

PBIS:

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

TEMPLETON ELEMENTARY SCHOOL

TEMPLETON STAFF PBIS HANDBOOK



TIGARD-TUALATIN SCHOOL DISTRICT 23J

Templeton Elementary Staff PBIS Handbook

Washington Elementary PBIS Team created this handbook in consultation with Dr. Dale R. Myers and Dale R Myers & Associates, LLC, during the 2008-09 school year. The purpose of this handbook is to guide and support Templeton staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

Washington Elementary School
Salem-Keizer School District
3165 Lansing Ave NE
Salem, OR 97301
Phone 503 399-3193 Fax 503 391-4086

Revised August 2019

Table of Contents

Section 1

[PBIS: Background Information](#)

[PBIS-School-Wide has 5 Critical Components](#)

[The Five Big Ideas of PBIS](#)

Section 2

[Our school rules are:](#)

[MATRIX of School Expectations](#)

Section 3

[PBIS: Lesson Plans](#)

[EVERYWHERE, ALL THE TIME](#)

[RESTROOMS](#)

[CAFETERIA](#)

[HALLWAY](#)

[PLAYGROUND](#)

[ARRIVAL / DISMISSAL](#)

[BUS](#)

[RAINY DAY RECESS](#)

[OFFICE/HEALTH ROOM](#)

[LIBRARY](#)

[ASSEMBLIES](#)

[FIRE DRILL](#)

[MAKERSPACE](#)

[EXTENDED LEARNING AREA](#)

[RECEIVING REWARDS](#)

Section 4

[Reinforcement Menu](#)

[How to use Reinforcement \("PAX Points"\):](#)

[Scripts for Giving PAX Points](#)

[Monthly Schoolwide Celebrations](#)

Section 5

[System for Discouraging Undesired Behavior](#)

[Behavior Process](#)

[Overview of Corrective Strategies](#)

[Procedures for Correcting Disruptive Behaviors](#)

[MINOR - BEHAVIOR TRACKING FORM](#)

[MAJOR - OFFICE DISCIPLINE REFERRAL](#)

[Scripts for Correction](#)

Section 6

[Data-based Decision Making](#)

[What is SWISTM?](#)

[PBIS Behavior Tracker Form](#)

[Definitions for Minors \(Behavior Tracking Form\):](#)

[MAJOR BEHAVIORAL PROBLEM: \(Office Discipline Referral\)](#)

[Definitions for Majors \(Office Discipline Referrals\):](#)

Section 1

PBIS: Background Information

PBIS is an acronym for Positive Behavioral Interventions and Supports. The goal of PBIS is to prevent the development and establishment of problem behaviors and to maximize academic success for all.

What is PBIS?

A YEAR OF POSSIBILITIES

171 days of possibilities

1,026 hours of possibilities

61,560 minutes of possibilities

“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

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

PBIS-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 PBIS

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.

Section 2

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

PAX Leaders are	Safe	Kind	Responsible
All the time, everywhere	• PAX hands and feet • Stay in assigned area • Report problems to adults	• Use PAX words • Use a PAX voice and volume that fits the place (indoors or quiet)	• 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
Restrooms	• Keep feet on the floor and hands to self • Keep water in toilet and sink • Wash and dry your hands	• Respect privacy: wait your turn • Use a 3 inch voice	• Use the Restroom quickly and go back to class • Flush • Put paper towels in the garbage can • Report problems to an adult
Cafeteria	• Walk facing forward in a single file line • Eat and touch your own food • Sit on your bottom with both feet on the floor	• Use a 3 foot voice • Talk only with those in your “conversation square” • Use PAX words	• Choose only what you plan on eating • Clean up after yourself and others • Wait to be excused before getting up
Hallway/ Stairs	• Walk on the right side, facing forward • PAX hands and feet • Look where you’re going • Hold on to railings	• Use a 0-3 inch voice • Give others personal space • Pause the line to allow others to pass through	• Keep hallways/stairs clean • Return to class quickly • Following these rules at all times – even at dismissal • Walk single file

	• Walk one step at a time		
Playground	• PAX hands and feet to self • Slide down the slide feet first, one person at a time • Stay inside the boundary at all times • Leave bark chips and rocks on the ground • Avoid jumping off play structure or moving swings	• Use equipment as it is intended • 3-10 foot voice • Include everyone • Take turns • Encourage others to join	• Ask for a pass (clothes-pin) to use the restroom or go to the office • Line-up quickly when the whistle blows • Help gather equipment • Use a 3 inch voice in line
Arrival/Dismissal	• PAX hands and feet • Walk, facing forward • Hold/walk bikes and skateboards • Use crosswalks to cross the parking lot	• Greet others with PAX words • Use a 3 foot voice	• Arrive and leave on time • Take all belongings to and from school (backpack, homework, lunch, jacket)
Bus	• PAX hands and feet • Sit "seat to seat, back to back" • Stay seated while the bus is moving	• Use 3 inch voice • Use PAX words • Talk to students next to you or across from you	• Keep the bus clean • Save food and drinks for later • Bring belongings with you (backpack, lunch, homework, jacket)
Rainy Day Recess	• PAX hands and feet • Stay under the covered area • Avoid chasing games • Look where you are going	• Use a PAX 3 foot voice • Include everyone • Follow game rules	• Ask for a pass (clothes-pin) to use the restroom • Line-up quickly when the whistle blows • Help gather equipment • Wait quietly with a PAX 3 inch voice to go inside

Office & Health Room	• PAX hands and feet from office supplies • Stay in personal space	• Wait for staff to finish conversations • before speaking to them • Say hello, state your business and wait for instructions • Use PAX words	• Check in with adults in the office before you enter or leave the health room • Only come with a pass • Use a PAX 0-3 inch voice
Library	• PAX hands and feet • Leave furniture in place unless given permission	• Use a PAX 0-3 inch voice • Respect others' learning • Use PAX words	• Respect library staff, books and equipment • Return items to correct place
Assemblies	• Walk in line with PAX hands and feet • Sit in your own space • Sit with PAX hands and feet	• Use 0 inch voice when speakers are talking • Keep eyes on the speaker	• Sit on your bottom so others can see • Use a PAX 0 inch voice when quiet signal (peace sign w/ two fingers) is given
Fire Drills	• Walk with intent having PAX hands and feet • Stay in line with your class	• Use a PAX 0 inch voice • Be patient	• Line up and exit room quickly and with a 0 inch voice • Wait patiently for teacher directions
Makerspace	• PAX hands and feet • Leave furniture in place unless given permission	• Use a PAX 3 foot voice • Respect others' learning • Use PAX words	• Respect furniture and materials • Return items to correct place • Follow adult directions • Clean up after yourself and others
Extended Learning Area	• PAX hands and feet • Leave furniture in place unless given permission	• Use a PAX 0-3 inch voice • Respect others' learning • Use PAX words	• Respect furniture and materials • Return items to correct place • Follow adult directions

Electronics/Digital Citizenship	• Walk with iPad closed • Keep personal information private (i.e. full name, birthdate)	• Use PAX words online • Only use your own iPad	• Use iPad as directed by teacher • Search for school appropriate topics only • Access websites for school purposes only
Receiving Rewards	• Pax hands and feet • Wait for your turn	• Use PAX words (“thank you”) • Congratulate others	• Place coupons in desk and other rewards in backpack

Section 3

Explicitly Taught Expectations

PBIS: Teaching Behavior

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 the 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.

PBIS: Lesson Plans

The following pages contain lesson plans for all school settings.

EVERYWHERE, ALL THE TIME

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader 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 _____.	- Report problems to adults - PAX hands and feet - Stay in assigned area	- Use PAX words - Use a PAX voice and volume that fits the place (indoors or quiet)	- 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 _____?	- Swinging your backpack around - Running in the breezeway - Seeing broken glass and telling your teacher	- 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	- Picking up a wrapper on the floor - Bringing a video game to school - Taking your jacket with you to recess
Step 4: Review examples , briefly			
Ask	- Is _____ an example of being a PAX leader? - Am I being a PAX leader when I _____? - Finish this sentence: To be a PAX leader everywhere, all the time, I will _____. - Show an example of being a PAX leader when _____.		
Step 5: Student activities			
Model for the students the expected behavior.	- Teacher models giving a direction and the student practices saying, "Okay," and does it. - Model stopping the line for others to pass through. - Model and have students practice using a voice volume appropriate for walking in the hall, ie., PAX 0 inch to 3 inch voice for hallways, 3 foot voice for cafeteria		

Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	<i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>
Step 6: Restate the rule	
Tell	It is important to be a PAX leader EVERYWHERE, ALL THE TIME. This is important because we should be a PAX leader wherever we go on school grounds.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader all the time and everywhere is _____.
Focus Lesson Review: Everywhere, All the Time 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.	

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

Follow Directions

PAX hands and feet

PAX voice and volume

Report problems to adults

RESTROOMS

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader when using the Restroom . This is important because we want our Restrooms to be clean, safe places where people are considerate to one another.		
Step 2: Introduce Examples			
Teach	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	• Use PAX hands and feet • Keep water in toilet and sink • Wash & dry your hands	• Respect privacy: wait your turn • Use a 3 inch voice	• Use the Restroom 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 RESPONSIBLE?
Is _____ an example of being _____? Am I being _____ when I _____?	• Climbing on the stalls • Standing on the toilet • Washing your hands • Splashing water on the floor	• Using a quiet voice • Peeking at others while they are using the Restroom • Shaking the stall door • Waiting your turn quietly	• Playing and pushing in the Restroom • Wasting time • Flushing the toilet • Putting paper in the trash
Step 4: Review examples , briefly			
Ask	• Is _____ an example of being a PAX leader? • Am I being a PAX leader when I _____? • Finish this sentence: To be a PAX leader in the Restroom, I will _____. • Show an example of being a PAX leader when _____.		
Step 5: Student activities			
Model for the students the expected behavior.	1. Practice washing hands, keeping the water in the sink. 2. Practice using quiet voices in the Restroom		

Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	3. Practice throwing towels in the garbage. 4. Practice saying the steps to using the Restroom: Go, flush, wash, dry, get back quickly. <i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>
Step 6: Restate the rule	
Tell	It is important to be a PAX leader when using the Restroom. This is important because we want our Restrooms to be clean, safe places where people are considerate to one another.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader while using the Restroom is _____.
Focus Lesson Review: Restroom Even though a Restroom is a private place where you might find yourself alone, we all need to remember that your actions in the Restroom 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 Restroom? Please remember to respect other Roadrunners who use Restrooms by keeping the Restrooms clean. What is one way we can keep our Restrooms clean? How else can we be kind in the Restroom? The adults at Durham trust your responsible behavior when you spend time in the Restroom. 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 PAX leader behavior needed in Restrooms.	

Review of **RESTROOM** Procedures

Go
 Flush
 Wash
 Dry
 Return to class quickly

CAFETERIA

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader 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	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	- Walk facing forward in a single file line - Eat and touch your own food - Sit on your bottom with both feet on the floor	- Use a 3 foot voice - Talk only with those in your “conversation square” - Use PAX words	- Clean up after yourself and others - Wait to be excused before getting up
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 _____?	- Running to get the best table - Carrying your tray with two hands - Touching someone’s food	- Turning around and talking to the people behind you - Shouting to a friend to come and sit by you - Making positive conversation	- 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	- Is _____ an example of being a PAX leader? - Am I being a PAX leader when I _____? - Finish this sentence: To be a PAX leader in the cafeteria, I will _____. - Show an example of being a PAX leader when _____.		
Step 5: Student activities			
Model for the students the expected behavior.	- Enter the cafeteria, single file using a quiet voice. - Practice lining up, single file, leaving space. - Wait your turn at the front, take only your own card. - Walk to the table and sit down, facing forward.		

Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	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. <i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>
Step 6: Restate the rule	
Tell	It is important to be a PAX leader 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.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader while using the cafeteria is _____.
Focus Lesson Review: Cafeteria Meal times are short and there are many people to be served. It is important to be a PAX leader 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 of lunch? Cleaning up after yourself is very responsible; but there are other things you can do too. What are they?	

Review of **Cafeteria** Procedures

Eat and touch your own food

Use PAX hands and feet

Use a 3 foot voice

Sit on your bottom, facing forward

Clean up after yourself and others

HALLWAY

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader 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 _____.	- Walk on the right side, facing forward - PAX hands and feet - Look where you're going	- PAX 0-3 inch voice - Give others personal space - Pause the line to allow others to pass through	- 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 _____?	- 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	- Talking loudly - Bumping into someone on purpose - Allowing others to pass - Walking with your hands at your sides	- 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	- Is _____ an example of being a PAX leader? - Am I being a PAX leader when I _____? - Finish this sentence: To be a PAX leader in the hallway, I will _____. - Show an example of being a PAX leader when _____.		
Step 5: Student activities			

Model for the students the expected behavior. Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	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 <i>Teacher: Constantly give feedback to students when you notice students meeting expectations</i>
Step 6: Restate the rule	
Tell	It is important to be a PAX leader 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 a PAX leader while using the hallway is _____.
Focus Lesson Review: Hallway 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 a PAX leader in the hallway because we want to travel safely from place to place; and to be kind to others who are working in offices and classrooms as we pass by. 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 a PAX leader in the hallway.	

Review of **HALLWAY** Procedures

Walk on the right

Face forward

PAX hands and feet

Use a 0-3 inch voice

PLAYGROUND

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader 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 ____.	• PAX hands and feet • Slide down the slide feet first, one person at a time • Stay inside the fence at all times • Leave bark chips and rocks on the ground •	• Use equipment as it is intended • 3-10 foot voice • Include everyone • Take turns • Encourage others to join	• Ask for a pass to use the restroom or go to the office • Line-up quickly when the whistle blows • Help gather equipment • Use a 3 inch voice in line
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 ____?	• Climbing up the slide • Asking a teacher before retrieving a ball from the parking lot or street • Chasing on bark chips • Avoid jumping off the play structure or moving swings	• Including a classmate in a game • Grabbing the ball from someone • Calling someone a name	• 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			
Ask	• Is ____ an example of being a PAX leader? • Am I being a PAX leader when I ____? • Finish this sentence: To be a PAX leader on the playground, I will ____. • Show an example of being a PAX leader when ____.		
Step 5: Student activities			

Model for the students the expected behavior. Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	1. Demonstrate sliding down the slide feet first 2. Walk the boundaries of the playground 3. Role play "Include Everyone" at recess 4. Role play sharing a ball 5. Practice lining up at the whistle 6. Practice putting a piece of equipment in the bag <i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>
Step 6: Restate the rule	
Tell	It is important to be a PAX leader when using the playground so that everyone can be safe and have fun.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader while using the playground is ____.
Focus Lesson Review: Playground When we think about using the playground, we want to remember the three important rules: Be Safe, Be Kind and Be Responsible. Let's talk about some examples. When we walk on the bark chips, we are being safe in an area that could hurt us if we run into someone or something. Give some other examples of being safe on the playground. It is kind to include everyone when playing a game. What are some other ways of being kind on the playground. When the whistle blows we walk to the line and wait quietly for our teacher. Name some other ways of being responsible on the playground.	

Review of **PLAYGROUND** Procedures

PAX hands and feet

Use a 3-10 foot voice

Include everyone

Line up at the whistle

Return equipment to cart

ARRIVAL / DISMISSAL

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader when coming to school or leaving school. This is important because we want everyone to arrive and leave on time safely.		
Step 2: Introduce Examples			
Teach	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	• PAX hands and feet • Walk, facing forward • Hold/walk bikes and skateboards • Use crosswalks to cross the parking lot	• Greet others with PAX words • Use a 3 inch (inside) and 3 foot (outside) voice	• Arrive and leave on time • Bring and take all belongings to and from school (backpack, jacket, lunch, homework)
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask	Is _____ an example of being a SAFE PAX leader?	Is _____ an example of being a KIND PAX leader?	Is _____ an example of being a RESPONSIBLE PAX leader ?
Is _____ an example of being _____? Am I being _____ when I _____?	• Running • Following your teacher in a line • Riding your bike in the breezeway	• Pushing and shoving • Swinging arms and backpacks around • Telling adults “good morning” or “See you tomorrow.”	• Getting to school by 8:10!
Step 4: Review examples , briefly			
Ask	• Is _____ an example of being a PAX leader? • Am I being a PAX leader when I _____? • Finish this sentence: To be a PAX leader when I arrive at school or leave school, I will _____. • Show an example of being a PAX leader when _____.		
Step 5: Student activities			
Model for the students the expected behavior.	1. Demonstrate walking inside the building in the morning with hands to self, giving others space. 2. Practice saying hello or good morning to others 4. Demonstrate and practice holding onto backpack the right way.		

Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	<i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>
Step 6: Restate the rule	
Tell	It is important to be a PAX leader when using the breezeway. This is important because we want everyone to arrive and leave on time safely.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader when coming to school is _____. An example of being a PAX leader when leaving school is _____.
Focus Lesson Review: Arrival/Dismissal Our three school rules at Durham are to Be Safe, Be Kind and Be Responsible. Who can tell me the three rules? Let's say them together: "Be Safe, Be Kind and Be Responsible." This week we will be focusing on our three rules when arriving and leaving school. When I see you walk in the breezeway, you are being safe. Who can tell me another way to be safe? When I see you greeting others with hello or good morning, you are being kind. Who can tell me another way to be kind? When I will see you arriving at 8:10, you are being responsible by coming to school on time! Who can tell me another way to be responsible?	

Review of **Arrival/Dismissal** Procedures

Arrive by 8:10

Walk

PAX hands and feet

PAX 3 inch (inside) and 3 foot
(outside) voice

Greet others appropriately

BUS

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader when riding 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 _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	• PAX hands and feet • Sit “seat to seat, back to back” • Stay seated while the bus is moving	• Use 3 inch voice • Use PAX words • Talk to students next to you or across from you	• Keep the bus clean • Save food and drinks for later • Bring belongings with you (backpack, lunch, homework, jacket)
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask	Is _____ an example of being a SAFE PAX leader?	Is _____ an example of being a KIND PAX leader?	Is _____ an example of being a RESPONSIBLE PAX leader?
Is _____ an example of being _____? Am I being _____ when I _____?	• Jumping from seat to seat • Talking to the person next to you • Wrestling with the person next to you	• Singing loudly • Calling others names • Letting someone sit with you	• 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	• Is _____ an example of being a PAX leader? • Am I being a PAX leader when I _____? • Finish this sentence: To be a PAX leader when I am on the bus, I will _____. • Show an example of being a PAX leader when _____.		
Step 5: Student activities			
Model for the students the expected behavior.	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.		

Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	<i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>
Step 6: Restate the rule	
Tell	It is important to be a PAX leader on the bus because we want students to get to their destination safely.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader when riding the bus is _____.
Focus Lesson Review: Bus It is important to be Safe, Kind, and Responsible PAX leader 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 a 3 inch voice. We will be kind to those sitting around us by using appropriate language and keeping our 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?	

Review of **Bus** Procedures

Seat to seat, back to back,
facing forward

Sit when the bus is moving

Use PAX 3 inch voices

PAX hands and feet

RAINY DAY RECESS

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader 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 _____. 	• PAX hands and feet • Stay under the covered area • Avoid chasing games • Look where you are going	• PAX 3 feet voice • Include everyone • Follow game rules	• Ask for a pass to use restroom • Line-up quickly when the whistle blows • Help gather equipment • Wait quietly with a PAX 3 inch voice to go inside
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask	Is _____ an example of being a SAFE PAX leader?	Is _____ an example of being a KIND PAX leader?	Is _____ an example of being a RESPONSIBLE PAX leader?
Is _____ an example of being _____? Am I being _____ when I _____?	• Playing tag • Leaving the covered area without permission	• Running through others' games • Excluding someone from a game • Being a good sport	• Refusing to follow an adult's directions • Putting balls back into the bag
Step 4: Review examples , briefly			
Ask	• Is _____ an example of being a PAX leader? • Am I being a PAX leader when I _____? • Finish this sentence: To be a PAX leader during Rainy Day Recess, I will _____. • Show an example of being a PAX leader when _____.		
Step 5: Student activities			
Model for the students the expected behavior. Lead the students as they practice and expected behaviors	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 <i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>		

Test the students by asking them to model correct examples.	
Step 6: Restate the rule	
Tell	It is important to be a PAX leader 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 a PAX leader during Rainy Day Recess is ____.
Focus Lesson Review: Rainy Day Recess Let's review what being a Safe, Kind, and Responsible PAX leader 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!	

Review of **Rainy Day Recess** Procedures

Stay under the cover

PAX hands and feet

PAX 3 foot voice

Avoid chasing games

Follow directions

Put things away

OFFICE/HEALTH ROOM

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader 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 _____.	• PAX hands and feet • Stay in personal space	• Wait for staff to finish conversations before speaking to them • Say hello, state your business and wait for instructions • Use PAX words	• Check in with adults in the office before you enter or leave the health room • Only come with a pass • Use a PAX 0-3 inch voice
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask	Is _____ an example of being a SAFE PAX leader?	Is _____ an example of being a KIND PAX leader?	Is _____ an example of being a RESPONSIBLE PAX leader?
Is _____ an example of being _____? Am I being _____ when I _____?	• Staying on the front side of the counter or desk • Hitting, kicking or throwing things • Keep hands to yourself and away from supplies	• Saying, “hello,” “please,” and “thank you.” • Yelling and swearing • Waiting patiently • Following directions	• 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	• Is _____ an example of being a PAX leader? • Am I being a PAX leader when I _____? • Finish this sentence: To be a PAX leader when I go to the Office/Health Room, I will _____. • Show an example of being a PAX leader when _____.		
Step 5: Student activities			

Model for the students the expected behavior. Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	1. Demonstrate asking for a tardy slip on the other side of the 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 Restroom) 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 <i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>
Step 6: Restate the rule	
Tell	It is important to be a PAX leader 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 7: Sentence Frame Review	
Review	An example of being a PAX leader (safe kind, responsible) in the Office/Health Room is _____.
Focus Lesson Review: Office/Health Room 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?	

Review of **Office/Health Room** Procedures

Use PAX words

Bring a Pass

Pax hands and feet

Use a 0-3 inch voice

Patiently wait for an adult

LIBRARY

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader in the LIBRARY . This is important because the Library needs to be a safe place for everyone to learn.		
Step 2: Introduce Examples			
Teach	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	• PAX hands and feet • Always ask for help if you need help moving furniture	• Use a PAX 0-3 inch voice • Respect others' learning • Use PAX words	• Respect library staff, books and equipment • Return items to correct place
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask	Is _____ an example of being a SAFE PAX leader?	Is _____ an example of being a KIND PAX leader?	Is _____ an example of being a RESPONSIBLE PAX leader?
Is _____ an example of being _____? Am I being _____ when I _____?	• Skipping, hopping or speed walking • Keep hands to yourself and away from supplies	• Saying, "hello," "please," and "thank you." • Yelling and swearing • Using a quiet voice • Following directions	• Not putting your materials away • Returning your books in the book return
Step 4: Review examples , briefly			
Ask	• Is _____ an example of being a PAX leader? • Am I being a PAX leader when I _____? • Finish this sentence: To be a PAX leader when I go to the Library, I will _____. • Show an example of being a PAX leader when _____.		
Step 5: Student activities			
Model for the students the expected behavior. Lead the students as they practice and expected behaviors	1. Demonstrate how to use a shelf marker when looking for a book. 3. Role play putting your book back or putting it in the book return. 4. Show how to politely ask for help looking for a book. 5. Demonstrate sitting down quietly once you have checked out your book. <i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>		

Test the students by asking them to model correct examples.	
Step 6: Restate the rule	
Tell	It is important to be a Safe, Kind, and Responsible PAX leader in the Library . This is important because the Library needs to be a safe place for students and staff to read and learn.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader in the Library is _____.
Focus Lesson Review: Library The Library is an area that must accommodate students and staff for reading and learning. It is important that it be a safe place where people are safe kind and responsible. One way to be safe in the Library is to keep your hands to self. What are some other ways to be safe in the Library? It is kind to say “please” and “thank you” when you need help in the Library. What other ways can we show respect in the Library? It is responsible to place books in the book return. Give some examples of ways to be responsible when in the Library.	

Review of **Library** Procedures

PAX hands and feet
 Use a 0-3 inch voice
 Respect materials
 Allow others to learn

ASSEMBLIES

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader in the ASSEMBLY . This is important because the Assembly needs to be a safe place for students, parents and staff to celebrate our community.		
Step 2: Introduce Examples			
Teach	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	- Walk in line with PAX hands and feet - Sit in your own space	- Use 0 inch voice when speakers are talking - Keep eyes on the speaker	- Sit on your bottom so others can see - Use a PAX 0 inch voice when quiet signal is given
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask	Is _____ an example of being a SAFE PAX leader?	Is _____ an example of being a KIND PAX leader?	Is _____ an example of being a RESPONSIBLE? PAX leader
Is _____ an example of being _____? Am I being _____ when I _____?	- Running into the cafeteria - Leaving the cafeteria - Patiently waiting	- Touching others - Talking during presentation	- Sitting on your heels - Turning around - Sitting in another spot
Step 4: Review examples , briefly			
Ask	- Is _____ an example of being a PAX leader? - Am I being a PAX leader when I _____? - Finish this sentence: To be a PAX leader when I go to the Assembly, I will _____. - Show an example of being a PAX leader when _____.		
Step 5: Student activities			
Model for the students the expected behavior. Lead the students as they practice and expected behaviors	- Demonstrate walking into the cafeteria and sitting in the proper spot - Show how to face forward and sit criss/cross with hands in lap - Role play being quiet and watching speaker <i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>		

Test the students by asking them to model correct examples.	
Step 6: Restate the rule	
Tell	It is important to be a PAX leader in the ASSEMBLY . This is important because the Assembly needs to be a safe place for students, parents and staff to celebrate our community.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader during an Assembly is _____.
Focus Lesson Review: Assembly	
The Assemblies are in the cafeteria. It needs to be a safe place for students, parents and staff to celebrate our community. It is important that it be a safe place where people are kind and responsible. One way to be safe is to sit in my proper spot criss cross with hands in my lap. What are some other ways to be safe in the Assembly? It is kind to keep your eyes on the speaker during an assembly. What other ways can we show respect in the Assembly?	

Review of **Assembly** Procedures

PAX hands and feet
 Sit on your bottom so
 others can see
 Eyes on the speaker
 Use a 0 inch voice

FIRE DRILL

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader in a FIRE DRILL . This is important because the FIRE DRILL needs to be a safe transition out of the building to practice in case of fire.		
Step 2: Introduce Examples			
Teach	Safe	Kind	Responsible
Examples of being SAFE are ____.	- Walk with intent having PAX hands and feet - Stay with your class in line	- Use a 0 inch voice - Be patient	- Line up and exit room quickly and quietly - Wait patiently for teacher directions
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 a SAFE PAX leader?	Is ____ an example of being a KIND PAX leader?	Is ____ an example of being a RESPONSIBLE PAX leader?
Is ____ an example of being ____?	- Not being in a line - Not going to the proper spot - Running in line	- Talking - Touching others while walking	Facing toward the building
Am I being ____ when I ____?			
Step 4: Review examples , briefly			
Ask	- Is ____ an example of being a PAX leader? - Am I being a PAX leader when I ____? - Finish this sentence: To be a PAX leader when we have a Fire Drill, I will ____. - Show an example of being a PAX leader when ____.		
Step 5: Student activities			
Model for the students the expected behavior. Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	- Demonstrate walking in a straight line to the designated spot - Show how to stand in line facing the fences with eyes forward and hands to self - Role play walking back to the classroom quietly <i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>		
Step 6: Restate the rule			

Tell	It is important to be a Safe, Kind, and Responsible PAX leader during the Fire Drill . This is important because a fire drill needs to be a safe transition out of the building to practice in case of fire.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader during the Fire Drill is _____.

Review of **Fire Drill** Procedures

Walk with intent with PAX
hands and feet

Use a 0 inch voice

Stay with your class

MAKERSPACE

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader in the MAKERSPACE . This is important because the Makerspace needs to be a safe place for everyone to learn.		
Step 2: Introduce Examples			
Teach	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	• PAX hands and feet • Leave furniture in place unless given permission	• Use a PAX 3 foot voice • Respect others' learning • Use PAX words	• Respect furniture and materials • Return items to correct place • Follow adult directions • Clean up after yourself and others
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask	Is _____ an example of being a SAFE PAX leader?	Is _____ an example of being a KIND PAX leader?	Is _____ an example of being a RESPONSIBLE PAX leader?
Is _____ an example of being _____? Am I being _____ when I _____?	• Pushing a table to a new spot without asking • Putting a table back at the end of class	• Doing what the teacher asked • Bumping into someone and saying, "Sorry" with eye contact • Shouting in the makerspace	• Picking up a wrapper on the floor • Talking to your friend when the teacher is talking • Putting your materials away
Step 4: Review examples , briefly			
Ask	• Is _____ an example of being a PAX leader? • Am I being a PAX leader when I _____? • Finish this sentence: To be a PAX leader in the makerspace, I will _____. • Show an example of being a PAX leader when _____.		
Step 5: Student activities			
Model for the students the expected behavior.	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.		

Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	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 <i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>
Step 6: Restate the rule	
Tell	It is important to be a PAX leader in the MAKERSPACE . This is important because the Makerspace needs to be a safe place for everyone to learn.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader in the Makerspace is _____.
Focus Lesson Review: Makerspace 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 Makerspace.	

Review of **MAKERSPACE** Procedures

PAX hands and feet
 Use a 3 foot voice
 Follow directions
 Respect materials

Clean up after yourself and others

EXTENDED LEARNING AREA

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader in the EXTENDED LEARNING AREA . This is important because the extended learning area needs to be a safe place for everyone to learn.		
Step 2: Introduce Examples			
Teach	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	• PAX hands and feet • Leave furniture in place unless given permission	▪ Use a PAX 0-3 inch voice ▪ Respect others' learning ▪ Use PAX words	• Respect furniture and materials • Return items to correct place • Follow adult directions
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask	Is _____ an example of being a SAFE PAX leader?	Is _____ an example of being a KIND PAX leader?	Is _____ an example of being a RESPONSIBLE PAX leader?
Is _____ an example of being _____? Am I being _____ when I _____?	• Pushing a table to a new spot without asking • Putting a table back at the end of class	• Doing what the teacher asked • Bumping into someone and saying, "Sorry" with eye contact • Shouting in the makerspace	• Picking up a wrapper on the floor • Talking to your friend when the teacher is talking • Putting your materials away
Step 4: Review examples , briefly			
Ask	• Is _____ an example of being a PAX leader? • Am I being a PAX leader when I _____? • Finish this sentence: To be a PAX leader in the Extended Learning Area, I will _____. • Show an example of being a PAX leader when _____.		

Step 5: Student activities	
Model for the students the expected behavior. Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	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 <i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>
Step 6: Restate the rule	
Tell	It is important to be a PAX leader in the Extended Learning Areas . This is important because the extended learning area needs to be a safe place for everyone to learn.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader in an Extended Learning Area is _____.
Focus Lesson Review: Extended Learning Area 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 Extended Learning Area.	

Review of **Extended Learning Area** Procedures

PAX hands and feet

Use a 0-3 inch voice

Follow directions

Respect materials

Clean up after yourself and others

RECEIVING REWARDS

Step 1: Introduce Rule			
Tell	It is important to be a PAX leader when RECEIVING REWARDS . This is important because we should show gratitude for our prizes and those who give them to us.		
Step 2: Introduce Examples			
Teach	Safe	Kind	Responsible
Examples of being SAFE are _____. Examples of being KIND are _____. Examples of being RESPONSIBLE are _____.	• Pax hands and feet • Wait for your turn	• Use PAX words (“thank you”) • Congratulate others	• Place coupons in desk and other rewards in backpack
Step 3: Introduce examples and non-examples (The teacher models non-examples, not the students!)			
Ask	Is _____ an example of being a SAFE PAX leader?	Is _____ an example of being a KIND PAX leader?	Is _____ an example of being a RESPONSIBLE PAX leader?
Is _____ an example of being _____? Am I being _____ when I _____?	• Slapping someone with a bracelet • Waiting behind the person in front of you • Pushing in front of someone	• Congratulating someone who got a prize • Saying “thank you” to your teacher • Grabbing a prize from someone	• Putting your prize away immediately • Blowing bubbles inside • Handing out stickers to only your friends
Step 4: Review examples , briefly			
Ask	• Is _____ an example of being a PAX leader? • Am I being a PAX leader when I _____? • Finish this sentence: To be a PAX leader when receiving rewards, I will _____. • Show an example of being a PAX leader when _____.		
Step 5: Student activities			

Model for the students the expected behavior. Lead the students as they practice and expected behaviors Test the students by asking them to model correct examples.	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 <i>Teacher: Constantly give feedback to students when you notice students meeting expectations.</i>
Step 6: Restate the rule	
Tell	It is important to be a PAX leader when RECEIVING REWARDS . This is important because we should show gratitude for our prizes and those who give them to us.
Step 7: Sentence Frame Review	
Review	An example of being a PAX leader when receiving rewards is _____.
Focus Lesson Review: Receiving Rewards 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 Receiving Rewards.	

Review of **RECEIVING REWARDS** Procedures

PAX hands and feet

Use PAX words

Wait your turn

Place coupons in desk and other
rewards in backpack

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

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.

Small	Medium	Large
• Say “Thank you” • Star sticker • Verbal praise • Pat on shoulder • Smile • High five • Listen to them • Note to student • Eye contact	• Give a PAX Point • Give them 1:1 time • Notice them • Teacher’s helper • Line leader • Extra game • Extra choice time • Points/marbles toward class reward	• Positive referral to the office • Raffle prizes • Lunch leader • School supplies • Teacher phone call or note to parents

How to use Reinforcement (“PAX Points”):

1. **Name of reinforcement:** *PAX Points*
2. **Who can give the points out?**
 - ★ Any adult who has been trained in PBIS 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 PAX Points to students who ask for them.

4. What can students do with the PAX Points?

- ★ Teachers across school settings can give PAX Points when displaying Safe, Kind, and Responsible behaviors
- ★ Each student can check how many PAX Points they have on their PBIS Rewards application
- ★ Students can “cash in” their PAX Points in the ROAR Store when it is opened on Fridays by their teachers

5. How are they given?

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

Scripts for Giving PAX Points

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

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. PAX Points 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.

Monthly Schoolwide Celebrations

- Dance Party- (Sept. 27th)
 - **2 or 3 songs will play over the loud- speaker on Friday afternoon.**
- Friend Hour- Draw Time (Oct. 24th)
 - **3 Linked “How to Draw” Videos, students will get to choose from.**
- Snowflake Craft (November) Patterns that Carrie talked about (Friday before conferences) (Nov. 22nd)
 - **Pattern Book of Snowflakes will be distributed to all teachers**
- Heads-up 7-up, brain teasers (Dec. 20th)
- Ipad Learning Time w/ buddy (Jan. 24th)
 - **2 or 3 options (book creator, green screen)**
- Dance Party (Feb. 28th)
 - **2 or 3 songs will play over the loud- speaker on Friday afternoon.**
- Double Bubble- (April 24th)
 - **Bubble Gum and Bubbles- Outside Activity**
- Paper Airplanes (May 29th)
 - **Step-by-step instructions for “how to”**

Section 5

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 displays of undesired behavior as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

Behavior Process

Overview of Corrective Strategies

Teacher Managed	Minor (Behavior Tracker)	Major (OFFICE DISCIPLINE REFERRAL)
• 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 displaying desired behavior • “The Look” • Clearly state choices/options	• Time-out from positive reinforcement • Conference with student • Reteach w/overcorrection • Restate direction + mild consequences • Change seating • Modify assignment • Classroom Time-Out • Alternative buddy class • Parent phone call	1. Contact Office Immediately 2. Student Escorted by Adult 3. Administrator completes paperwork and assigns a consequence.
TEACHER-MANAGED		

Procedures for Correcting Disruptive Behaviors

Definition	Examples	Procedures
Behaviors that: 1. <u>Does 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	• 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) • Gum • Note-writing	1. Inform students of behavior expectations not being met 2. Reteach expected behavior 3. Use Strategy from Corrective Menu: <i>Redirect to task</i> <i>Reteach</i> <i>Differential Reinforcement (ignoring neg. behav., 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>Choices, etc.</i> 4. These behaviors may be documented in the classroom, but <u>not</u> usually on a Behavior Tracking Form.

MINOR - BEHAVIOR TRACKING FORM

Definition	Examples	Procedures
Behaviors that: - Are a moderate disruption to the learning environment <i>or</i> - May require administrative involvement <i>or</i> - Are chronic “teacher managed” behaviors (3+x/wk)	• 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	- Always complete Behavior Tracking Form before the end of the day. - Use Minor Correction Menu for strategy options. - If referral involved physical aggression that poses a danger or injures someone, place in Carrie’s box - If referral becomes a major, Carrie or Emily will contact the parent

MAJOR - OFFICE DISCIPLINE REFERRAL		
Definition	Examples	Procedures
Behaviors that: 1. Pose a Danger to themselves and/or others <i>or</i> 2. Are Illegal <i>or</i> 3. Are a Major Disruption to the Learning Environment <i>or</i> 4. Are Chronic Minor Behaviors (3x/month+)	• 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	1. Contact Office Immediately 2. Student Escorted by Adult 3. Document incident on a Behavior Tracker Form, send to office. 4. Carrie or Emily complete paperwork and assigns a consequence and notifies parents and teacher.

Our goal is to maximize instructional time. Students will be escorted from the classroom if there is a serious safety threat or disruption. After an incident is resolved and student is regulated, student will return to class.

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. That is not quite right, do you know what you are supposed to be doing right now?
2. (Yes) Excellent, can you please show me what that looks like?
3. (No) Let me explain the expectation. Can you please show me what that looks like?
4. Great job! Thank you for showing me that you understand the expectations!

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.”**
(Student 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 Coverttness: 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:

Section 6

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 (Behavior Trackers and ODRs)
-

PBIS Behavior Tracker Form

Note: The Behavior Tracker Form is for adults only. A student should not know you are filling it out. It is the way we TRACK behavior.

Definitions for Minors (Behavior Tracking Form):

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)

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/ Buddy Class	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.

MAJOR BEHAVIORAL PROBLEM: (Office Discipline Referral)

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	(High intensity) 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.

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	Students receiving individualized instruction specifically related to the students problem behavior.
Parent Contact	Parent communication by phone about the problem.
Restitution/Community Service	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