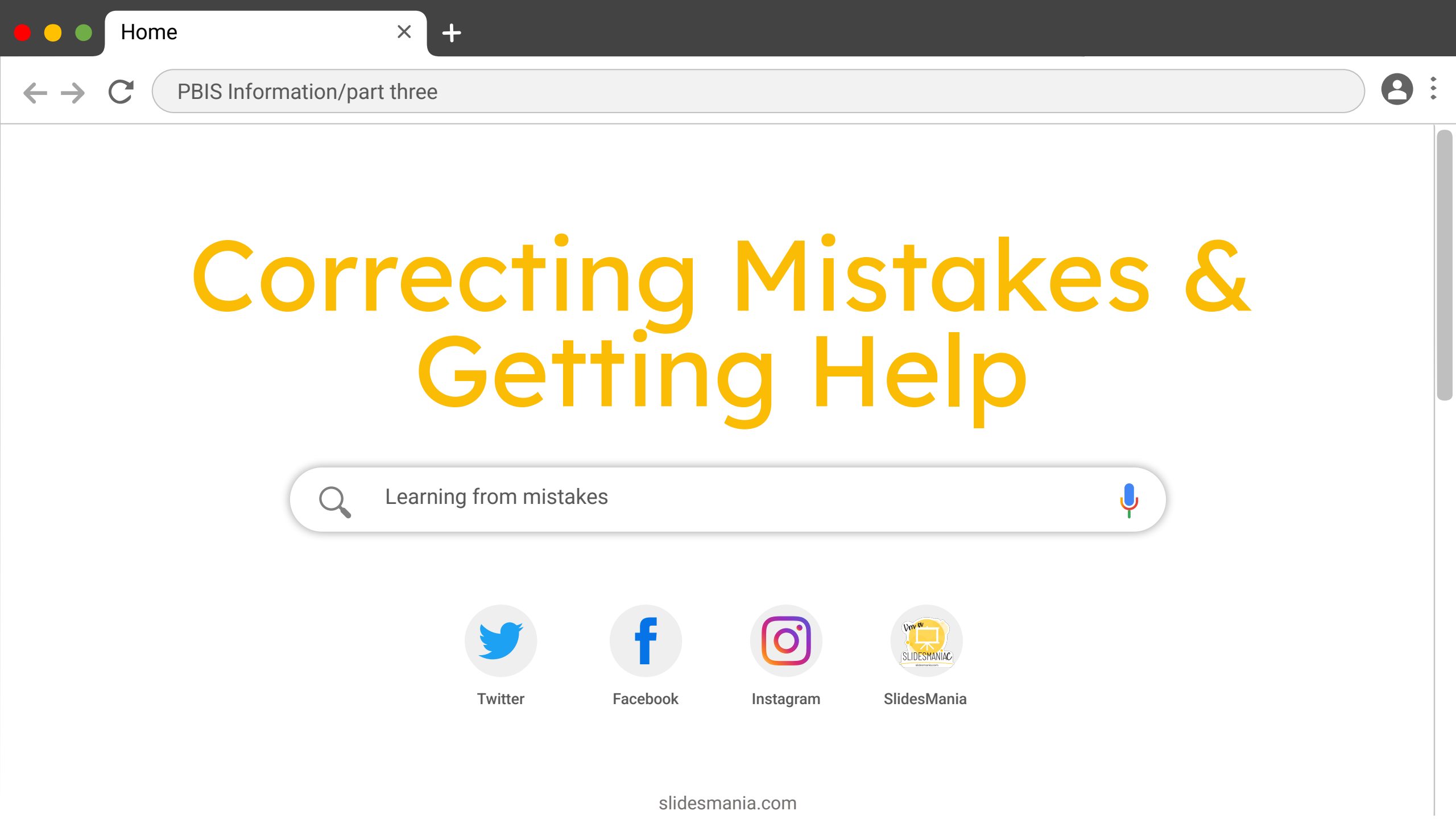




Correcting Mistakes & Getting Help



Learning from mistakes



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Correcting Mistakes and Getting Help



Remember! Respectful, Responsible, Safe and Helpful				
Expectations	CLASSTHROUGH CLASSROOM	RAILWAY REQUIREMENT	SECURED PLATFORMS	CAPESTELLA
BE RESPECTFUL	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.
BE RESPONSIBLE	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.
BE SAFE	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.
BE HELPFUL	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.	1. Do not use profanity or vulgar language. 2. Do not use disrespectful language or gestures. 3. Do not use disrespectful body language.

Reinforcing language

- I heard...
- I noticed...
- Many of you...

- What are you working on?
- How's it going?
- How do you feel?

- What made you decide to do that?
- What helped you do that?
- What was successful today?

Prompt children to remember for themselves, be brief, and use a neutral tone and body language while watching for follow-through.

REDIRECTING LANGUAGE

- Use a quiet voice.
- It's time to...
- Pick up the...
- Share the...
- Stop. Wait to hear the directions.
- We'll begin when...
- Tell your feet to hold still.
- Move to another table where you can focus on your work.

Examples of logical consequences include loss of privilege, a positive time out ([Space and Time](#)), reteaching of a skill, a [problem-solving meeting](#), and restitution ("You Break It, You Fix It"). Specific examples of each can be found in the slideshow linked above.

We believe students need to know what expected behaviors look like, sound like, and feel like, so we use interactive modeling to teach a series of lessons at the beginning of each school year.

Because practicing expected behaviors is an essential part of learning them, we reteach PBIS lessons in our classrooms after winter break, after spring break, and any time we notice students needing reinforcement. Occasionally small groups of students and/or individuals need additional practice. This is done with respect, empathy, and dignity.

In addition to direct instruction, teachers shape expected behavior with positive teacher language. This includes reinforcing expected behavior, reminding students of expectations, and redirecting inappropriate actions in a constructive manner.

Teaching Expected Behavior

REMEMBER! Rusty the Raccoon is Respectful, Responsible, Safe and Helpful!				
Expectations	SETTINGS			
	CLASSROOM	HALLWAY and STAIRWAY	RECESS and PLAYGROUND	CAFETERIA
	BE RESPECTFUL	◆ Raise hand to share ◆ Use kind words ◆ Listen to others	◆ Stay quiet ◆ Keep hands to self ◆ Greet others with smile or wave	◆ Include others ◆ Be considerate of nature ◆ Show sportsmanship ◆ Follow adult directions
	BE RESPONSIBLE	◆ Be ready to learn ◆ Follow directions ◆ Try your best ◆ Keep learning area tidy	◆ Go directly to destination	◆ Line up quietly when whistle blows ◆ Share all equipment
	BE SAFE	◆ Sit appropriately ◆ Keep hands, feet and belongings to self	◆ Walk ◆ Stay on right side ◆ Look ahead	◆ Use equipment properly ◆ Play in designated areas
	BE HELPFUL	◆ Report any problems to an adult ◆ Role model expected behaviors ◆ Offer assistance	◆ Report any problems to an adult ◆ Role model expected behaviors ◆ Offer assistance	◆ Report any problems to an adult ◆ Role model expected behaviors ◆ Offer assistance
Expectations	SETTINGS			
	BATHROOM	ARRIVAL and DISMISSAL	ASSEMBLY	BUS
	BE RESPECTFUL	◆ Honor the privacy of others ◆ Wait in line, if needed	◆ Use inside voices ◆ Sit appropriately ◆ Greet others with smile or wave	◆ Sit appropriately ◆ Eyes on presenter ◆ Applaud when expected
	BE RESPONSIBLE	◆ Use toilet, sink, soap & dryer appropriately ◆ Return quickly to class ◆ Keep the bathroom clean	◆ Follow adult directions ◆ Raise hand to leave line ◆ Keep track of belongings ◆ Keep toys in backpack	◆ Arrive and dismiss quietly ◆ Participate when appropriate
	BE SAFE	◆ Wash your hands ◆ Flush the toilet	◆ Walk at all times ◆ Keep hands, feet and belongings to self ◆ Follow "traffic" pattern and move single-file through doorways	◆ Sit and face forward ◆ Keep hands, feet, belongings to self ◆ Stay seated until your stop ◆ Walk to and from bus
	BE HELPFUL	◆ Report any problems to an adult ◆ Role model expected behaviors ◆ Offer assistance	◆ Report any problems to an adult ◆ Role model expected behaviors ◆ Offer assistance	◆ Report any problems to an adult ◆ Role model expected behaviors ◆ Offer assistance

Reinforcing Language

Children build on their strengths, not their weaknesses. This is one of the most important things we keep in mind when teaching. It's vital for teachers to see and name what students are doing well, and reinforcing language allows us to do that. It highlights students' skills, positive efforts and attitudes, and quality work so that they know what to stand on as they reach for the next higher rung in their learning. This is the kind of language we strive to use most often.

Name concrete and specific behavior, and find positives to reinforce in all students.

Reinforcing Language

- I heard...
- I noticed...
- Many of you...

- What are you working on?
- How's it going?
- How do you feel?

- What made you decide to do that?
- What helped you do that?
- What was successful today?

REMINDING LANGUAGE

WHAT WILL YOU NEED TO DO SO YOU CAN BE READY FOR ___ QUICKLY?

WHO CAN SHOW US HOW TO ___?

WHAT WILL IT LOOK/SOUND/FEEL LIKE WHEN WE...?

HOW WILL YOU LET THE SPEAKER KNOW YOU ARE LISTENING?

HOW CAN WE MAKE SURE EVERYONE FEELS INCLUDED?

Reminding Language

Children need reminders in school to keep their work and behavior on track. By using reminding language before students start a potentially challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe. This is the kind of language we try to use occasionally.

Prompt children to remember for themselves, be brief, and use a neutral tone and body language while watching for follow-through.

Redirecting Language

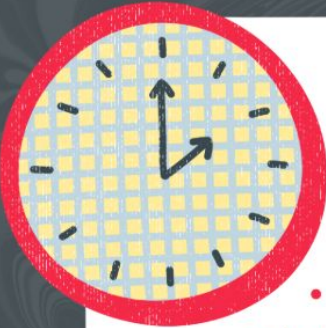
When students are doing something harmful to themselves or others, are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they're supposed to be doing, teachers need to redirect them with clear words. Skillfully used, redirecting language lets teachers provide wise external control to keep children safe and productive when their self-control is failing them. This is the kind of language we try to use sparingly.

Say what to do, be direct and brief while making a short statement. Similar to reminding language, use a neutral tone and body language while watching for follow-through.

REDIRECTING LANGUAGE

- Use a quiet voice.
- It's time to...
- Pick up the...
- Share the...
- Stop. Wait to hear the directions.
- We'll begin when...
- Tell your feet to hold still.
- Move to another table where you can focus on your work.

Logical Consequences



Space & Time Guidelines

- Sit quietly so students can continue learning.
- Allow your body to relax. Breathe.
- Let the tension out of your muscles.
- Reflect. How were you interfering with the learning in your classroom? Is there anything you need to say when you return? How will you know you're ready to return to your classroom? How will you show your teacher you are ready to learn?
- Wait for your teacher to invite you back to your classroom.

When positive teacher language is not enough, we use logical consequences to correct student misbehavior. A logical consequence is a constructive and respectful way to address misbehavior—one that allows teachers to enforce clear expectations while giving students a chance to take responsibility, make amends, and grow from the experience without feeling shamed. It’s important that children see how their behavior affects both their classmates’ and their own learning.

Examples of logical consequences include loss of privilege, space and time, reteaching of a skill, problem-solving meeting, and restitution (“You Break It, You Fix It”).