



**BERESFORD
ELEMENTARY
SCHOOL**

Beresford Elementary School

San Mateo, California



Be Respectful

Be Responsible

Be Ready to do Your Best!

Positive Behavior Interventions & Support and Discipline Handbook

**Beresford Elementary
Positive Behavior Intervention & Supports (PBIS) and
Discipline Handbook**

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Beresford Elementary School

A General Overview

School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Beresford Elementary School has developed school-wide procedures to accomplish the following:

1. **Define Behavior Expectations.** A small number of clearly defined behavioral expectations are defined in positive, simple, rules. At Beresford our motto is ***Be Respectful, Be Responsible, Be Ready to do Your Best***. These expectations are defined across school settings in the expectations matrix included in this handbook.

1. **Teach Behavior Expectations.** The behavioral expectations and school procedures are taught to all students in the building, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to academic instruction. When teaching, behavioral expectations are linked to our motto: Be Respectful, Be Responsible, Be Ready to do Your Best. The rationale for the rules and behavioral expectations are presented for each setting, then staff demonstrate examples of what the expected behavior looks like in the setting. Teachers will use common scenarios in the setting to demonstrate the expected behavior, but may also demonstrate 1 or 2 examples of the ‘wrong way’ to do it – it is also important for students to learn what is not acceptable behavior, but there should be more focus on the desired behavior. Next, students are given the opportunity to practice the “right way” until they demonstrate fluent performance. Lesson plans for each setting are included in this handbook.

1. **Acknowledge Appropriate Behaviors.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. Beresford has developed an acknowledgment system to encourage regular recognition of desired behavior in the school. Positive or negative environments for students and staff are the result of the accumulation of individual positive or negative interactions. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. Positive interactions can occur in many meaningful ways (pat on the back, smile, verbal praise), but the goal of an acknowledgment system is to provide a

regular reminder to staff during your busy days to catch kids doing the right thing. Negative interactions are any time we give attention to students for problematic behavior (e.g. “Rex keep hands and feet to yourself”, “Remember class, all eyes on the teacher.”, “Sophia that’s a beautiful drawing, but it’s time to start math.”) As a school we will strive to achieve and maintain a 5:1 ratio for all students.

Through Beresford’s PBIS program, “Paw-sitive High Five” tickets will be used by individual staff members and school volunteers to recognize students or colleagues for engaging in positive behavior. Staff members can award tickets to students across all school settings, whether they teach the student or not. When handing out tickets we should always clearly identify the specific positive behavior the student is being recognized for and match it with one of the school rules “Be Respectful, Be Responsible, Be Ready to do your best”. School-wide drawings will occur once a week to recognize a student from each grade for their positive behavior. One classroom will be recognized each week and will have a Beresford Bear and award to be displayed in their classroom for the week.

1. **Responding to Problem Behavior.** Despite our efforts to proactively set students up for behavioral success and to prevent problem behavior, there will still be incidents of problem behavior. When it comes to responding to problem behavior we have three primary goals:
 - a. Make sure to keep everyone safe
 - b. Minimize the loss of instructional time for all students (including the student who engaged in problem behavior)
 - c. To teach the student the appropriate behavior to use instead of the problem behavior

Every occurrence of problem behavior is an important opportunity to teach the appropriate, desired behavior to the student. It is our responsibility to provide fair and consistent consequences for problem behavior that focus first on teaching our students the appropriate behavior and that get them back engaged in academic instruction as soon as quickly as is safely possible. The Beresford PBIS team has developed a progressive discipline model will be utilized in the school that focuses on teaching and preventing future occurrences of behavior. When students violate the behavioral expectations they will be informed that their behavior was not acceptable and how it relates to the school wide rules of Be Respectful, Be Responsible, Be Ready to do Your Best. For students who engage in recurring problem behavior, who are not responding to the school’s progressive discipline system, additional individual behavioral supports will be provided.

Defining and Teaching Behavioral Expectations

Students respond to clear, consistent expectations and predictable adult responses to behavior. In order to establish a positive, predictable school environment it is important to clearly define behavioral expectations, establish agreement across staff, and actively teach those expectations from the beginning of the year to all students in the school. All staff should participate in the instruction of behavioral expectations during the first week of school and throughout the school year to create a consistent, united front. The Matrix (see pp. 6-8) is used to identify important behavioral expectations across school settings.

The Matrix is used to guide lesson planning and teaching of prioritized behavioral expectations across settings. In PBIS, instruction of social behavior is viewed in much the same way as academic instruction. The same principles of effective academic instruction apply for teaching social behavior. In the same way that we shouldn't punish kids if they can't do math problems, we should not punish students for not knowing the behavioral expectations or routines... instead we must teach them. It is our responsibility to prepare our students to be successful socially by teaching behavioral expectations and school routines from the beginning of school year, followed by periodic review throughout the year. We also understand that effective instruction of social behavior should:

- a) Occur in the natural setting, for example we should teach expectations and routines for recess behavior on the playground, not in the classroom
- b) Focus on what to do instead of what not to do, for example teach how to keep hands and feet to self, instead of what not to do
- c) Physically demonstrate or model the expected behavior, not simply talk about it
- d) Give students the opportunity to actively practice the expected behavior in the real setting with feedback
- e) Link expected behavior to the School-wide rules

The following lesson plan (p. 8) should incorporate each of these principles. Lesson plans for all school settings are included in the appendix at the end of the handbook. The initial teaching of all expected behaviors will take place during the first week of school. The PBIS team will create a yearly schedule for teachers and staff to follow. Re-teaching of behavioral expectations and routines will occur as necessary throughout the year. Strategic re-teaching and booster sessions will occur the first week following winter and spring break. Assemblies will be held as needed to review expectations and celebrate positive behavior in the school.

BERESFORD BEHAVIORAL EXPECTATION MATRIX

RULE/ EXPECTATION	ROUTINE/SETTING				
	Classroom	Lunch Area	Play Yard	LGI	Library
Be Respectful		<i>Eat your own food</i>	<i>Keep arms and legs to yourselves Listen to adult on duty</i>	<i>Enter quietly Sit appropriately Respond to quiet signal (bear paw)</i>	<i>Enter quietly Use quiet voices Respond to quiet signal (bear paw)</i>
Be Responsible		<i>Stay seated Use trash and recycling bins properly Clean your own area</i>	<i>Walk to play area Play safely on the structure Stay in designated areas Stop, drop and freeze when the bell rings</i>	<i>Actively listen Participate appropriately Wait to be excused Exit quietly</i>	<i>Use shelf marker Wait patiently to check out books Clean up your area</i>
Be Ready to do Your Best		<i>Strive to eat healthy</i>	<i>Follow the rules of the game</i>	<i>Seek knowledge</i>	<i>Listen actively</i>

RULE/ EXPECTATION	ROUTINE/SETTING				
	Walk Zone	Computer Lab	Bathrooms	Play Structure	Field Trips
Be Respectful	<i>Be respectful of monitors</i>	<i>Raise hand and wait for help</i>	<i>Use privacy Use the stall by yourself</i>	<i>Take turns</i>	<i>Actively listen to adults</i>
Be Responsible	<i>Walk calmly and carefully Use appropriate voice levels</i>	<i>Sit in assigned spot Use appropriate voice levels Follow directions and stay on task</i>	<i>Use and flush toilet appropriately Throw trash in trashcan Use only a little soap and water Refrain from playing Report any problems Use bathroom quickly Wait for your buddy</i>	<i>Go one person at a time, feet first Go down the slide Cross the monkey bars in one direction only Walk on black mat areas</i>	<i>Stay with your chaperone Stay seated and use appropriate voice level on the bus Walk when appropriate</i>
Be Ready to Your Best	<i>Hold and fold</i>	<i>Use a growth mindset</i>	<i>Use bathroom before the bell rings</i>	<i>Use your words to address any challenge</i>	<i>Make safe decisions</i>

Example Lesson Plan

Lesson Plan to Address Behavior Playground Safety Lesson	
Step 1: Identify the desired behavior and describe it in observable, measurable terms. Identify/teach any new vocabulary.	
<p>Play Yard Walk from classroom to play yard Keep body to yourself Walk on and use play structure properly Follow agreed upon rules when playing rules Stayed in designated areas When bell rings stop, drop and freeze Walk to your line and sit down</p> <p>Play Structure Go down the slide Cross the monkey bars in one direction Go one person at a time and feet first Walk on the black mat areas</p>	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Playing safely demonstrates respect for yourself, others and the school environment. We all want to have a safe orderly environment to play, be physically active and enjoy ourselves.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
Walking until the play area is reached Staying in designated areas Freezing when bell rings Waiting for someone else to get to the end before going across the monkey bars Going down the slide	Running as soon as outside of classroom Going into the hallway Continuing to play when bell rings Going across the monkey bars while someone else is still in transit Walking up the slide
Step 4: Model/Guided/Independent Practice/Role Play Activities	

Model expected behavior (I do): Teacher(s) model or read two scenarios. First scenario indicates non-example and second scenario is a positive example of desired behavior. Teacher discusses why second scenario is an example of desired behavior.

Non-example

The teacher dismisses the class for recess and the two kids at the front of the line run for the play yard

Example

Teacher dismisses the class for recess and all students proceed to the yard walking at an appropriate pace.

Lead students through behavior (We do): Teacher(s) presents one more scenario of desired behavior. Students will discuss why this scenario is an example of desired behavior.

Class walks to the yard at an appropriate pace led by teacher.

Check to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario of desired behavior. Student groups will act out appropriate, desired behavior for their scenario. Teacher and other students will provide feedback to peer groups. Teacher can provide a few examples of appropriate positive feedback.

Class walks to the yard at an appropriate pace led by line leader.

Step 5: Provide opportunities for practice

- Periodic scenarios that provide students with opportunities to practice
- Publicly recognizing students who display desired behavior, being explicit about what was the desired behavior
- Teacher regularly models desired behavior

Acknowledgement System

On a daily basis, a student can earn a “paw”sitive behavior ticket when they are caught being respectful, responsible or doing their best by a staff member. The goal of the tickets is to catch kids doing the right thing to reinforce positive behaviors. Students will write their name on the ticket and place it into their classroom jar. The tickets will be turned in every Friday to the principal to be entered into a drawing. Two winners from each grade level will be announced during Monday morning message. Winners will receive a small prize such as a pencil, sticker or eraser. When the school has collectively received 100 tickets, 10 minutes of extra recess will be granted.

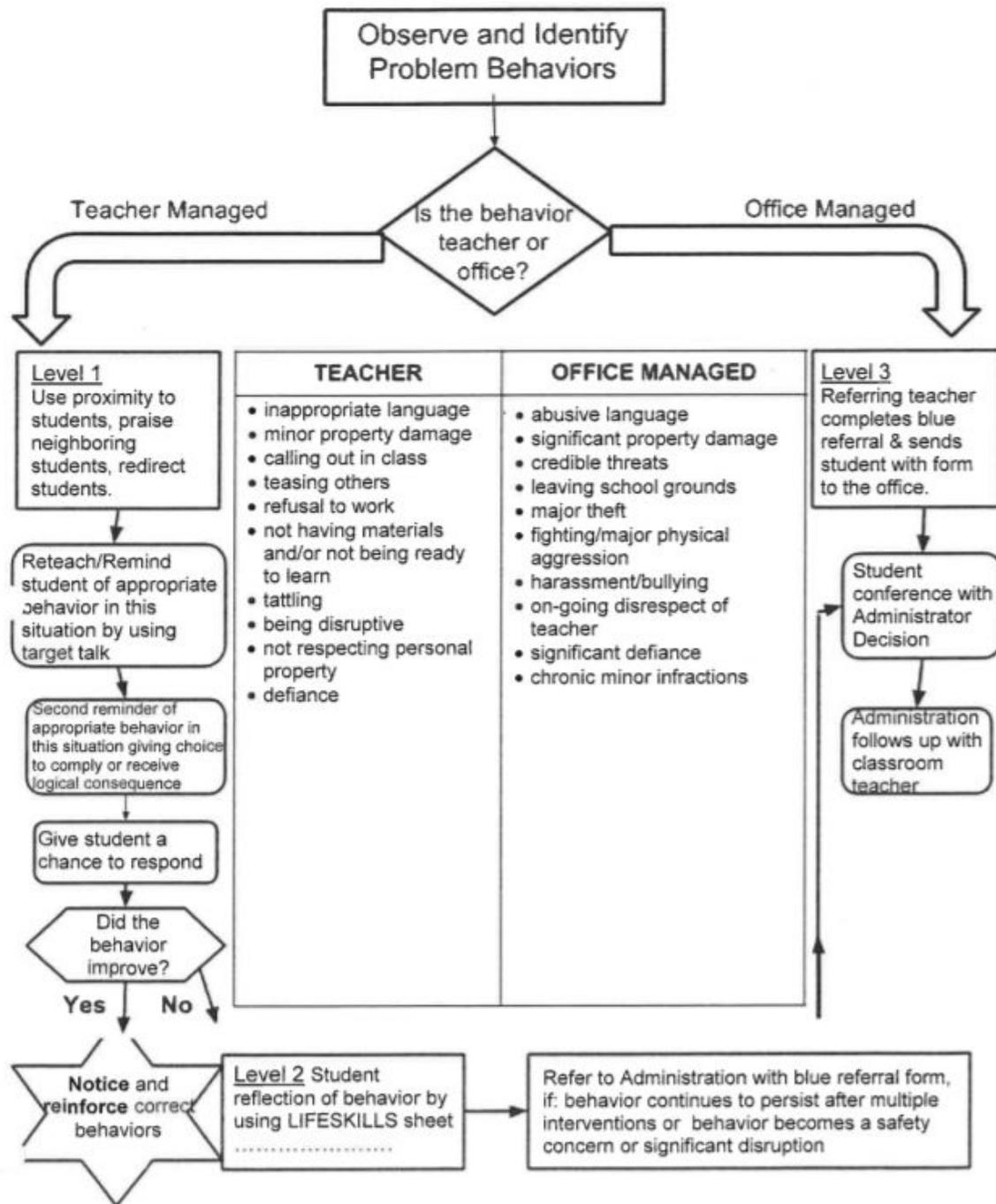
All staff members, volunteers and substitute teachers should have the opportunity to hand out “paw”sitive behavior tickets across all school settings. This is a school-wide effort to increase recognition of positive student behavior. Recognition of positive behavior is an important step in teaching students appropriate social behavior.

<p style="text-align: center;">‘Paws’itive high five!</p>  <p>You were caught being: ___ respectful ___ responsible ___ doing your best</p> <p>Name: _____ Grade: _____</p>	<p style="text-align: center;">‘Paws’itive high five!</p>  <p>You were caught being: ___ respectful ___ responsible ___ doing your best</p> <p>Name: _____ Grade: _____</p>
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Correction Systems-Responding to Problem Behavior

We only earn the right to use consequences for problem behavior after explicitly teaching and reinforcing the behavior we expect. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior – they are kids! When responding to problem behavior at Beresford, we will be guided by the following principles:

- We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.
 - A primary focus of responses for problem behavior is the instruction of the expected behavior
 - Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting
- Primary goals in responding to problem behavior are to identify minor problem behavior early and quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirects pre-planned consequences may be required.



LIFESKILLS SHEET FOR GRADES K to 1st

Name: _____ Date: _____

I had difficulty using the LIFESKILL of _____.

I will use this LIFESKILL from now on by _____.

Now I need to _____.

LIFELONG GUIDELINES

No Put Downs
Personal Best
Active Listening
Trustworthiness
Truthfulness

LIFESKILLS

Caring
Common Sense
Cooperation
Courage
Curiosity
Effort
Flexibility
Friendship
Initiative
Integrity
Organization
Patience
Perseverance
Pride
Problem Solving
Resourcefulness
Responsibility
Sense of Humor

Student Signature

Staff Member

Parent Signature

LIFESKILLS SHEET

GRADES 2-5

NAME _____ DATE _____

Please write neatly and clearly.

1. I wasn't using the LIFESKILL of _____ when I _____

2. I will work on using the LIFESKILL of _____ by _____

3. Now I need to _____

LIFELONG GUIDELINES

No Put Downs
Personal Best
Active Listening
Trustworthiness
Truthfulness

LIFESKILLS

Caring
Common Sense
Cooperation
Courage
Curiosity
Effort

Flexibility
Friendship
Initiative
Integrity
Organization
Patience

Perseverance
Pride
Problem Solving
Responsibility
Sense of Humor

Student Signature _____
Staff Member _____
Parent Signature _____
Comments: _____

BEHAVIOR REFERRAL

Beresford School

Date: _____ Time: _____ Student: _____

Room _____ Grade: _____ Referring Teacher _____

Location of incident: Playground Classroom Other _____

Others involved in incident: None Peers Staff Teacher Substitute

Minor Behavior	Major Behavior	Motivation
inappropriate language tattling teasing calling out refusal to work disruption not ready to learn other disrespect/defiance minor damage or disrespect to school or personal property other _____	abusive language credible threats leaving school property theft fighting/physical aggression harassment/bullying chronic minor referrals (3 or more) ongoing disrespect/ defiance (3 or more minor behaviors) significant damage or disrespect to school or personal property other _____	obtain peer attention obtain adult attention obtain items/activities avoid peers avoid adults avoid task or activities unknown other _____
Teacher or Administrative Action		
Minor discussion with student contacted parent/guardian benched during recess/lunch requested parent meeting written apology removal from classroom LIFESKILLS sheet logical consequence other _____	Major discussion with student contacted parent/guardian benched during recess/lunch requested parent meeting written apology restorative justice project LIFESKILLS sheet other _____	

Beresford School Motto

Be Respectful
Be Responsible
Be Ready to do your Best

Beresford School Song

Beresford is a really great place
It puts a smile on everyone's face
We learn and we play
We do our best all day
With wonderful friends all around
We work hard and we have fun
We have a lot of pride
We feel cool about our school
We feel good inside
Beresford is a really great place
It puts a smile on everyone's face
Have you heard the word we're BERESFORD!
Let's hear it for the blue and white
When we say go, you say Beresford
Go.... Beresford!
Go...Beresford!

Appendices

Lesson Plan to Address Behavior Library Behavior Lesson	
Step 1: Identify the desired behavior and describe it in observable, measurable terms. Identify/teach any new vocabulary.	
Enter quietly Use quiet voices Return library book with bar code up Sit quietly on carpet in front of librarian’s chair Listen actively during read aloud Use shelf marker when choosing books Waiting patiently in line when ready to check out books Respond immediately to quiet signal Clean your area then walk to line	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
Following library procedures demonstrates respect for yourself, others and the school environment. We all want to have a clean, orderly environment to learn and to maximize our access to books and other materials.	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
Entering without speaking Returning library book with bar code up	Entering while talking Returning book without barcode up

<p>Listening during read aloud</p> <p>Using shelf marker have taking book</p>	<p>Taking a book and not using shelf - marker</p>
<p>Step 4: Model/Guided/Independent Practice/Role Play Activities</p>	
<p>Model expected behavior (I do): Teacher(s) model or read two scenarios. First scenario indicates non-example and second scenario is a positive example of desired behavior. Teacher discusses why second scenario is an example of desired behavior.</p> <p>Non-example</p> <p>Bryan takes a book from the shelf and does not use shelf marker.</p> <p>Example</p> <p>Bryan takes a book from the shelf and uses shelf marker.</p>	
<p>Lead students through behavior (We do): Teacher(s) presents one more scenario of desired behavior. Students will discuss why this scenario is an example of desired behavior.</p> <p>All students take a book from shelf and demonstrate using a shelf marker with teacher directing.</p>	
<p>Check to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario of desired behavior. Student groups will act out appropriate, desired behavior for their scenario. Teacher and other students will provide feedback to peer groups. Teacher can provide a few examples of appropriate positive feedback.</p> <p>All students take a book from shelf and demonstrate using a shelf marker independently.</p>	
<p>Step 5: Provide opportunities for practice</p>	
<ul style="list-style-type: none"> ● Periodic scenarios that provide students with opportunities to practice ● Publicly recognizing students who display desired behavior, being explicit about what was the desired behavior ● Teacher regularly models desired behavior 	

Lesson Plan to Address Behavior

Walk Zones Lesson

Step 1: Identify the desired behavior and describe it in observable, measurable terms. Identify/teach any new vocabulary.

Walk calmly and carefully

Use appropriate voices

Be respectful of lunch basket monitors

Step 2: List a rationale for teaching the behavior (Why is it important?)

Following procedures in the walk zone demonstrates respect for yourself, others and the school environment. We all want to have a safe orderly environment to support our focus on learning.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples

Non-examples

Walking slowly facing forward

Use quiet voices

Moving out to the way of lunch monitor

Running

Talking in a loud voice

Racing ahead of lunch monitor

Step 4: Model/Guided/Independent Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read two scenarios. First scenario indicates non-example and second scenario is a positive example of desired behavior. Teacher discusses why second scenario is an example of desired behavior.

Non-example

Student runs in the walk zone.

Example

Student walks in the walk zone.

Lead students through behavior (We do): Teacher(s) presents one more scenario of desired behavior. Students will discuss why this scenario is an example of desired behavior.

Class walks in the walk zone directed by teacher while speaking in quiet voices

Check to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario of desired behavior. Student groups will act out appropriate, desired behavior for their scenario. Teacher and other students will provide feedback to peer groups. Teacher can provide a few examples of appropriate positive feedback.

Students walk in zone quietly and independently.

Step 5: Provide opportunities for practice

- Periodic scenarios that provide students with opportunities to practice
- Publicly recognizing students who display desired behavior, being explicit about what was the desired behavior
- Teacher regularly models desired behavior

Lesson Plan to Address Behavior

Computer Lab Lesson

Step 1: Identify the desired behavior and describe it in observable, measurable terms. Identify/teach any new vocabulary.

Enter walking

Seat at assigned seats

Raise hand and wait patiently for adult

Follow directions and stay on assigned task

Step 2: List a rationale for teaching the behavior (Why is it important?)

Following computer lab procedures demonstrates respect for yourself, others and the school environment. We all want to have a clean, orderly environment with properly working equipment to learn and to maximize our access technology.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples

Walking calmly into the lab

Going directly to assigned seat

Raising hand when help is needed

Following directions

Non-examples

Going into lab playing

Sitting in a seat that wasn't assigned to you

Calling teacher's name

Not responding to directions

Step 4: Model/Guided/Independent Practice/Role Play Activities
<p>Model expected behavior (I do): Teacher(s) model or read two scenarios. First scenario indicates non-example and second scenario is a positive example of desired behavior. Teacher discusses why second scenario is an example of desired behavior.</p> <p>Non-example</p> <p>Student walks into the lab and demonstrates non example by seating by a friend rather than in assigned seat.</p> <p>Example</p> <p>Student walks into the lab and demonstrates example by seating assigned seat.</p>
<p>Lead students through behavior (We do): Teacher(s) presents one more scenario of desired behavior. Students will discuss why this scenario is an example of desired behavior.</p> <p>Teacher leads students into lab and direct students to assigned seats.</p>
<p>Check to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario of desired behavior. Student groups will act out appropriate, desired behavior for their scenario. Teacher and other students will provide feedback to peer groups. Teacher can provide a few examples of appropriate positive feedback.</p> <p>Students enter lab and go directly to assigned seats independently.</p>
Step 5: Provide opportunities for practice
<ul style="list-style-type: none"> ● Periodic scenarios that provide students with opportunities to practice ● Publicly recognizing students who display desired behavior, being explicit about what was the desired behavior ● Teacher regularly models desired behavior

Lesson Plan to Address Behavior

Bathroom Use Lesson

Step 1: Identify the desired behavior and describe it in observable, measurable terms. Identify/teach any new vocabulary.

Use and flush toilet appropriately

Use stall by yourself

Maintain privacy

Throw trash in trashcan

Use soap and water sparing

Refrain from play

Report any problem immediately

Use bathroom quickly

Wait for your buddy

Use bathroom before bell rings

Step 2: List a rationale for teaching the behavior (Why is it important?)

Using bathroom appropriately demonstrates respect for yourself, others and the school environment. We all want to have a clean safe environment to learn and prosper.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples

Non-examples

Walking into the bathroom

Using a small amount of soap and water

Using a quiet voice and maintain a calm body

Using the stall by yourself

Going into play

Throwing trash on floor

Not using the toilet

Using too much water

Report problems to an adult	Looking under or over the stall Standing /climbing on toilet
Step 4: Model/Guided/Independent Practice/Role Play Activities	
<p>Model expected behavior (I do): Teacher(s) model or read two scenarios. First scenario indicates non-example and second scenario is a positive example of desired behavior. Teacher discusses why second scenario is an example of desired behavior.</p> <p>Non-example</p> <p>Amy was using the bathroom stall, someone knocked on the stall door and a moment later Amy noticed a hand appearing and then a pair of eyes.</p> <p>Example</p> <p>Amy was using the bathroom stall, someone knocked on the stall doo, Amy says “occupied” and a little later leaves the stall.</p>	
<p>Lead students through behavior (We do): Teacher(s) presents one more scenario of desired behavior. Students will discuss why this scenario is an example of desired behavior.</p> <p>Teacher lead students through practice by responding, “occupied” and other student waits his/her turn.</p>	
<p>Check to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario of desired behavior. Student groups will act out appropriate, desired behavior for their scenario. Teacher and other students will provide feedback to peer groups. Teacher can provide a few examples of appropriate positive feedback.</p> <p>Students recreate scenario above independently.</p>	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> ● Periodic scenarios that provide students with opportunities to practice ● Publicly recognizing students who display desired behavior, being explicit about what was the desired behavior ● Teacher regularly models desired behavior 	

Lesson Plan to Address Behavior

Assembly Behavior Lesson

Step 1: Identify the desired behavior and describe it in observable, measurable terms. Identify/teach any new vocabulary.

Enter quietly
Sit appropriately respecting other's personal space
Actively listen
Participate appropriately
Respond immediately to quiet single
Wait to be excused
Exit quietly

Step 2: List a rationale for teaching the behavior (Why is it important?)

Meeting expectations demonstrates respect for performers/speakers and for our fellow audience members

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
Enter quietly Keeping body to self Tracking the speaker Being silent when signaled Staying seated until excused	Yelling Spreading out with your feet right near you neighbor Looking behind Getting up before being excused

Step 4: Model/Guided/Independent Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read two scenarios. First scenario indicates non-example and second scenario is a positive example of desired behavior. Teacher discusses why second scenario is an example of desired behavior.

Show student what it looks like for them to: walk in a line quietly, voices off with hands to self, and following directions

Lead students through behavior (We do): Teacher(s) presents one more scenario of desired behavior. Students will discuss why this scenario is an example of desired behavior.

Students walk in a line quietly with voices off, hands to self, and following directions following teacher's prompts.

Check to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario of desired behavior. Student groups will act out appropriate, desired behavior for their scenario. Teacher and other students will provide feedback to peer groups. Teacher can provide a few examples of appropriate positive feedback.

Students walk in a line quietly with voices off, hands to self, and following directions - without prompting

Step 5: Provide opportunities for practice

- Periodic scenarios that provide students with opportunities to practice
- Publicly recognizing students who display desired behavior, being explicit about what was the desired behavior
- Teacher regularly models desired behavior

Lesson Plan to Address Behavior

Waiting for the Bus Lesson

Step 1: Identify the desired behavior and describe it in observable, measurable terms.
Identify/teach any new vocabulary.

Monday, Tuesday, Thursday

Enter Room 5 silently
Find your assigned area by class
Put your backpacks under your table
Quietly start working on homework or reading
Use a level 1-2 voice
Raise your hand if you need help
Stay seated while working
Clean up when the teacher gives you the signal
Push chairs in
Line up at the door according to grade level (K-3)
Walk out to the front of the school in a quiet line

Fridays

Line up outside of the library and wait for the teacher
Put your backpacks against the wall that separates the upper and lower yards
Follow playground procedures
Stop, drop and freeze when the teacher blows the whistle
Get your backpacks and line up again the wall according to grade level (K-3)
Walk out to the front of the school in a quiet line

Step 2: List a rationale for teaching the behavior (Why is it important?)

Following waiting for bus procedures allows students to be in a safe environment while waiting to go home.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<p>Walk into Room 5 quietly and find your seat and start to work quietly Use a level 1-2 voice Line up at the door in grade level order</p>	<p>Entering while talking Run to playground without teacher Leaving backpacks on the ground</p>

<p>Step 4: Model/Guided/Independent Practice/Role Play Activities</p>	
<p>Model expected behavior (I do): Teacher(s) model or read two scenarios. First scenario indicates non-example and second scenario is a positive example of desired behavior. Teacher discusses why second scenario is an example of desired behavior.</p> <p>Non-example:</p> <p>Children walking around the room. Talking with a level 4 voice. Not listening to teachers instructions.</p> <p>Example:</p> <p>Children walk into the room quietly and find their seat and start to work quietly.</p>	
<p>Lead students through behavior (We do): Teacher(s) presents one more scenario of desired behavior. Students will discuss why this scenario is an example of desired behavior.</p> <p>Roberto hears the teacher’s whistle and stops, drops and freezes. He then walks over to pick up his backpack and lines up in grade level order with a calm body and quiet mouth.</p>	
<p>Check to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario of desired behavior. Student groups will act out appropriate, desired behavior for their scenario. Teacher and other students will provide feedback to peer groups. Teacher can provide a few examples of appropriate positive feedback.</p> <p>Students practice going into Room 5, finding their seats, putting their backpacks under the table and starting work quickly and quietly.</p>	
<p>Step 5: Provide opportunities for practice</p>	
<ul style="list-style-type: none"> • Periodic scenarios that provide students with opportunities to practice • Publicly recognizing students who display desired behavior, being explicit about what was the desired behavior • Teacher regularly models desired behavior 	

Lesson Plan to Address Behavior

Riding the Bus Behavior Lesson

Step 1: Identify the desired behavior and describe it in observable, measurable terms. Identify/teach any new vocabulary.

Wait for the bus driver to give signal to enter onto the bus
Walk onto the bus one at a time
Sit your whole body safely on the seat and feet calmly on the floor
Stay in seat while the bus is moving
Respect bus driver or teacher's directions
Use a voice level 2
Exit the bus calmly
Exit the bus one at a time

Step 2: List a rationale for teaching the behavior (Why is it important?)

Following bus procedures will allow everyone to travel safely.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
Walk onto the bus one at a time Stay in the seat while the bus is moving Exit the bus calmly	Running onto the bus Standing up on the bus Using a voice level 4

Step 4: Model/Guided/Independent Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read two scenarios. First scenario indicates non-example and second scenario is a positive example of desired behavior. Teacher discusses why second scenario is an example of desired behavior.

Non-example

Example

