, review with **“What are some ways to show respect in the classroom?”**

Classroom “PAWS” Lesson Plan

Teaching Script

Wise Decisions

I. Skill Teaching -

“Today we are going to talk about ways to make wise decisions in the classroom.”

“Some ways we can make wise decisions in the classroom include:

(1) Using appropriate tone, voice, and language

(2) Getting permission to speak

(3) Remaining seated and facing forward and

(4) staying focused throughout the period”

“How do wise decisions influence other areas of learning at school?”

List main ideas given by students in a synopsis statement.

II. Demonstration and Role Play

EX 1 – “What does appropriate tone, voice, and language sound like?”

“Why is it a wise decision to demonstrate appropriate tone, voice, and language immediately upon entering the classroom?”

EX 2 – Get permission to speak.

“How does a student get a teacher’s permission to speak?”

“Why is it important for a student to get permission before speaking in the classroom?” Have a student demonstrate how to properly request a teacher’s permission to speak.

EX 3 – Remaining Seated and Facing Forward

“Why is it important for students to remain seated and facing forward throughout the class period?”

Discuss “S.L.A.N.T.” (Sit up, Lean forward, Ask occasional questions, Nod, and Track the teacher with your eyes.)

“How does a student demonstrate wise decisions with the S.L.A.N.T. method?”

EX 4 – Staying focused the whole class period

“What are some ways students are focused, or, how can you tell a classmate is focused during class?”

“Why is it important that students and teachers remain focused throughout a class period?”

NON EX 1 – Inappropriate tone, voice, and language (“How is this not making a wise decision?”)

NON EX 2 - Blurting out without permission to speak (“How is this not making a wise decision?”)

NON EX 3 - Leaving one’s seat or sitting sideways (“How is this not making a wise decision?”)

NON EX 4 - Not being focused, becoming off task (“How is this not making a wise decision?”)

III. Review and Check for Understanding - Teacher

After all students have seen the demonstration and role plays, review with “What are some ways to show making a wise decision in the classroom?”

Classroom “PAWS” Lesson Plan

Teaching Script

Attentive

I. Skill Teaching - Teacher

“Today we are going to talk about ways for students to be Attentive in the classroom. Some ways we can be attentive every day include:

- (1) Arrive to every class on time,**
- (2) Have all supplies and materials**
- (3) have a reading book with you at all times,**
- (4) Follow your teacher’s classroom procedures, and**
- (5) Do your best on every assignment.”**

“What are positive outcomes of being attentive in the classroom?”

Summarize students’ main points with a synopsis

II. Demonstration and Role Play

EX 1 – Arrive to class on time

“What does being on time mean?”

“Why do students need to be on time?”

“Why do teachers need their students to be on time?”

“What is gained by being prompt all of the time?”

Explain how instructional time is affected and reduced by chronic tardiness and how it interferes with the learning process.

EX 2 - Have all supplies and materials

“What are typical supplies and materials that students use on a daily basis?”

“Why is it important to have a reading book with you at all times?”

EX 3 – Follow classroom procedures

“What are some examples of classroom procedures?”

“Why do you think teachers have classroom procedures?”

EX 4 - Do your best on every assignment

“What does ‘doing your best’ mean?”

“What are some different types of assignments that a teacher can give to you?”

Summarize both groups of responses to describe how students who succeed consistently do their best on all assignments.

NON EX 1 – Stroll into class tardy, stay in the hallway talking, be off-task when class starts and the teacher begins the lesson

NON EX 2 – Not having supplies and materials, ask to go to your locker, take a classmate’s supplies or materials (pen, paper, etc.)

NON EX 3 – Do not follow classroom procedures, sharpen pencil after class begins

NON EX 4 – Ignore assignments, have nothing when teacher asks for homework

III. Review and Check for Understanding – Teacher

Review the ways students can become “attentive” in the classroom.

Appendix: Forms

Christine Duncan Heritage Academy

Student/Teacher Goal and Strategy Sheet

Please come up with specific strategies that can lead to successfully accomplishing each goal.

**Student Goal: I will respect my teacher and the guidelines of his/her classroom, and
take responsibility for my actions by coming to class ready to learn.**

Strategy #1:

Strategy #2:

Strategy #3:

Teacher Goal: I will help my student(s) work toward success by providing them with the needed support to meet the Triple Crown challenge (being respectful, responsible, and ready to learn).

Strategy #1:

Strategy #2:

Strategy #3:

Signatures: Student _____ **Teacher:** _____

Parent Contact (Please list dates and times):

Weekly Progress Report
Christine Duncan Heritage Academy

Dates: _____

Student: _____

	Positive Attitude	Attentive	Wise Decision	Show Respect
Outdoor/walkway	• Yes • No • N/A If no, please explain.	• Yes • No • N/A If no, please explain.	• Yes • No • N/A If no, please explain.	• Yes • No • N/A If no, please explain.

Classroom	• Yes • No • N/A If no, please explain.	• Yes • No • N/A If no, please explain.	• Yes • No • N/A If no, please explain.	• Yes • No • N/A If no, please explain
Cafeteria	• Yes • No • N/A If no, please explain.	• Yes • No • N/A If no, please explain.	• Yes • No • N/A If no, please explain.	• Yes • No • N/A If no, please explain

Christine Duncan Heritage Academy

Student in Need of Assistance

When completed, put in the PBS mailbox.

Student Name: _____ **Date:** _____

Teacher: _____ **Grade:** _____

Briefly describe inappropriate behaviors including frequency, duration and setting:

Date(s) of phone contacts with parent:

(Initial contact)

(2-week follow-up)

Parent Response:

Date Goal Sheet Implemented: _____

Student in Need (Follow-up)

Please attach a copy of the following:

- **Behavioral Goal Sheets from the last 4 weeks**
- **Weekly Conduct Sheets from the last 4 weeks**