

Main Street Elementary School  
School-Wide Positive Behavior  
Interventions and Supports Plan  
Training Manual



## Table of Contents

1. Table of Contents	Pg. 2
2. What is SWPBS?	Pg. 3
3. You Rock Program Description	Pg. 4-5
4. Scope and Sequence/Calendar	Pg. 6-7
5. Expected Behaviors Matrix	Pg. 8
6. Volume Chart	Pg. 9
7. SWPBS Curriculum/Lesson Plans	Pg. 10-17
8. You Rock Recognition	Pg. 18-19
9. You Rock Tickets	Pg. 20
10. Minor Behavior Referral Form	Pg. 21-22
11. Major Behavior Referral Form	Pg. 23-24
12. Minor Behaviors-Definitions	Pg. 25
13. Major Behaviors- Definitions	Pg. 26
14. Location-Definitions	Pg. 27
15. Actions-Definitions	Pg. 28
16. Three-Tiered Model/SWPBS Triangle	Pg. 29
17. SWPBS Behavior Flow Chart	Pg. 30
18. T-Shirt Protocol and Assemblies	Pg. 31
19. Location/Behavior Expectation Posters	Pg. 32-37

## What is SWPBS?

SWPBS stands for School-Wide Positive Behavior Supports. SWPBS is a research-based continuum using evidence-based teaching models to achieve academically and behaviorally important outcomes for all students.

We have defined our four expected behaviors (You ROCK) for our elementary students. They are all positively stated, easy to remember, clearly defined, and tell students what TO DO rather than what not to do.

You....

**R- Respect**

**O- Own your positive behavior**

**C- Caring words and deeds**

**K- Keep yourself and others safe**

\*\*\* See Expected Behavior Matrix on page 8

## You Rock Program Description

17-18 Core Team Members: Cathy Bodamer, Lisa Bowser, Jolene Nosko, Kevin Vinson, Nancy Wright, Dan Hauptman, Stephanie Keebler

What is it?

Faculty and staff will recognize students for displaying appropriate behavior before/during/after school. Faculty and staff are looking for students who are **Respectful**, **Own** their positive behaviors, use **Caring** words and deeds, and **Keep** themselves and others safe.

When will it happen?

When appropriate behaviors are displayed, faculty and staff will give the student a “You Rock” ticket and verbally tell them specifically why they are receiving the ticket. The student will write their name on the ticket. The student is then responsible for entering their ticket into the drawing in the cafeteria. Faculty and staff are encouraged to indicate their name on the ticket as well.

Where it can/will happen?

Anywhere.... The ticket containers will be kept in the main office and then brought to the cafeteria during the students’ lunches. Students are encouraged to bring their tickets to the cafeteria and enter them into the drawing as they enter for lunch.

Who is implementing the program?

Everyone.... Faculty and Staff. We encourage everyone to recognize positive and appropriate behaviors. We encourage everyone to recognize the students in your classroom, hallways, restroom, cafeteria, playground

and during arrival/dismissal. This is your opportunity to catch students doing something right!

### Specific Recognition Information

Each Friday, a staff member will select a number of tickets from the containers during the lunch periods. The chosen students will be recognized in front of their peers in the cafeteria. They will then get to come to the SWPBS Rewards Case near the office to choose an item or experience. The students' names will be announced on the Monday morning announcements as well as have their picture taken to be displayed in the main hallway. A positive card will be sent home to their parents to share the good news.

In addition to the weekly drawings, the tickets earned will be tracked and reported at least quarterly. Once the students achieve a set goal, a school-wide event will take place. Quarterly, the teachers will also have an opportunity to recognize students who are demonstrating the 4 expected behaviors. These students will be recognized at the quarterly assemblies.

## Scope and Sequence

2017-2018

**TEACH\*\*\*PRACTICE\*\*\*MODEL\*\*\*REVIEW\*\*\*REINFORCE**

Week One- Kick-off assembly, You Rock Rules, Classroom Expectations lesson, Hallway Expectations Lesson, Cafeteria Expectations Lesson, Playground Expectations Lesson, Restroom Expectations Lesson, Arrival/Dismissal Expectations Lesson

8/29 Day 1-Kick-Off Assembly, Teach classroom expectations lesson

8/30 Day 2-Teach hallway and restroom expectations lessons, start handing out You Rock tickets

8/31 Day 3-Teach cafeteria and arrival/dismissal expectations lessons

9/1 Day 4-Teach playground expectation lesson, Review classroom rules

Week Two-Review You Rock rules in all locations, morning announcements, School Review Assembly (9/8)

9/4 NO SCHOOL

9/5 Day 5-Daily announcement reminders, review hallway and restroom rules

9/6 Day 6-Review cafeteria and arrival/dismissal rules

9/7 Day 7-Review playground rules

9/8 Day 8-review all locations, school review assembly (Videos)

Follow your SWPBS lesson plans when teaching rules by location. You may also refer to the matrix.

Review of the You Rock rules should be ongoing.  
Give positive reinforcement daily!

## 2017-2018 Calendar

**September-** Opening Assemblies, Have you passed out You Rock tickets?

**October-**School-Wide event on Friday 10/27 (Fall Festival)

**November-REFRESHER-** review all rules by location (video and practice)

**December-**Are all students receiving You Rock tickets? Try to increase reinforcement before the holidays.

**January-** REFRESHER- RETEACH ALL RULES BY LOCATION (video, practice and reinforce with You Rock Tickets), Mid-year assembly, School-wide event on Friday, 1/26/18

**February-** We love SWPBS. Main Street Elementary School Service Project (more details to come)

**March-REFRESHER-**All rules by location (Videos and Practice), School-Wide Event on Wednesday, March 28, 2018

**April-**PSSA Connection, Possible Assembly

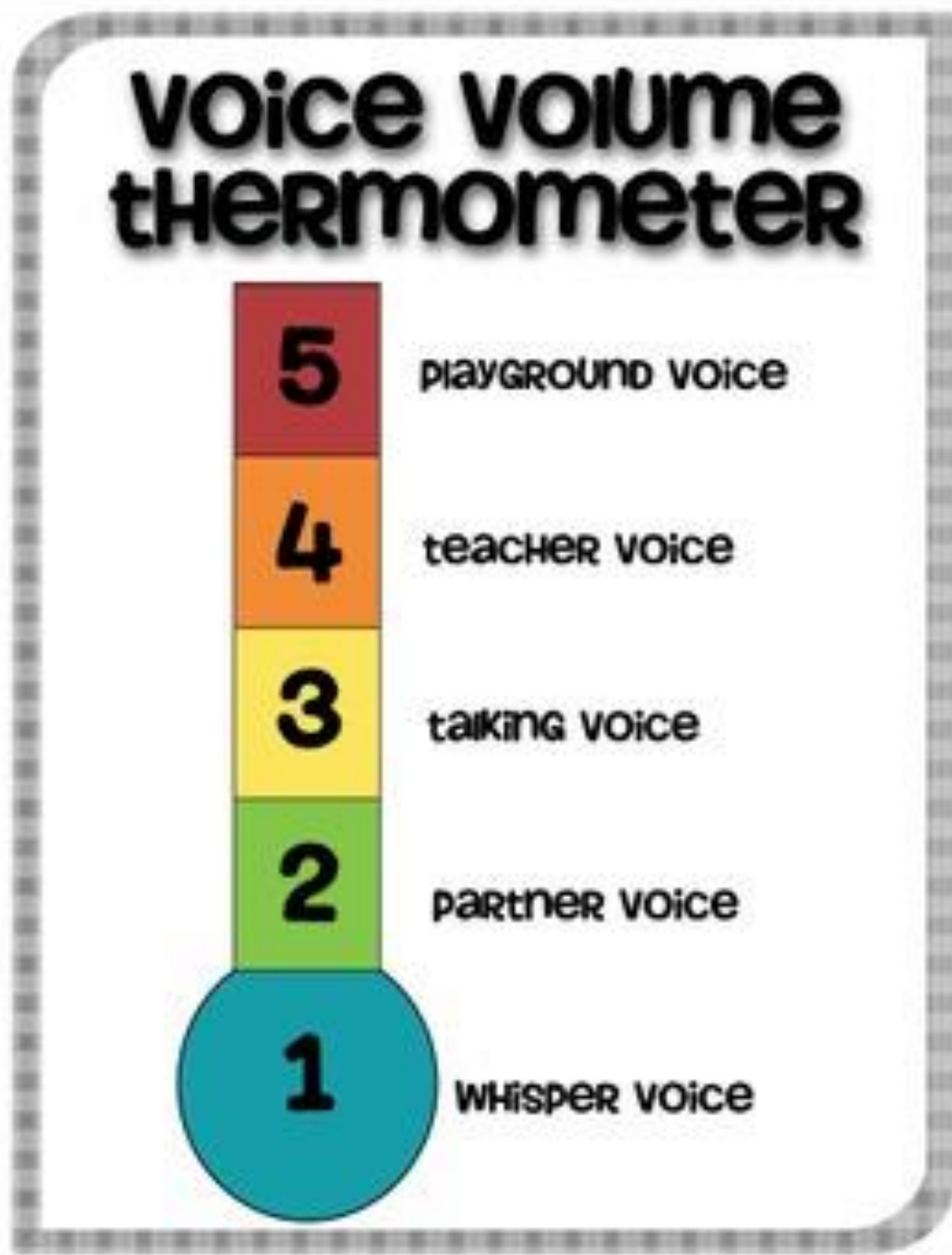
**May/June-** Year End Assembly

# Main Street Elementary School

<b>You...</b>	<b>Classroom</b>	<b>Hallways</b>	<b>Restroom</b>	<b>Cafeteria</b>	<b>Arrival/Dismissal</b>	<b>Playground</b>
<b>R</b> Respect	Follow adult directions Talk appropriately	Follow adult directions Talk appropriately	Follow adult directions Talk appropriately Respect others' privacy	Follow adult directions Talk appropriately	Follow adult directions Talk appropriately	Follow adult directions Talk appropriately
<b>O</b> Own Positive Behavior	Fully participate in class Complete all assignments on time	Go to your destination and return promptly Stay in a straight single line	Flush the toilet and wash your hands Use restroom and return promptly	Eat first, then talk Raise your hand for assistance	Go sit in assigned area promptly Personal belongings in backpack (coloring/drawing, HW, reading book)	Take turns sharing equipment Include others
<b>C</b> Caring words and deeds	Treat others the way you want to be treated Encourage others	Keep hallways clean	Keep restroom clean Notify an adult about concerns	Use manners Clean up after yourself	Smile at others and use kind words	Use kind words and actions Include others
<b>K</b> Keep Safe	Stay in your own space Use materials/tools appropriately	Stay in your own space Walk on the right side and use handrails	Stay in your own space	Stay in your own space Eat your own food Walk appropriately	Stay in your own space Walk appropriately	Stay in your own space Stay in assigned area Play and use equipment appropriately



## Volume Chart



## **SWPBS Curriculum/Lesson Plans**

The following lesson plans will be taught to the students based on the behavior expectation matrix.

1. Classroom (Teacher should review their own classroom rules)
2. Hallways
3. Restroom
4. Cafeteria
5. Arrival/Dismissal
6. Playground

# Setting: Hallways

Purpose of this tool:

1. To value all people in our learning environment.
2. To ensure safety in the halls.
3. Lesson is to be taught in the setting\*\*\*

Respect	Own Positive Behavior	Caring words and deeds	Keep Safe
<ul style="list-style-type: none"> <li>• Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>• Be truthful</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hallways clean</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your own space</li> </ul>
<ul style="list-style-type: none"> <li>• Talk appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Go to your destination &amp; return promptly</li> </ul>		<ul style="list-style-type: none"> <li>• Walk on the right side &amp; use handrails</li> </ul>
	<ul style="list-style-type: none"> <li>• Stay in a straight single line</li> </ul>		

## Teaching Examples:

1. You are in a hurry but rather than run, you just walk briskly.
2. You see your friend, and want to say hi. Smile and wave.
3. An adult asks you to walk in the hallway. Even though you do not know that adult you follow directions and walk.
4. You are walking correctly and someone else is not. You encourage them to walk on the right side.

## Kids' Activities/ Role-Play:

1. Practice lining up appropriately, walking on the right side, voice volume number 1, keeping hands and feet to yourself.
2. Model walking past another group of students using the "cool wave" or "cool nod."
3. Practice walking out of the building in a single file line.
4. Role-play a student encouraging good behavior from someone not following the expectations.
5. Practice any song/routine specific to teacher.

## Follow-up Reinforcement:

1. Remind students of hallway expectations as they leave the classroom.
2. Encourage good behavior with You Rock Tickets.
3. Praise good behavior verbally.

# Setting: Restroom

Purpose of this tool:

1. To teach proper cleanliness and hygiene.
2. To be polite and respectful to others using the restroom.
3. Lesson is to be taught in the setting\*\*\*

Respect	Own Positive Behavior	Caring words and deeds	Keep Safe
<ul style="list-style-type: none"> <li>• Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>• Be truthful</li> </ul>	<ul style="list-style-type: none"> <li>• Keep restroom clean</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your own space</li> </ul>
<ul style="list-style-type: none"> <li>• Talk appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Flush the toilet and wash your hands</li> </ul>	<ul style="list-style-type: none"> <li>• Notify an adult about concerns</li> </ul>	
<ul style="list-style-type: none"> <li>• Respect others' privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Use restroom &amp; return promptly</li> </ul>		

### Teaching Examples:

1. Someone is in the stall I want to use. I want to tell them to hurry, but instead I use another stall.
2. I am in a hurry and I want to skip washing my hands, but remember the importance of good hygiene and I wash them.
3. I have just washed my hands, and I know I can make the shot across the room with my paper towel. Instead, I walk over and place it in the garbage.
4. Someone else has left paper towels on the floor. I pick them up and place in garbage.
5. My friend is in the stall next to me and I want to talk to them, but instead I respect their privacy by using the bathroom at a voice volume number 1.

### Kids' Activities/ Role-Play:

1. Model proper hand washing techniques.
2. Discuss the importance of personal space and privacy in the bathroom.
3. Discuss appropriate voice level and conversations when in the bathroom.
4. Role-play how to be quick using the bathroom.
5. Practice what to do if the stalls are all occupied.

### Follow-up Reinforcement:

4. Acknowledge students for keeping the bathroom clean.
5. Hand out You Rock Tickets to students following the expectations.
6. Praise good behavior verbally.

# Setting: Cafeteria

Purpose of this tool:

1. To keep the cafeteria clean and safe.
2. To keep the cafeteria calm and orderly so everyone can enjoy their lunch.
3. Lesson is to be taught in the setting\*\*\*

Respect	Own Positive Behavior	Caring words and deeds	Keep Safe
<ul style="list-style-type: none"> <li>• Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>• Be truthful</li> </ul>	<ul style="list-style-type: none"> <li>• Use manners</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your own space</li> </ul>
<ul style="list-style-type: none"> <li>• Talk appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Eat first, then talk</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Eat your own food</li> </ul>
	<ul style="list-style-type: none"> <li>• Raise your hand for assistance</li> </ul>		<ul style="list-style-type: none"> <li>• Walk appropriately</li> </ul>

## Teaching Examples:

1. Demonstrate sitting correctly and eating own food neatly.
2. My friend is trying to talk to me during quiet time. I want to talk to them, but instead I remember the rules and encourage them to do the same.
3. The person sitting next to me has food that looks better than mine. I want to take their food, but I remember the rules and eat my own food.
4. Demonstrate the proper way to clear your tray.
5. Discuss how to raise your hand to ask to be dismissed.

## Kids' Activities/ Role-Play:

1. Role-play what to do in the event of a spill.
2. Practice walking through the lunch line process.
3. Brainstorm good manners to use at lunchtime.
4. Demonstrate how to properly find a seat.

## Follow-up Reinforcement:

7. Encourage students to make healthy food choices.
8. Hand out You Rock Tickets to students following the expectations.
9. Praise good behavior verbally.

# Setting: Arrival/Dismissal

Purpose of this tool:

1. To start and end the school day in a positive way.
2. To use our time wisely, and begin classes on time.
3. To keep everyone safe as they enter and exit school.
4. Lesson is to be taught in the setting\*\*\*

Respect	Own Positive Behavior	Caring words and deeds	Keep Safe
<ul style="list-style-type: none"> <li>• Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>• Be truthful</li> </ul>	<ul style="list-style-type: none"> <li>• Smile at others &amp; use kind words</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your own space</li> </ul>
<ul style="list-style-type: none"> <li>• Talk appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Go sit in assigned area promptly</li> </ul>		<ul style="list-style-type: none"> <li>• Walk appropriately</li> </ul>
	<ul style="list-style-type: none"> <li>• Personal belongings in backpack (coloring/ Drawing, HW, reading book)</li> </ul>		

## Teaching Examples:

1. The school day is coming to an end and you are looking forward to playing with friends in your neighborhood. As you leave your classroom you remember to **walk, keep hands and feet to self, listen to and follow directions**, use **quiet voices**. These strategies show that students are being respectful and help everyone to leave school on time.
2. Jack’s parents had to go to work early and dropped him off at school on their way. He was the first one in line when his principal opened the door. He was very happy to **be on time** and knew he had to **go to his assigned area** and **wait until dismissed**.
3. On a very snowy day, all of the students were waiting in the gym because some of the busses were running late.

## Kids’ Activities/ Role-Play:

1. Invite students to list quiet activities and games that they can use when they are waiting to be dismissed.
2. Ask a student to state the expectations for arrival and dismissal at school.
3. Ask a few students to role play what might happen if we did not have procedures for arrival and dismissal times.

**Follow-up Reinforcement:**

1. Pre-teach expectations before students leave the classroom at the end of the school day.
2. Compliment and give a high five to students who demonstrate excellent arrival and/or dismissal procedures.
3. Hand out You Rock Tickets to students following the expectations.
4. Praise good behavior verbally.

# Setting: Playground

Purpose of this cool tool:

1. To teach proper use of equipment.
2. For all students to enjoy recess safely.
3. Lesson is to be taught in the setting\*\*\*

Respect	Own Positive Behavior	Caring words and deeds	Keep Safe
<ul style="list-style-type: none"> <li>• Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>• Be truthful</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your own space</li> </ul>
<ul style="list-style-type: none"> <li>• Talk appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns sharing equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Include others</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in assigned area</li> </ul>
			<ul style="list-style-type: none"> <li>• Play and use equipment appropriately</li> </ul>

## Teaching Examples:

1. Describe where certain activities such as four square or tag can be played safely.
2. Discuss how to use pieces of equipment properly.
3. Demonstrate blowing the whistle to line up. You want to play longer, but remember the rules and line up quickly.
4. Demonstrate asking permission to leave the playground.
5. You want to go on a piece of equipment that someone else is already using and there is a big line. You want to cut to the front, but remember to take turns so you go to the end.
6. Show boundary lines of playground.

## Kids' Activities/ Role-Play:

1. Role play asking others to join into your game as well as asking to play with others.
2. Demonstrate proper use of equipment.
3. Practice lining up when the whistle blows.
4. Practice walking out of building onto the playground.

## Follow-up Reinforcement:

10. Talk about alternative games available to play on the playground.
11. Encourage good behavior with You Rock Tickets.
12. Praise good behavior verbally.



## **Equipment Guidelines:**

**Balls:** If a ball goes out into the road or over the fence, students must get a teacher or adult to get it for them. Students will remain inside the fence.

**Large Equipment:** Students are to walk, not run, on the equipment. No pushing, lying down, sitting on top of the rails. Balls or jump ropes are not allowed on the equipment.

**Bouncers:** Two people at a time on the bouncer. The students will have a 30 count turn. All others will wait their turn in a line behind the four students on the bouncer.

**Slides:** One person at a time climbs up the ladder to the top, sits down on bottom, and slides down the slide. Then, the next person may climb up the ladder and repeat. Students will go DOWN only.

**Monkey Bars:** One person at a time goes across under the monkey bars, in the same direction. After they have crossed, go to the end of the line.

## You Rock Recognition

You Rock Tickets are given when students are demonstrating expected behaviors by following the You Rock rules.

You Rock Tickets- an individual reward for following 1 or more of the You Rock rules. The awarding staff member completes a You Rock Ticket indicating the student name and circles the You Rock letter that the student was demonstrating. The staff member also indicates their name on the card. The student then takes the card and enters it into the weekly drawing in the cafeteria. The winners will come to the office to choose their prize or experience. The winners will be announced on the morning announcements.

Staff members are also encouraged to recognize classroom behaviors and offer student or classroom incentives. Some ideas are listed below:

- \* good call home to parents from the teacher/principal
- \* technology time
- \* lunch with the teacher/principal
- \* Brain break with the teacher/principal
- \* choice of classroom game (7UP, Sparkle, etc.)
- \* trip to Warner's for a cookie
- \* PJ Day- students can wear pajamas to school for the day
- \* Dance Party Day- students will receive a 20 minute dance party during the day
- \* Stinky Feet- students do not have to wear shoes in the classroom
- \* Desk Swap- students can choose their seat for one day/subject
- \* Stuffed Animal- the toy must be smaller than a shoebox and can remain on their desk throughout the day.
- \* Use Markers Today- students can use crayons/markers on all assignments except assessments.

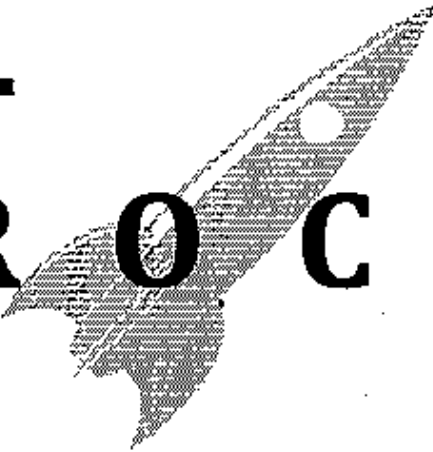
- \*Wear a hat in class- students may wear a hat during class.
- \* Popcorn/Movie Day- students can watch a movie and/or eat popcorn.
- \* Classroom Helpers- students can go to a class in a younger grade level to help the students with an activity (must be arranged with the other teacher)
- \* Show and Tell Day- each student can bring in a small item to share with the class.
- \* Snow Day- students can play in the snow (students would need to bring in appropriate clothing/boots)
- \*Walk to Roberts Grove Playground Day- students would walk with their teachers to the Roberts Grove Playground.

# You Rock Tickets

**At Main Street Elementary School**

**YOU.....**

**R O C K**



**Name:**

**Staff:**

**Main Street Elementary School**

**Have a Rockin' birthday!**



**Name:**



## STUDENT REFLECTION

Please check all responses that apply.

I am here because I had a problem in the following area(s):

Respect Myself or Others

Own My Own Behavior

Caring Words and Deeds

Keep Safe

I wanted:

Obtain Peer Attention  Avoid Adult

Avoid Tasks/Activities  Avoid Peer(s)

Obtain Items/Activities  Other ( \_\_\_\_\_ )

Obtain Adult Attention  Unknown Motivation

What will you do differently next time?

---

---

---

---

---

---

---

---

---

---



## STUDENT REFLECTION

Please check all responses that apply.

I am here because I had a problem in the following area(s):

**R**espect Myself or Others

**O**wn My Own Behavior

**C**aring Words and Deeds

**K**eep Safe

I wanted:

Obtain Peer Attention  Avoid Adult

Avoid Tasks/Activities  Avoid Peer(s)

Obtain Items/Activities  Other ( \_\_\_\_\_ )

Obtain Adult Attention  Unknown Motivation

What will you do differently next time?

---

---

---

---

---

---

---

---

---

---



## Minor Behaviors-Definitions

Minor Behavior	Definition
Disruption	Student engages in low-intensity, but inappropriate disruption.
Talking Back	Student engages in a brief or low-intensity failure to follow directions or talks back (socially rude or dismissive message to adults or peers).
Refusal	Student engages in low-intensity non-compliance to directions given.
Teasing	Student engages in low-intensity teasing of another peer.
Incomplete Work	Student does not complete assignments (in class or homework).
Technology Misuse	Student engages in non-serious, but inappropriate use of Chromebook, computer, cell phone and/or camera.
Hands/Feet/Objects (HFO)	Student engages in low-intensity physical contact with another peer using their hands/feet or another object.
Other	Other behavior not listed indicated by the faculty/staff.

## Major Behaviors-Definitions

Major Behaviors	Definitions
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Harassment/Bullying	The delivery of direct or technology-based messages that involve intimidation, taunting, and/or threats.
Repeated Refusal	Student repeatedly refuses to do what a faculty/staff/administrator directs them to do.
Escalated Tantrum	The student creates a risk that can cause injury to themselves, other peers/faculty/staff.
Multiple Minors	Student has received 3 minor behavior referrals within one week.
Other	Other high-intensity behavior not listed indicated by the faculty/staff that rises to the major behavior level.

## Location Definitions

Location	Definition
Classroom	Areas used for instructional purposes
Gym	Areas used for physical education activities
Art Room	Area used for art instruction
Music Room	Area used for music instruction
Library	Area used for library instruction, group activities
Hallway	Areas designated for passing from one activity/class to another
Stairwell	Area used to move from 1 <sup>st</sup> to 3 <sup>rd</sup> floors
Bathroom	Areas used by students for taking care of personal needs
Cafeteria	Area used for arrival/dismissal and lunch
Computer Lab/Use	Area used for computer usage on the 1 <sup>st</sup> floor
Bus	The area inside the bus
Playground/School Grounds	The area used for recess breaks, outdoor physical activity
Assembly	The area used for a class/grade level, or school-wide event; ex. main gym
Field Trip	Area beyond the property boundary of the school and is affiliated with a school activity
Special Event	Area beyond the property boundary of the school and is affiliated with a school activity
Other	A location on campus that is not already listed

## Action Taken Definitions

Action Taken	Definition
Loss of Privileges	Consequence for referral results in student being unable to participate in some type of privilege
In Office Suspension	Consequence of referral results in a period of time spent away from scheduled activities/classes during the school day
Out of School Suspension	Consequence for referral results in a period of time when the student is not permitted at school/events
Meeting with school counselor/administrator	Consequence of referral results in student meeting with the school counselor or administration
Individual Behavior Plan	Consequence for referral results in student receiving individualized behavior plan to address specific behaviors
Parent Contact	Consequence for referral results in parent communication by phone, email, or person-to-person about the incident
Other	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken

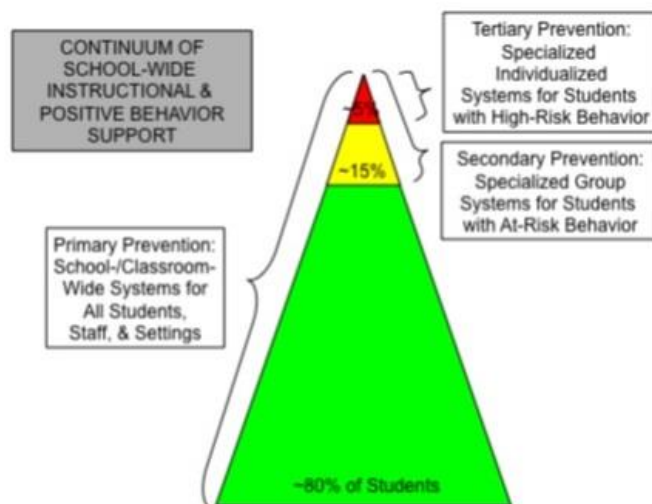
## Three-Tiered SWPBS Model

Tier 1- All students receive instruction and modeling of expected behaviors.

Tier 2- Approximately 15% of students will have an informal plan to modify behaviors (ex. Individual behavior strategies, check in/check out, communication log, counseling group, etc.)

Tier 3- Approximately 5% of students will receive a more formal behavior assessment/behavior intervention plan based on SWIS data and faculty/staff information.

\* \* Each student's tier will be determined using SWIS data, office referrals, classroom observations, and ESAP information.



**MAIN STREET BEHAVIOR FLOWCHART**

**Observe problem behavior**

**Decide - Is the behavior MINOR or MAJOR?**

- GUIDING QUESTIONS to assess Severity, Frequency, and Duration**
1. Does the behavior pose significant physical/emotional risk to anyone?
  2. Is the behavior negatively impacting the education of any student?
  3. Is the behavior significantly out of the norm for age/grade level?
  4. Have you attempted to re-direct the behavior at least 3 times without success?
  5. Have you addressed this same behavior more than 3 times in the past 2 weeks?
  6. In your professional opinion, is the behavior intentional?

**NO**

**YES**

- MINOR BEHAVIOR EXAMPLES**
- Classroom Disruption
  - Talking Back
  - Refusal to Follow Directions
  - Teasing
  - Incomplete Work
  - HFO

- MAJOR BEHAVIOR EXAMPLES**
- Fighting
  - Harassment
  - Repeated Refusal
  - Multiple Minors
  - Escalated Tantrums

- MINOR BEHAVIOR COURSE OF ACTION**
1. Redirect behavior as quickly as possible
  2. Possible strategies - buddy teacher, in-class time out, restroom break
  3. Re-teach correct behavior
  4. Possible consequences - loss of privileges, quiet table, new seat, parent contact
  5. Document, if necessary

- MAJOR BEHAVIOR COURSE OF ACTION**
1. Fill out Office Discipline Referral (ODR)
  2. Call x5400, Send student to office with completed ODR
  3. Principal will contact parent/guardian
  4. Possible consequences - Parent Conference, Behavior Plan, Loss of Privileges, ISS, OSS,
  5. Principal will follow-up with adult who made referral

## **T-Shirt Protocol**

The You Rock t-shirt is to be worn during the kick-off assembly (First day of school) as well as the following:

1. Designated spirit days announced by the school
2. When a class has earned a classroom reward/activity
3. When the school has earned a school-wide event/activity
4. Field trips
5. Other events as notified

## **Kick-Off Assembly**

There will be a **Kick-Off Assembly** on the first day of school for all students and staff to get excited about the program and the new school year. The students will learn why the school is using the **SWPBS** model, the benefits of **SWPBS**, and the rewards that can be earned for showing positive behaviors.

<p>You...</p>	<p>Classroom</p>
<p><b>R</b> Respect</p>	<ul style="list-style-type: none"> <li>❖ Follow adult directions</li> <li>❖ Talk appropriately</li> </ul>
<p><b>O</b> Own positive behavior</p>	<ul style="list-style-type: none"> <li>❖ Be truthful</li> <li>❖ Fully participate in class</li> <li>❖ Complete all assignments on time</li> </ul>
<p><b>C</b> Caring words and deeds</p>	<ul style="list-style-type: none"> <li>❖ Treat others the way you want to be treated</li> <li>❖ Encourage others</li> </ul>
<p><b>K</b> Keep safe</p>	<ul style="list-style-type: none"> <li>❖ Stay in your own space</li> <li>❖ Use materials/tools appropriately</li> </ul>



# You...

# Hallways

**R**

Respect

- ❖ Follow adult directions
- ❖ Talk appropriately

**O**

Own positive behavior

- ❖ Be truthful
- ❖ Go to your destination and return promptly
- ❖ Stay in a straight single line

**C**

Caring words and deeds

- ❖ Keep hallways clean

**K**

Keep safe

- ❖ Stay in your own space
- ❖ Walk on the right side and use the handrails

# You...

# Restroom

**R**

Respect

- ❖ Follow adult directions
- ❖ Talk appropriately
- ❖ Respect others' privacy

**O**

Own positive behavior

❖ Be truthful

- ❖ Flush the toilet and wash your hands
- ❖ Use restroom and return promptly

**C**

Caring words and deeds

❖ Keep restroom clean

- ❖ Notify an adult about concerns

**K**

Keep safe

- ❖ Stay in your own space

# You...

# Cafeteria

**R**

Respect

- ❖ Follow adult directions
- ❖ Talk appropriately

**O**

Own positive behavior

- ❖ Be truthful
- ❖ Eat first, then talk
- ❖ Raise your hand for assistance

**C**

Caring words and deeds

- ❖ Use manners
- ❖ Clean up after yourself

**K**

Keep safe

- ❖ Stay in your own space
- ❖ Eat your own food
- ❖ Walk appropriately

# Arrival/Dismissal

# You...

- ❖ Follow adult directions
- ❖ Talk appropriately

**R**  
Respect

- ❖ Be truthful
- ❖ Go sit in assigned area promptly
- ❖ Personal belongings in backpack (toys, electronic devices, coloring/drawings, homework)
- ❖ Smile at others and use kind words

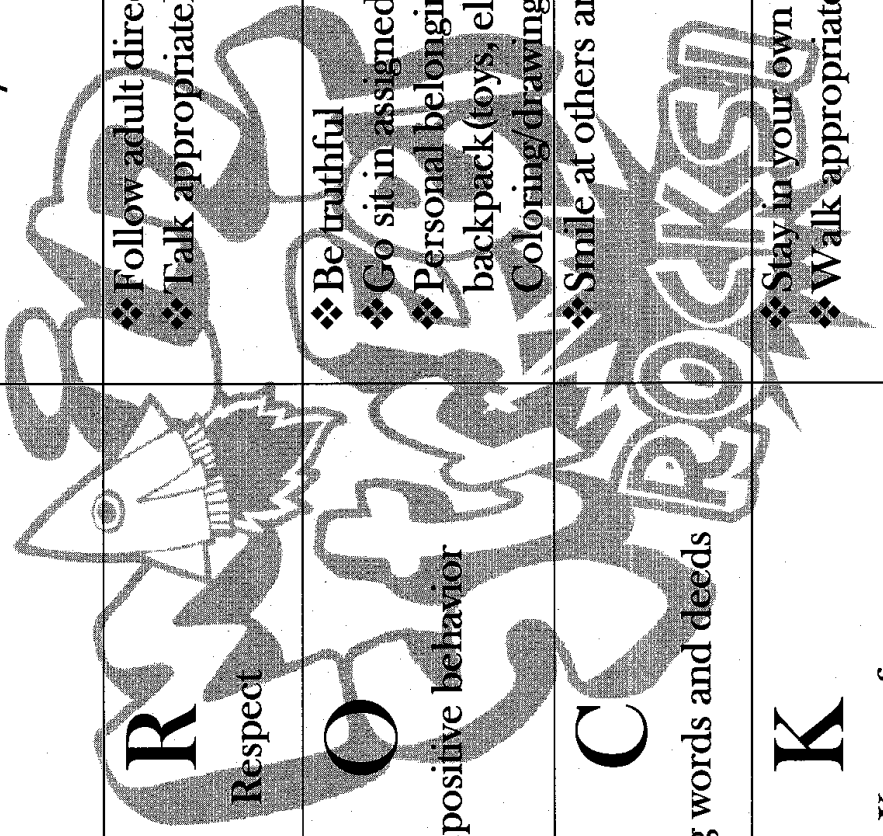
**O**  
Own positive behavior

- ❖ Stay in your own space
- ❖ Walk appropriately

**C**  
Caring words and deeds

- ❖ Stay in your own space
- ❖ Walk appropriately

**K**  
Keep safe



You...	Playground
<p><b>R</b> Respect</p>	<ul style="list-style-type: none"> <li>❖ Follow adult directions</li> <li>❖ Talk appropriately</li> </ul>
<p><b>O</b> Own positive behavior</p>	<ul style="list-style-type: none"> <li>❖ Be truthful</li> <li>❖ Take turns sharing equipment</li> </ul>
<p><b>C</b> Caring words and deeds</p>	<ul style="list-style-type: none"> <li>❖ Use kind words and actions</li> <li>❖ Include others</li> </ul>
<p><b>K</b> Keep safe</p>	<ul style="list-style-type: none"> <li>❖ Stay in your own space</li> <li>❖ Stay in assigned areas</li> <li>❖ Play and use equipment appropriately</li> </ul>

Updated 7/28/17