

Elementary School
PBIS PLAYBOOK

Positive Behavioral Interventions and Supports

Updated August 2025

Tomah Area School District

HIGH QUALITY STUDENT LEARNING. EVERY CHILD. EVERY DAY.

Visit Our Website
tomah.education

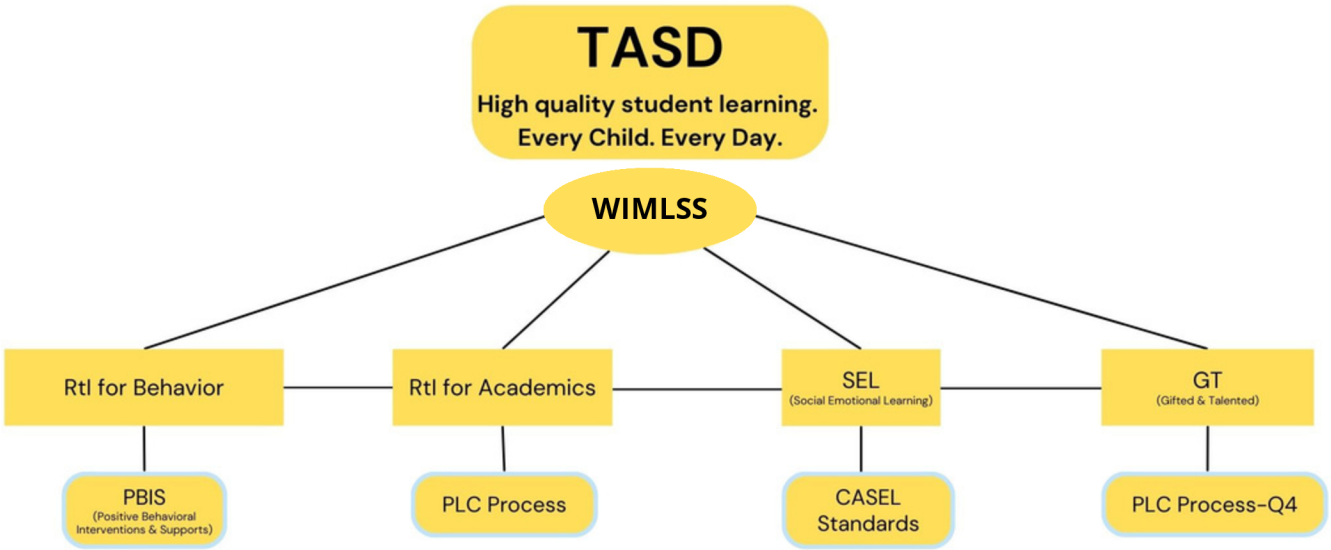
TOMAH AREA SCHOOL DISTRICT

HIGH QUALITY STUDENT LEARNING. EVERY CHILD. EVERY DAY.

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(WiMLSS) Wisconsin Multi-Level System of Supports



TOMAH AREA SCHOOL DISTRICT

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Purpose of PBIS

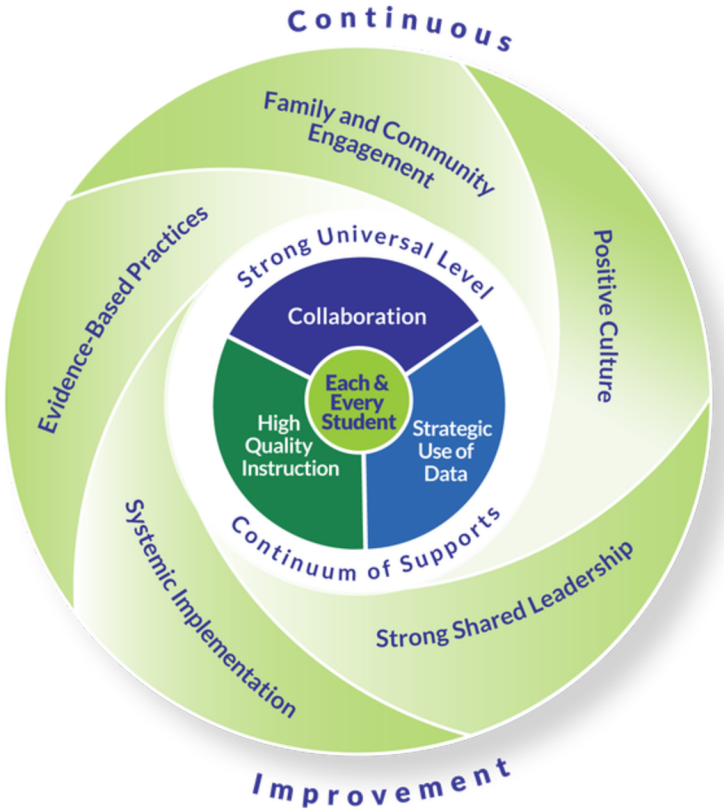
PBIS stands for Positive Behavioral Interventions and Supports, which is a school-wide approach that aims to promote good behavior and safety.

Safe, Supportive and Thriving Learning Environments

In the TASD, our mission is High Quality Student Learning, Every Child, Every Day. To accomplish this vision and get the best results for all students, we need to ensure that each of our schools is a place where all students are able and expected to learn. This means putting the right systems in place to support positive behavior in every student.

Wisconsin Multi-Level System of Supports (WiMLSS)

For Wisconsin schools and districts, implementing an equitable multi-level system of supports means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports at differing levels of intensity to adjust to the needs of the whole child proactively and responsively. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavior, social, and emotional skills. https://dpi.wi.gov/wimlss



Notes

Purpose of PBIS

A Shift in Practice

WiMLSS represents a shift in district philosophy and practice with respect to behavior and discipline. It moves us away from zero-tolerance policies and exclusionary practices toward proactive approaches that focus on building student and staff skills and competencies, which, in turn, lead to greater productivity and success. WiMLSS moves us from a singular focus on safety to a comprehensive focus on creating the conditions that make every classroom and every school a great place to learn and grow. It embodies our belief as a school district that children learn by getting feedback about their behavioral choices and making the changes needed to become contributing members of a community of learners.

WiMLSS is also designed to reflect a commitment to student equity. This means that we hold all students to the same high expectations but provide different kinds of support to reach those expectations.

"If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we...

...teach?... punish?

Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner, President of the National Association of State Directors of Special Education, 1998 -Tom Herner NASDE President, 1998 Behavior Education Plan - Elementary Schools

Purpose of Our PBIS Plan

This plan includes both proactive and responsive strategies and provides a continuum of interventions and consequences to address a range of student behaviors. This plan is designed to accomplish the following purposes:

- To outline the rights and responsibilities as related to student behavior for students, parents/guardians, teachers/staff, school administrators, central office staff and Board of Education members, recognizing that all groups have a collective responsibility to support positive student behavior.
- To establish an expectation for adults to teach, model and reinforce the skills necessary for students to meet TASD behavior expectations at all levels.
- To provide clear and explicit universal expectations for student behavior and to identify those behaviors which are inappropriate at school and school-sponsored events.
- To identify a range of reasonable, proportional, and consistently applied interventions and consequences to respond to behavior and to support positive behavior change in students.
- To ensure students are treated fairly and without discrimination based on race, ethnicity, socioeconomic status, disability status, gender, sexual orientation, gender identity or religion.
- To set an expectation that schools work in partnership with parents/guardians with the belief that they play an essential role in the behavioral and academic success of students.

Elementary School PBIS Team

Tomah Area School's District PBIS Mission Statement:

Tomah Schools is committed to proactively teaching students appropriate behaviors essential to being responsible, respectful and safe.

Tomah Area School's District PBIS Vision:

Our vision is to foster a safe and inclusive learning environment where every student feels valued, respected, and supported in their journey to success.

Elementary PBIS Team:

- *PBIS Coaches/Behavior Interventionists*
  - *Jon Wolff (LaGrange)*
  - *Danah Tornga (Warrens)*
  - *Tanya Seipel (Wyeville)*
  - *Ashley Jilek (Camp Douglas/Oakdale)*
  - *Julianna Scott (Lemonweir)*
  - *(Miller)*

- District Personnel
  - Justina Anderson (Admin-Miller)
  - Tim Gnewikow (Admin-Warrens/Wyeville)
  - Melissa McKittrick (Admin-LaGrange)
  - Brian Oberweiser (Admin-Lemonweir)
  - Lisa Culpitt (Admin-Camp/Oak/TAMS)
  - Jeff Adams (Director of WiMLSS)
  - Destiny Clark (School Psychologist)

Elementary School Behavior Matrix



HOWL ON

	All Locations	Hallway	Bathroom	Cafeteria	Playground	Bus	Assembly	Emergency Drills
We Are **RESPECTFUL**	Use polite words and gestures	Use up to #1 whisper voice Body to self	Use up to #1 whisper voice Give personal space and privacy to others Use bathroom at appropriate times	Use a #2 table talk voice Use manners Body to self	Follow directions Play cooperatively	Use a #2 table talk voice Body to self	Enter/exit using a #1 whisper voice Body to self Listen while others are presenting	Use a #0 no talking voice Body to self
We Are **RESPONSIBLE**	Be ready to learn	Single file line Neat and clean	Keep bathroom clean Return to class promptly	Wait in line Keep area clean	Line up when cue is given	Keep belongings to self Get off at correct stop Take all belongings with you	Show appreciation	Understand the purpose of each drill Be alert
We Are **SAFE**	Keep hands and body to self	Eyes focused forward Walking feet Tight to the right	Use items for intended purpose Wash hands	Keep food to yourself Stay seated until excused	Dress for the weather Stay within boundaries Use equipment appropriately	Stay seated Avoid the yellow danger zone Quiet at railroad tracks	Follow directions Stay with your group	Walk to safe place Listen for adult directions Stay with the adult

Notes

Voice Level Chart

VOICE LEVEL CHART



3	Speaker
2	Table Talk
1	Whisper
0	No Talking

HOWL ON

Behavior Flow Chart

TOMAH AREA SCHOOL DISTRICT
HIGH QUALITY STUDENT LEARNING. EVERY CHILD. EVERY DAY.

ELEMENTARY BEHAVIOR FLOW CHART

Tier 1 Classroom Prevention Cycle

- Welcome Students Daily
- Clear and Consistent Classroom Expectations
- Classroom Agreements
- Routines and Procedures
- Short Transition Times
- Active Supervision
- Precise Directions & Positive Narrations
- Use District-Wide Resources (2nd Step, i-Ready, CKLA)
- Stay in the Game Conversations
- Teacher Managed Classroom System
- Build Positive Relationships and Connections
- Use PAW Acknowledgement System

PROBLEM BEHAVIOR OBSERVED

Decide: Is this a Teacher or Admin Managed Behavior?

Staff Managed ←

→ **Admin Managed**

GOAL is for students to self-monitor and self-correct

Does it affect you or does it affect the class/learning?

Dysregulated kids need regulated adults.

Layer 1

-Redirection verbal/non-verbal
-Proximity
-Praise (5 positive:1 corrective)
-Building relationships

Layer 2

-Layer 1+
-Reteach according to matrix lesson plan with practice
-Specific corrective feedback
-Positive acknowledgement with PAW

Layer 3

-Layer 1, 2+
-Document pattern of reteaching in Infinite Campus
-Phone call with parent/guardian to inform (victim/offender)
-Restorative Practice Strategy
-Regulation activity
-Repeat layers as needed or move to Layer 4/5

Layer 4

-Layer 1,2,3+
-Consult with PLC/PBIS teacher or counselor for other proactive strategies

Layer 5

-Layer 1,2,3,4+
-Parent problem solving phone/in person conversation to complete student success plan

Staff Managed

- Stealing
- Inappropriate Language (not directed)
- Disrespect
- Refusal
- Technology Violation
- Lying
- Disruptive
- Physical Contact (horseplay)
- Dress Code Violation
- Cell Phone/Communication Device
- Property Misuse
- Bus Referra;
- Academic
- Dishonesty/Cheating

Consequences Determined by Staff

Admin Managed

- Theft
- Racial Slurs - abusive language directed at someone
- Bullying
- Possession of drugs, tobacco, alcohol
- Possession of weapons
- Fighting/physical aggression
- Threat
- Vandalism
- Incidents Involving Private Body Parts

Action

-Call Admin for support
-Witnessing staff still needs to document in Infinite Campus

All staff have the responsibility to address behaviors appropriately and discreetly as they are happening.

What we permit, we promote.

#HOWLON

WE ARE RESPECTFUL, RESPONSIBLE AND SAFE!

PBIS Definitions

TASD Policy	VOCABULARY	DEFINITION	EXAMPLES
5517	Disrespect	Rude or dismissive messages to adults or students	Mocking, taunting, insults directed at others, talking back
5517.01	Bullying	Targeted and repetitive behaviors that cause injury and/or discomfort	Repetitive: name calling, teasing, and other forms of disrespect
	Disruption	Interruption of class or school activities	Random noises, walking around the classroom w/o permission, playing music loudly/inappropriate music playing out loud
	Refusal	Intentionally not following directions	Refusal to complete work, follow directions, or expectations. Refusal to go to ALEC Room when directed
5500 5517	Inappropriate Language	Harmful/hurtful language	Swearing, Slang, Derogatory Terms
5500 5516	Horseplay	Non-serious, physical contact that violates school guidelines	Hitting each other on the head, poking at each other, tripping, not keeping hands to themselves, grabbing at each other, chasing each other in hallway, running around, shoving, play-fighting, shadow-boxing
5500 5500	Physical Fighting	Take part in a harmful altercation with the intent to hurt	Punching, kicking hard, choke holds, hair-pulling
7540	Tech Violation	Use of an electronic device that violates school guidelines	Messaging, emailing when not supposed to, inappropriate websites, games when not supposed to be, inappropriate games, watching movies/tv when not supposed to
5136	Cell Phone/ Communication Device	Using and/or having a cellphone or other communication during the school day	-Having phone on you -Texting or calling home instead of using office phone -Messaging on smart watches
5513	Material/Property Misuse	Deliberate destruction of or damage to school or private property	Drawing on the building and walls, carving into tables, hitting school signs, hitting school clocks, jumping and hitting ceiling tiles, etc.
	Lying	An untrue statement	Making false accusations against other students, forging a permission slip, not telling the truth
	Academic Dishonesty/Cheating	Submitting work that is not the student's own work and/or intentionally giving answers to be copied by others	Cheating on an assignment, using AI, using translator when not supposed to, copying and pasting information from internet, allowing another student to copy your work, giving answers to others
5511	Dress Code Violation	Wearing attire that does not follow school policy or causes a distraction to the learning	Inappropriate language, violent images, hats, hoods, drugs and alcohol images/advertising, weapon images/advertising

PBIS Definitions

5200	Habitual Tardy	4 or more unexcused tardy occurrences per semester	Unexcused tardy, intentionally taking too much time to get from point A to point B, late to class after bell rings
5200	Cutting Classes/ Skipping	Not attending class or going to an unassigned location during scheduled time	Hanging out in bathrooms, hallways, stairwells, unassigned classrooms, counseling office without permission
	Public Display of Affection	Acts of physical intimacy in view of others	Hugging, kissing, holding hands, cuddling, petting each other's hair, touching knees
5517	Racial Language	Using language that is racially offensive	Racial Slang
5517	Threats/Intimidation of harm	Any written, verbal, or implied threat that would result in hurting another person	Threatening to beat someone up, threatening to hurt someone, "You better watch it."
5517	Threat of Violence	Any written, verbal, or implied threat that could result in loss of life	Threatening to bring a firearm or knife to school, bomb threat, threaten to end someone's life, using gestures to imply the threat/violence
	Incidents involving Private Body Parts	Touching and/or exposing body part in an unacceptable and inappropriate manner	Pantsing, nut-tapping/grabbing, butt slapping and grabbing, chest grabbing, touching self inappropriately
5530	Tobacco & Alcohol	Use/possession/sale/look-a-like of any tobacco or alcohol product	Vape devices, cigarettes, chewing tobacco, alcohol
5512 5530	Drugs	Use/possession/sale/look-a-like of an illegal drug substance	Marijuana vape device, any form of THC, narcotics, unprescribed prescription medications
5772	Weapons	Use/possession/sale/look-a-like of any weapon	Pocket-knife, razor-blades, fire-arm, toy guns, taking an Exacto knife from a classroom
	Noncompliance in ALEC room	Not following the expectations posted in the ALEC room	Not staying in seat, loud outbursts, language, refusal to complete assignments, unapproved use of technology, negative attention seeking behaviors
5136	Pictures/Videos on School Grounds W/O Permission	Using technology to record another person without their knowledge or permission	Making Tik Tok, taking pictures in the hallway, recording a teacher or student in the classroom
5136	Pictures/Videos in Locker Room and/or Bathroom	It is a Federal Offense to use technology to record another person within a locker room or bathroom	Selfies in bathroom or locker room, phones out in bathroom, phones out in locker room
	Bus Referral	Failure to follow bus expectations	Moving seats, language, throwing items, hanging out of the bus, high volume, inappropriate use of technology

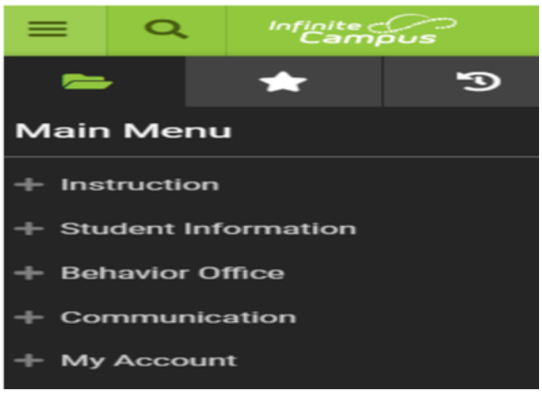
Infinite Campus Documentation Process

To follow PBIS guidelines and ensure **ALL** students have clarity of building expectations and have the opportunity to practice, we will not write up students the first 4 weeks of school. If it is an administrator managed behavior, you will contact administration.

As a staff member, if you didn't hear it or see it then you don't write it up until you investigate the incident. If this is an administration managed incident, contact administration.

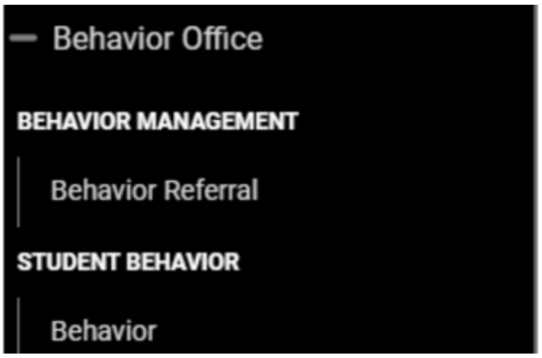
Step 1: Navigate to Main Menu

- If your page opens to Teaching Center, click on the 3 lines at the top to open the Main Menu.

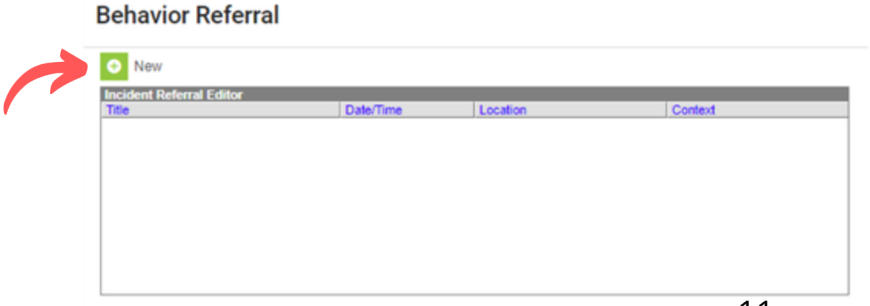


Step 2: Navigate to Behavior Office/Referral

- Click the plus on the Behavior Office Tab to open a drop-down menu.
- Click on Behavior Referral to create a new referral.

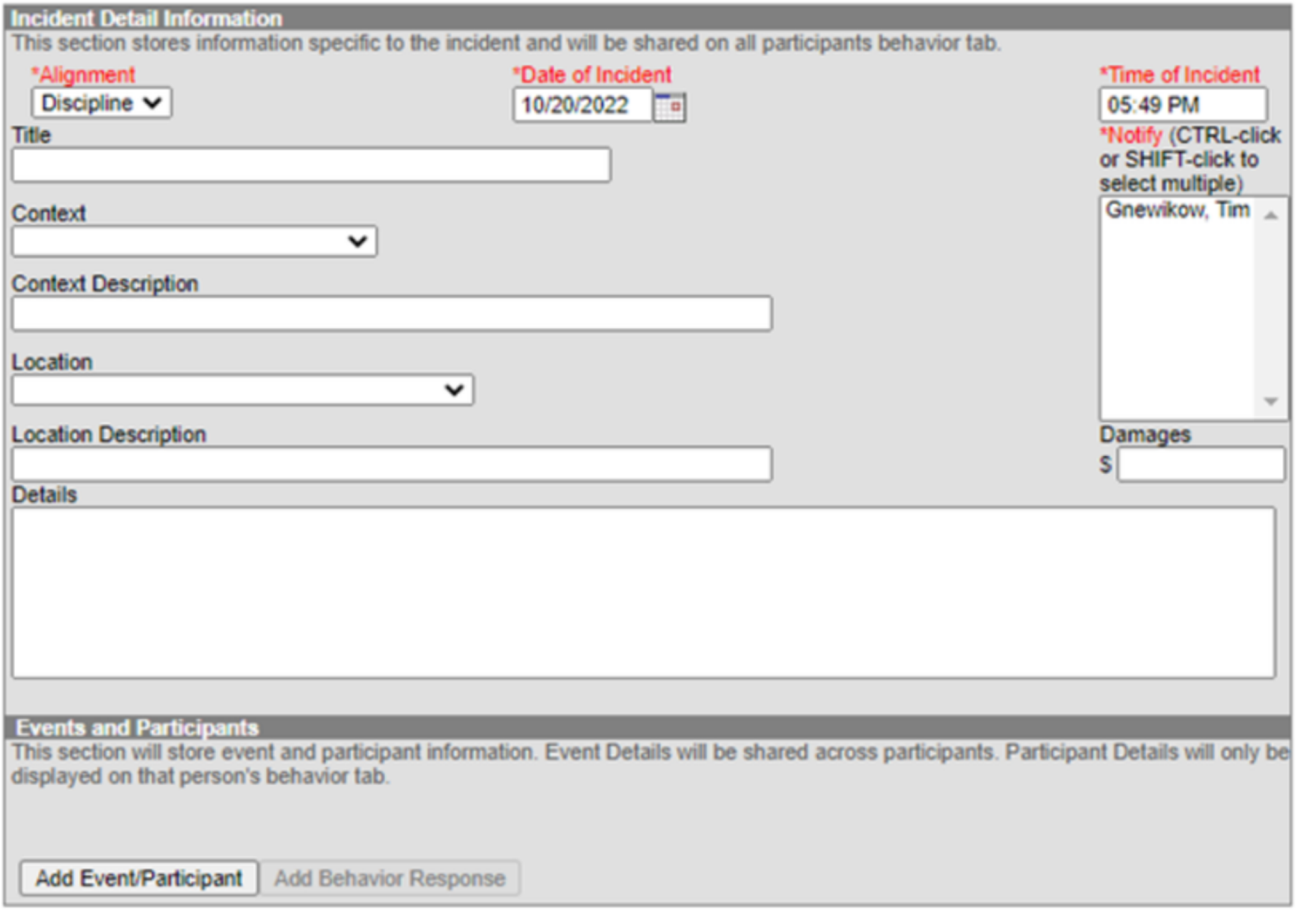


- This will open the Behavior Referral Tab. Click on the Green New Button at the top to start a referral.



Step 3: Enter Incident Details

- **Date and Time of Incident:** Defaults to current date/time (you need to switch to date/time of incident.)
- **Title:** Leave it blank (it will automatically default to event details from the drop-down box).
- **Context:** When the behavior occurred (optional).
- **Location:** Where the behavior occurred.
- **Location Description:** Where the behavior occurred (optional).
- **Notify:** If there are multiple names, select the person you want the referral sent to (usually an admin.)
- **Details:** Brief description of the behavior that occurred (DO NOT USE ANY NAMES.) Copy this as you will use it on the next screen for specific students
    - **EXAMPLES:**
        - In class, the student kept making noises during independent work time. I clarified with the student the expectation and the matrix on the wall of the expectation during independent work (layer 1). I created a silent signal to the student when this would occur (layer 2). Caregiver was notified and I will start to document the frequency (layer 3).
        - Incident
        - Pattern of behavior
        - Staff responds with flowchart layers
        - Communication

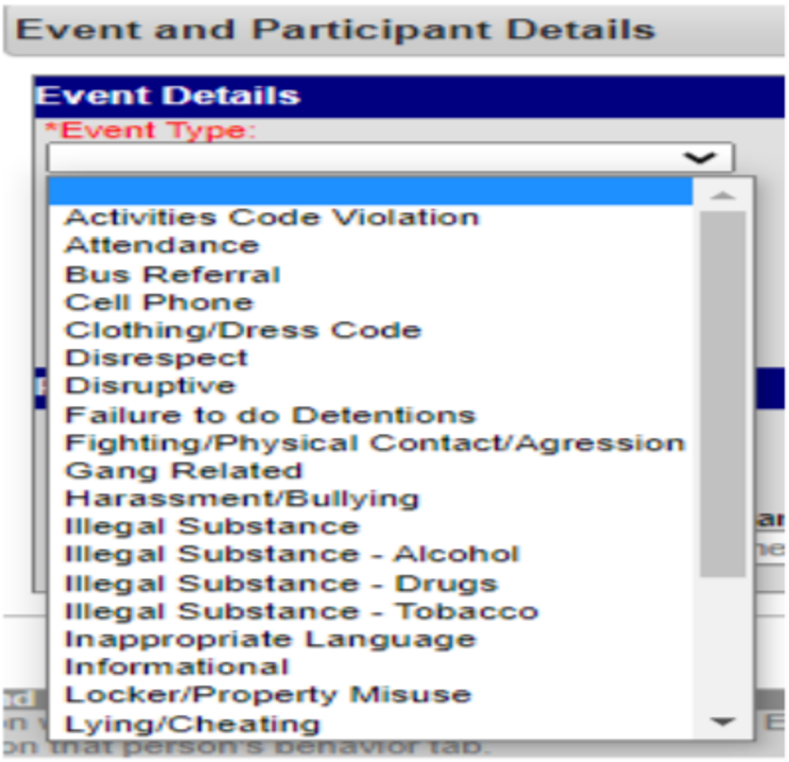


- Once you complete all the information, click Add Event/Participant (located at the bottom of the page.)

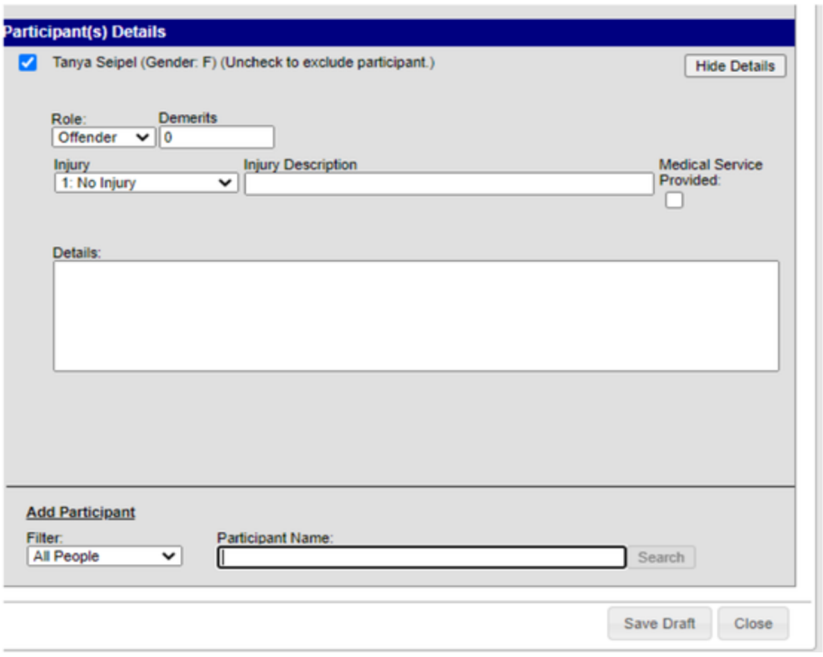
Notes

Step 4: Enter Event Type and Participants

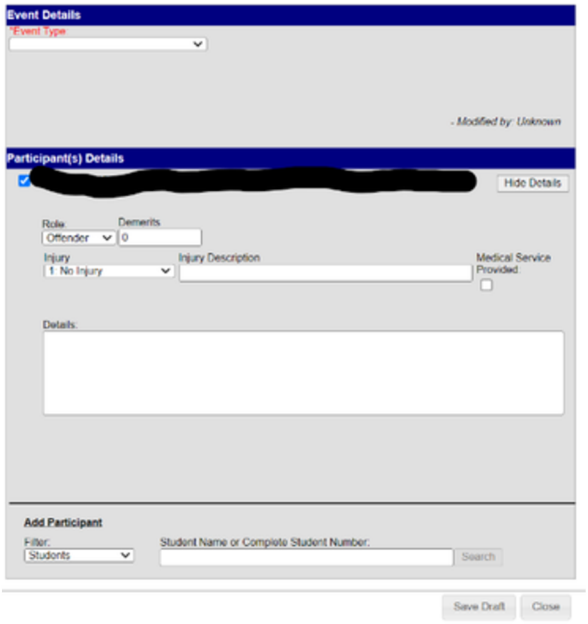
- Select an Event Type from the drop-down menu.



- Search for Participant- Click name provided.



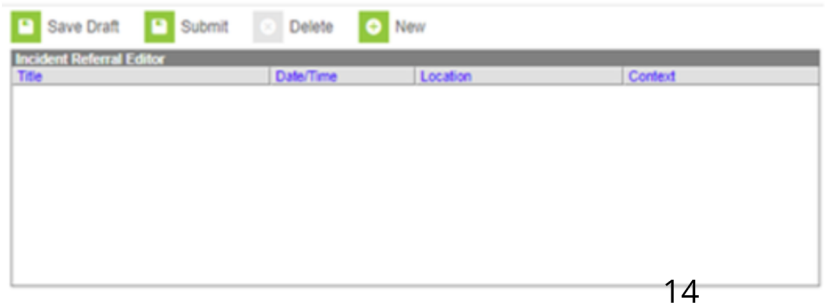
- Choose the Role- Witness, Offender, Victim or Participant



- Select injury if that student was injured (not if they caused the injury) and type in a description.
- Copy information from details on the previous page to details. Change student name in description now.
  - Provide a resolution/consequence and document a call home was made.
- If there is more than one student, click Add Participant to add the next student(s).
  - **Be careful** because it will autofill details from the previous student into the next student's details. So, make sure you change the name/details accordingly.
  - You can change the drop-down box and make it school employees and add staff as witnesses/victims to the event as needed.
- Once you have finished adding the participants, click Save Draft.

Step 5: Review and Submit the Incident

- If you are unable to finish a behavior referral, click Save Draft.
- Once completed, check over the write-up and make any corrections before clicking Submit.
  - Once you submit, you are not able to delete or make changes.
  - Admin will need to finalize.



Making a Parent Call About Behavior- Scripts

We know that calling home can be hard! Courageous conversations are often challenging and who has time for them anyway? Our goal here is to provide easy-reference language in case you need to make one of these calls. Here are examples of language that have been successfully used as a direct script or you can make it your own.
Here is a list of components that are considered critical to a successful call:

- Clearly stating that the call is informational only; calling is not the response to the behavior. You call to let families know that YOU responded to a behavior, NOT to ask them to respond to a school behavior.
- Invitation for guardian to share knowledge/expertise about the child
- Natural connection between undesirable behavior and response
- Explicit naming of success criteria
- Space for guardian to agree or disagree
- Genuine attempt at building partnership with the family through appreciation

If you can't reach a parent on the phone here is the protocol:

1. *Leave a Message stating: a minor incident took place today please call me back at ____. The best times to reach me are _____.*

- do not disclose what transpired in the incident
- this message should first be left in voicemail as a second option you can use dojo/email/text (preferred parent communication) and use the following response: *I have been trying to reach you and have not heard back. Below is a copy of the situation that was entered into infinite campus (insert IC write-up documentation.)*

1. **Remember**-If it is a major incident, you continue to call parents/ask others to help you call and reach guardians. Need to make contact – not just a message.

Situation one: Calling about a pattern of behavior

Note: These calls occur early in the pattern and should express that you're concerned with the trend, not with a single moment.

I just wanted to touch base with you around a pattern I've seen in child's name's behavior this time period. I'm not looking for you to do anything at home and I'll fill you in a bit on how I've been addressing it here, but I wanted to call so that you're aware of what I'm seeing. I also wondered if there are factors at play here that I'm unaware of and that might help me understand how to support child's name at school.

The pattern I've noticed is ____. Is this something you've noticed in other environments? If so, what have you found to help them break this pattern? Are there new factors at play for child's name?

I have tried ____ to support child's name in being able to perform matrix behavior (ex: raise her hand for a turn). At this point, I believe ____ is what is causing this pattern, so I'd like to try _____ (or I tried ____). I'll know this is working when child's name is able to self-correct and self-monitor for this behavior.

How does that sound to you? Let's keep in touch as we give this a try. Thank you for thought-partnering with me today and for your communication and trust.

Making a Parent Call About Behavior- Scripts

Situation Two: Calling an offender's family about a specific teacher-managed behavior

Note: These calls occur after a behavior that resulted in an immediate response and involved another student. This is most likely to be when one student's intentions are perceived differently by a peer (victim).

I just wanted to touch base with you around something we handled today at school. I'm not looking for you to do anything at home and I'll fill you in a bit on how I addressed it here, but I wanted to call so that you're aware of what happened. I also wondered if there are factors at play here that I'm unaware of and that might help me understand how to support child's name at school.

Neutral narrative of event that refers to "the other student" and the child.

Our expectation is matrix behavior (ex: body to self). I believe ___is what caused the behavior, so I name how you responded. Child's name reacted in this way. Again, I'm not looking for you to follow up at home necessarily, I just thought you would want to know.

Is this something you've noticed in other environments? If so, what have you found to be a helpful response? Are there new factors at play for child's name that might be good for me to know? In the future, is there something different you would like me to consider in my response?

Thank you for sharing that with me today and for your communication and trust. If child's name shares any details this afternoon that you think I should have, certainly feel free to reach out and fill me in. Otherwise, I really appreciate your support, thank you.

Notes

Situation Three: Calling a victim's family about a specific teacher-managed behavior

Note: These calls occur after a behavior that resulted in an immediate response and involved another student. This is most likely to be when one student's intentions (offender) are perceived differently by a peer (victim)

I just wanted to touch base with you around something we handled today at school.

I am sorry that this happened at school. I know it's not great news, but I wanted you to hear about it from us directly.

Thank you for sharing that with me today and for your communication and trust. If child's name shares any details this afternoon that you think I should have, certainly feel free to reach out and fill me in. Otherwise, I really appreciate your support, thank you.

Situation Four: When a family member gets upset

Note: This happens; we're talking with them about their most precious people in the world.

I can tell that this is upsetting you and I completely understand that. I'd like to continue this conversation when name principal is available to be part of our discussion. When I have her/his availability, I'll reach out to you to set up a time that works for all of us. Thank you. (and hang up!)

Notes

Notes

Matrix Lesson Plans (examples)

Expectation: We are respectful, responsible and safe

Location: Assembly

Establish/Define Behavior/Procedure:
Introduce the behavior and why it is important. Be sure to list when the behavior is expected:
1. enter/exit using a #1 whisper voice, body to self, listen while others are presenting - traffic and flow, remains safe
2. show appreciation-Be engaged and get what is the important message from the show
3. follow directions, stay with your group-No one gets hurt, respectful for the presenter

Teach:
Teacher demonstrates or models the appropriate behavior. Discuss non-examples and examples.
1. Teach behaviors on the matrix
2. Teach what a volume #1 whisper voice is
3. teach power clap, silent cheering, etc.
4. teach all school cue/signal such as Timberwolves give me 5

Practice:
Give students opportunities to role-play the appropriate behaviors across all relevant settings.
1. Have a few students demonstrate expectations.
2. Provide prompts and redirection as needed.
3. Acknowledge with paws (flood).

Monitor and Reinforce:
1. Pre-Correct/Remind: Anticipate and give students a reminder to perform behaviors
2. Supervise: Move, scan and interact with students.
3. Feedback: Observe student performance and give positive, specific feedback to students.
4. Reteach: Practice throughout the day and school year.

Notes

Matrix Lesson Plans (examples)

Expectation: We are respectful, responsible and safe

Location: Bus

Establish/Define Behavior/Procedure:
Introduce the behavior and why it is important. Be sure to list when the behavior is expected:
1. Use up to a #2 table talk voice, body to self – Keeps you and others safe while riding
2. Keep belongings to self, get off at correct stop, take all belongings with you – Keeps your belongings safe, no items should be thrown around the bus, ensures that you are at the appropriate stop and not lost.
3. Stay seated, avoid the yellow danger zones, quiet at railroad tracks (volume 0) – Keeps you and others on the bus safe, allows the bus driver the ability to hear/see if a train is coming.

Teach:
Teacher demonstrates or models the appropriate behavior. Discuss non-examples and examples.
1. Teach behaviors on matrix.
2. Teach what voice volume 0 is and what voice volume 2 is.
3. Teach body to self means – forward sitting, back to back, seat to seat, feet/arms/body are not in the aisle, not touching others belongings, when the bus is moving, passengers are staying in their seats.
4. Teach Yellow Danger Zone (area between yellow painted line and curb)

Practice:
Give students opportunities to role-play the appropriate behaviors across all relevant settings.
1. Have a few students demonstrate expectations.
2. Provide prompts and redirection as needed.
3. Acknowledge with paws (flood) to be used in the classroom.

Monitor and Reinforce:
1. Pre-Correct/Remind: Anticipate and give students a reminder to perform behaviors
2. Supervise: Move, scan and interact with students.
3. Feedback: Observe student performance and give positive, specific feedback to students.
4. Reteach: Practice throughout the day and school year.

Notes

Matrix Lesson Plans (examples)

Expectation: We are respectful, responsible and safe

Location: Cafeteria

Establish/Define Behavior/Procedure:
Introduce the behavior and why it is important. Be sure to list when the behavior is expected:
1. Use a #2 table talk voice, use manners, body to self- remains safe
2. Wait in line, keep area clean-Traffic and flow,
3. Keep food to yourself, stay seated until excused

Teach:
Teacher demonstrates or models the appropriate behavior. Discuss non-examples and examples.
1. Teach respectful language, please/thank you, keep food on tray, stay in your personal space, not play with food
2. Pick up anything drop/spill or messes made
3. Teach behaviors on the matrix
4. Teach what a #2 table talk voice is

Practice:
Give students opportunities to role-play the appropriate behaviors across all relevant settings.
1. Have a few students demonstrate expectations.
2. Provide prompts and redirection as needed.
3. Acknowledge with paws (flood) to be used in the classroom.

Monitor and Reinforce:
1. Pre-Correct/Remind: Anticipate and give students a reminder to perform behaviors
2. Supervise: Move, scan and interact with students.
3. Feedback: Observe student performance and give positive, specific feedback to students.
4. Reteach: Practice throughout the day and school year.

Notes

Matrix Lesson Plans (examples)

Expectation: We are respectful, responsible and safe

Location: Emergency Drills

Establish/Define Behavior/Procedure:
Introduce the behavior and why it is important. Be sure to list when the behavior is expected:
1. Use a voice #0 – no talking, listen to adult directions, stay with the adult and be alert – Allows everyone to hear directions and stay safe.
2. Body to self, walk to safe place – This is so no one gets hurt during the drills. Allows everyone to move quickly and safely to appropriate locations.
3. Understand the purpose of each drill – Allows students to understand the importance and reasons why we practice the drills.

Teach:
Teacher demonstrates or models the appropriate behavior. Discuss non-examples and examples.
1. Teach all the emergency drills following ILoveUGuys guidelines.
2. Teach stay with adult – means if you are in a MAPE you stay with MAPE teacher, Title teacher stay with Title teacher, etc. If you are in the hallway/bathroom or area without a teacher you join up with the closest adult and stay with them.
3. Teach voice level 0.

Practice:
Give students opportunities to role-play the appropriate behaviors across all relevant settings.
1. Review emergency drills.
2. Practice drills ahead of time or review with students where they will go and discuss the expectations.
3. Practice drills when school does them during the first week and throughout the year.
4. Provide prompts and redirection as needed.
5. Acknowledge with paws.

Monitor and Reinforce:
1. Pre-Correct/Remind: Anticipate and give students a reminder to perform behaviors
2. Supervise: Move, scan and interact with students.
3. Feedback: Observe student performance and give positive, specific feedback to students.
4. Reteach: Practice throughout the day and school year.

Notes

Matrix Lesson Plans (examples)

Expectation: We are respectful, responsible and safe

Location: Hallway

Establish/Define Behavior/Procedure:
Introduce the behavior and why it is important. Be sure to list when the behavior is expected:
1. Use up to a #1 whisper voice, body to self – Allows others to learn, property remains safe.
2. Single file line, neat and clean – hallway traffic and flow, take care of our school and usable for others
3. Eyes focused forward, walking feet, tight to the right – no one gets hurt.

Teach:
Teacher demonstrates or models the appropriate behavior. Discuss non-examples and examples.
1. Teach behaviors on matrix.
2. Teach body to self means – feet to self, hands to self and off others' belongings.
3. Teach what a volume #1 whisper voice is.

Practice:
Give students opportunities to role-play the appropriate behaviors across all relevant settings.
1. Have a few students demonstrate expectations.
2. Provide prompts and redirection as needed.
3. Acknowledge with paws (flood) to be used in the classroom.

Monitor and Reinforce:
1. Pre-Correct/Remind: Anticipate and give students a reminder to perform behaviors
2. Supervise: Move, scan and interact with students.
3. Feedback: Observe student performance and give positive, specific feedback to students.
4. Reteach: Practice throughout the day and school year.

Notes

Matrix Lesson Plans (examples)

Expectation: We are respectful, responsible and safe

Location: Playground

Establish/Define Behavior/Procedure:
Introduce the behavior and why it is important. Be sure to list when the behavior is expected:
1. Follow directions, play cooperatively
2. Line up when cue is given
3. Dress for the weather, stay within boundaries, use equipment appropriately

Teach:
Teacher demonstrates or models the appropriate behavior. Discuss non-examples and examples.
1. Teach behaviors on matrix
2. Teach what playing cooperatively means (sharing, taking turns, including others (when it might be ok to not let others play) respecting equipment, sportsmanship, etc.)
3. Teach what boundaries means (teach to be alert: where are you, who is around, what is around – are there concerns)
4. Teach the appropriate way to use each piece of playground equipment

Practice:
Give students opportunities to role-play the appropriate behaviors across all relevant settings.
1. Have a few students demonstrate expectations.
2. Provide prompts and redirection as needed.
3. Acknowledge with paws (flood) to be used in the classroom.

Monitor and Reinforce:
1. Pre-Correct/Remind: Anticipate and give students a reminder to perform behaviors
2. Supervise: Move, scan and interact with students.
3. Feedback: Observe student performance and give positive, specific feedback to students.
4. Reteach: Practice throughout the day and school year.

Notes

Matrix Lesson Plans (examples)

Expectation: We are respectful, responsible and safe

Location: Bathroom

Establish/Define Behavior/Procedure:
Introduce the behavior and why it is important. Be sure to list when the behavior is expected:

1. Use up to whisper voice
2. Give personal space
3. Use at appropriate times
4. Keep bathroom clean
5. Return to class promptly
6. Use items for intended purpose
7. Wash hands

Teach: Use Up to Whisper Voice

- Discuss why it's important to keep noise levels down in the bathroom.
- Show examples of whispering and normal talking. Ask students to practice whispering.
- Whisper is when you can place your finger on your "adam's apple" and speak without feeling any vibration

Give Personal Space

- Explain the concept of personal space and why it's important in the bathroom.
- Use a visual aid to show how much space to give others.

Use at Appropriate Times

- Discuss when it is and isn't a good time to use the bathroom (e.g., not during instruction time unless it's an emergency).

Keep Bathroom Clean

- Talk about how to properly dispose of paper towels, flush the toilet, and report any messes.
- Two sheets of paper towel
- Use visual aids to show a clean vs. messy bathroom.

Return to Class Promptly

- Emphasize the importance of not lingering in the bathroom.
- Discuss how to go directly to and from the bathroom.

Use Items for Intended Purpose

- Explain that soap is for washing hands, paper towels are for drying hands, etc.
- Two pumps of soap
- Discuss what to do with bathroom items

Wash Hands

- Demonstrate the proper way to wash hands (wet, soap, scrub, rinse, dry).
- Alphabet song could be used to approximately length of washing
- Discuss why handwashing is important for health.
- Divide students into small groups.
- Give each group a set of role-play cards with scenarios involving bathroom use.
- Have each group act out their scenario while demonstrating the correct behavior.
- Provide feedback and positive reinforcement.

Practice:
1.Have students draw or write about one of the bathroom expectations.
2.Encourage them to think about how they can follow this expectation in the future.
3. Acknowledge with paws (flood).

Monitor and Reinforce:
1. Pre-Correct/Remind: Anticipate and give students a reminder to perform behaviors
2. Supervise: Move, scan and interact with students.
3. Feedback: Observe student performance and give positive, specific feedback to students.
4. Reteach: Practice throughout the day and school year.

Notes

Tier 1 Toolbox

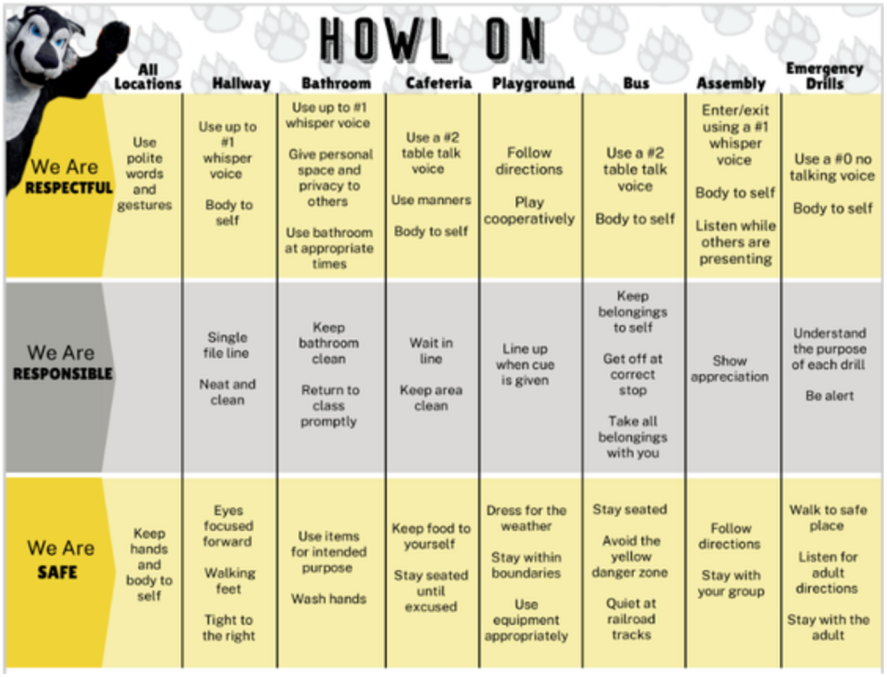
TIER 1 CLASSROOM PREVENTION TOOLBOX

Welcome Students Daily

- Greet students at the door and welcome them into the classroom in between classes.
- Sets the tone for the class and lets students know they matter.
- Turn school into a relational experience.

Clear and Consistent Classroom Expectations

Notes



HOWL ON	All Locations	Hallway	Bathroom	Cafeteria	Playground	Bus	Assembly	Emergency Drills
We Are **RESPECTFUL**	Use polite words and gestures	Use up to #1 whisper voice Body to self	Use up to #1 whisper voice Give personal space and privacy to others Use bathroom at appropriate times	Use a #2 table talk voice Use manners Body to self	Follow directions Play cooperatively	Use a #2 table talk voice Body to self	Enter/exit using a #1 whisper voice Body to self Listen while others are presenting	Use a #0 no talking voice Body to self
We Are **RESPONSIBLE**		Single file line Neat and clean	Keep bathroom clean Return to class promptly	Wait in line Keep area clean	Line up when cue is given	Keep belongings to self Get off at correct stop Take all belongings with you	Show appreciation	Understand the purpose of each drill Be alert
We Are **SAFE**	Keep hands and body to self	Eyes focused forward Walking feet Tight to the right	Use items for intended purpose Wash hands	Keep food to yourself Stay seated until excused	Dress for the weather Stay within boundaries Use equipment appropriately	Stay seated Avoid the yellow danger zone Quiet at railroad tracks	Follow directions Stay with your group	Walk to safe place Listen for adult directions Stay with the adult

Classroom Agreements

- Create classroom collective commitments together

Routines and Procedures

- Students do much better when they know the routine and procedures for the classroom.

Ideas:

- Transitioning from class to class
- Entering and exiting the classroom
- Turning in homework
- Locating classroom materials
- Getting out of seat
- How to ask a question
- Conducting safety drills
- Group work/individual work
- Bathroom Breaks
- Giving instructional activities
- Contacting the teacher
- Retrieving materials
- Passing out papers
- Using technology
- Giving exit tickets

Tier 1 Toolbox

Short Transition Times

- To help reduce student behavior plan your transition and be prepared. Intentionally organize lessons and next steps.
- Transition time between one task and another in the classroom should be less than a minute.
- The more "down time" students have the more likely it is they will start to get off task.

Ideas:
- Use a timer
- Play Music
- Give a countdown
- Turn it into a game or competition

Active Supervision

Movement

Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to noncompliant students
- Move an average of 30 feet per minute
- Move from one supervision area to another covering each at least twice

Random
- Vary the path taken, planned
- Unpredictable to students

Purposeful

All students observed on a regular basis
- Target known areas, activities, groups, and individuals

Scanning

Visual
- Head up
- Make eye contact with students in more distant locations of the room/ playground
- Look for and acknowledge appropriate behaviors
- Monitor problem areas and behaviors
- Look for students who are withdrawn or bullying others

Auditory
- Listen for words or sounds associated with appropriate and inappropriate behaviors
- Listen for unusual sounds
- Pay attention to the surroundings- focus on several different areas at a time by listening and looking in different directions
- Be proactive

Notes

Tier 1 Toolbox

Precise Directions and Positive Narrations

- Give precise directions so every student knows how to be successful with each activity or academic challenge.
- Vague directions: Come in and begin writing in your journals or Begin working on your lab with your partner.
- Precise directions: Good morning! Enter the classroom at level zero and go directly to your desks. Your journal prompt is on the board. Begin writing silently for 5 minutes, while I come around and check your homework, which should be placed on the top-right corner of your desk.
- Use positive language more often than negative language. 4:1 is the ideal ratio. 6:1 for a struggling student.
- Positive language focusses on what's desired and acknowledges students when they demonstrate appropriate skills.

Stay in the Game Conversations

- Quick ten-to thirty-second reminders to students.
- Restate on-or off-task behaviors.
- Redirect for desired behavior and restate precise directions.
- Encourage the student.
- Extend support if needed.

Use District-Wide Resources

- Second Step
- i-Ready Math
- CKLA

Notes

Notes