



Licking  
Heights  
Local  
Schools

Be Responsible  
Be Respectful  
Be Safe

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South and West  
Staff Handbook

Handbook Version: 1.0, May 29, 2018

Electronic version available at: [www.lhschools.org/staff](http://www.lhschools.org/staff)

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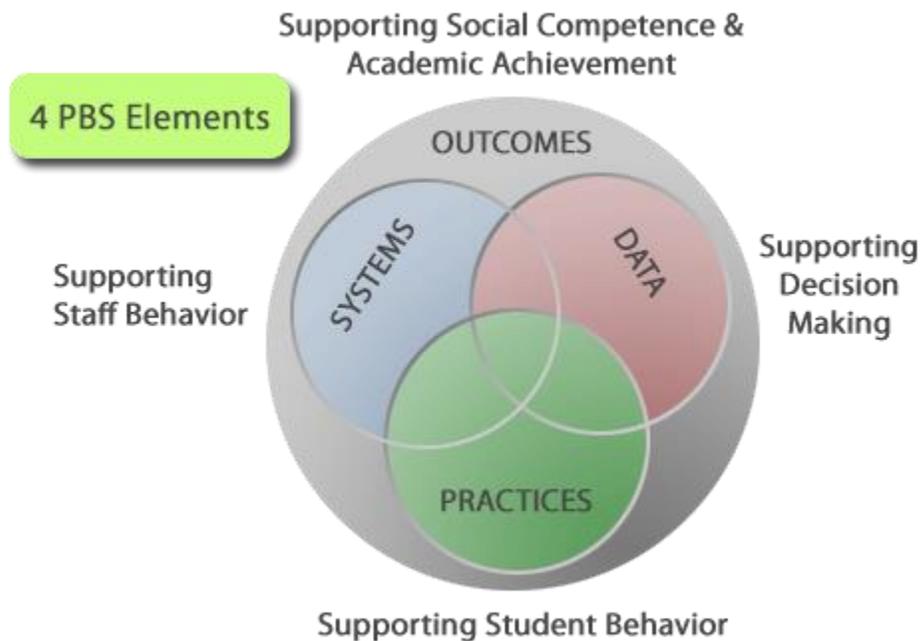
# What is School-wide PBIS?

## Definition

School-wide positive behavior intervention and supports (PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

There are four main elements in PBIS:

- Customized practices to support student behavior, such as defining and teaching appropriate behavior
- Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- Data-based decision making, which is the cornerstone of the behavior problem-solving process
- And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success

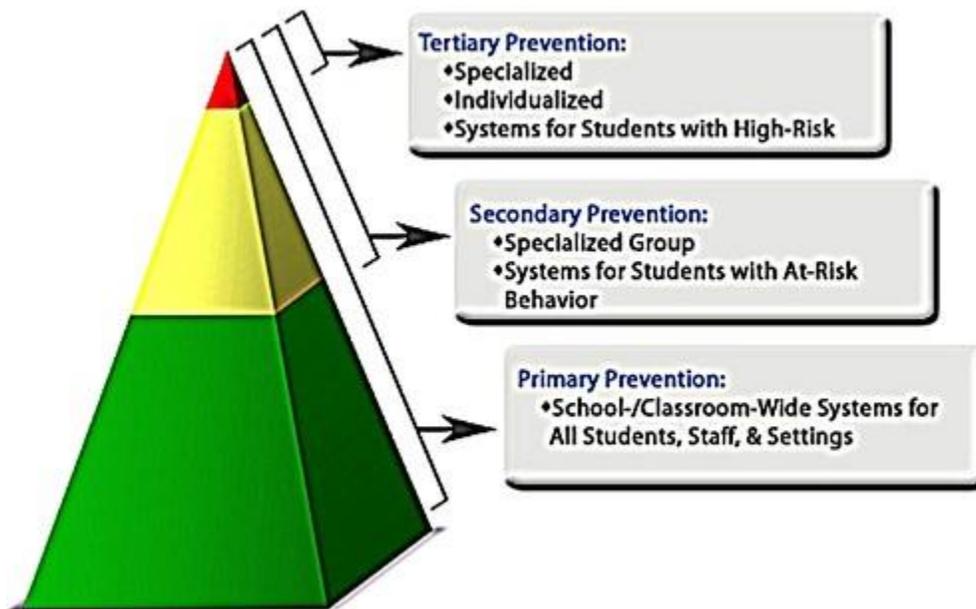


Adapted from: Longley Elementary Handbook, PBIS

## Multi-tier support

School-wide means that educators support appropriate behavior in classroom and non-classroom (bathrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.

An important aspect of PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in PBIS leads to its effectiveness.



An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students, just like math and reading. There is no assumption that students will learn social behavior automatically or pick it up as they go through life. This critical feature leads to its effectiveness.

Adapted from: Longley Elementary Handbook, PBIS

# Behavioral Expectations

Behavioral expectations: Be Safe, Be Respectful, Be Responsible.

Behavior matrix: a matrix with settings, events, or classroom routines along the top with the behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that individual setting or event.

Behavior indicators: what the behavioral expectations look like in a individual school-wide setting, event, or classroom routine.

Procedures: specific ways for students to complete tasks.

## **Hand washing procedure:**

1. Turn water on
2. One or two pumps of soap
3. Wash palms, fingers, backs of hands
4. Rinse
5. Turn water off
6. Get one or two paper towels to dry hands
7. Put paper towels in trash

## **Recess procedure for when the whistle blows:**

1. We stop playing
2. We turn our voices off
3. We walk safely to the end of the line
4. We stand quietly in our own space

## **Cafeteria clean up procedure:**

1. Wait quietly
2. Have your trash ready to throw away
3. Trash can will be walked around
4. Head down
5. Listen to teacher for directions

## South and West Behavior Matrix

<b>Location</b>	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Safe</b>
<b>Lunchroom</b>	<ul style="list-style-type: none"> <li>*Quiet voices</li> <li>*Use good manners</li> <li>*Raise Hand</li> </ul>	<ul style="list-style-type: none"> <li>*Clean up your space</li> <li>*Listen to lunchroom helpers. (lights off no talking)</li> </ul>	<ul style="list-style-type: none"> <li>*Keep hands and feet to self</li> <li>* Walk and stay in line</li> <li>* Stay in seat unless you have permission to get up</li> <li>*Eat only your food.</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>*Share equipment/ wait turns/ Sportsmanship</li> <li>*Listen to teachers</li> </ul>	<ul style="list-style-type: none"> <li>*Dress for the weather</li> <li>*Pick up and bring in equipment and belongings</li> <li>*Line up carefully and safely</li> </ul>	<ul style="list-style-type: none"> <li>*Hands and feet to self</li> <li>*Use equipment safely</li> <li>*Stay in view of adult</li> </ul>
<b>Hallway</b>	<ul style="list-style-type: none"> <li>*Stay Quiet</li> <li>*Listen to directions</li> <li>* Hands off walls</li> </ul>	<ul style="list-style-type: none"> <li>*Go Straight to your destination</li> <li>* Stay with your class or have permission to be in the hall</li> </ul>	<ul style="list-style-type: none"> <li>*Hands and feet to self</li> <li>*Walk on right side</li> <li>*Eyes forward</li> <li>*Stay behind the person in front of you</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>*Quiet voices</li> <li>*Flush toilet when done</li> <li>Give others privacy (hands and feet to self)</li> <li>*Wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>*Keep bathroom clean</li> <li>*Go back to class when done using restroom</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Wash hands after using the restroom</li> <li>*Report problems to adult</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>*Listen to driver and aides directions.</li> <li>*Be kind and helpful.</li> <li>*Stay in personal space.</li> </ul>	<ul style="list-style-type: none"> <li>*Stay in assigned seat.</li> <li>*Silent at tracks</li> <li>*Know your bus stop and number.</li> </ul>	<ul style="list-style-type: none"> <li>*Seat to seat, Back to back</li> <li>*Quiet Voices</li> <li>*Hands and feet to self</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>* listen when others are speaking.</li> <li>*follow classroom rules and procedures.</li> <li>*Be kind and helpful</li> </ul>	<ul style="list-style-type: none"> <li>*Have materials with you.</li> <li>*Be prepared and ready to learn.</li> <li>*Keep toys at home.</li> <li>*Turn in assignments.</li> </ul>	<ul style="list-style-type: none"> <li>*4 on floor</li> <li>*Hands and feet to self</li> <li>*Ask before leaving the classroom</li> <li>*Use materials appropriately</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>*Listen to presenter.</li> <li>*Participated appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>* listen to teachers and presenters for directions.</li> </ul>	<ul style="list-style-type: none"> <li>*Enter in a line</li> <li>*Keep hands and feet to self</li> <li>* Stay on your bottom</li> </ul>

# Behavior Posters

Lunchroom  
**Be Respectful**  
 \*Quiet voices  
 \*Use good manners  
 \*Raise hand

**Be Responsible**  
 \*Clean up your space  
 \*Listen to lunchroom helpers

**Be Safe**  
 \*Keep hands and feet to self  
 \*Walk and stay in line  
 \*Stay in seat unless you have permission to get up  
 \*Eat only your food



Playground  
**Be Respectful**  
 \*Share equipment/wait turns/sportsmanship  
 \*Listen to teachers

**Be Responsible**  
 \*Dress for the weather  
 \*Pick up and bring in equipment and belongings  
 \*Line up carefully and safely

**Be Safe**  
 \*Hands and feet to self  
 \*Use equipment safely  
 \*Stay in view of adult



Hallway  
**Be Respectful**  
 \*Stay Quiet  
 \*Listen to directions  
 \*Hands off walls

**Be Responsible**  
 \*Go straight to your destination  
 \*Stay with your class or have permission to be in the hall

**Be Safe**  
 \*Hands and feet to self  
 \*Walk on the right side  
 \*Eyes forward  
 \*Stay behind the person in front of you



Bathroom  
**Be Respectful**  
 \*Quiet voices  
 \*Flush toilet when done  
 \*Give others privacy  
 \*Wait patiently

**Be Responsible**  
 \*Keep bathroom clean  
 \*Go back to class when done using the restroom

**Be Safe**  
 \*Walk  
 \*Wash hands after using restroom  
 \*Report problems to adult



Bus  
**Be Respectful**  
 \*Follow bus driver and aides directions.  
 \*Be kind and helpful  
 \*Stay in personal space

**Be Responsible**  
 \*Silent at train tracks  
 \*Sit in assigned seat  
 \*Know your bus stop and number

**Be Safe**  
 \*Seat to seat, back to back  
 \*Quiet voices  
 \*Hands and feet to self



Classroom  
**Be Respectful**  
 \*Listen when others are speaking  
 \*Follow classroom rules and procedures  
 \*Be kind and helpful

**Be Responsible**  
 \*Have materials with you  
 \*Be prepared and ready to learn  
 \*Keep toys at home  
 \*Turn in assignments

**Be Safe**  
 \*Not on the floor  
 \*Hands and feet to self  
 \*Ask before leaving the classroom  
 \*Use materials appropriately



Assembly  
**Be Respectful**  
 \*Listen to presenter  
 \*Participated appropriately

**Be Responsible**  
 \*Listen to teachers and presenters for directions

**Be Safe**  
 \*Enter in a line  
 \*Keep hands and feet to self  
 \*Stay on your bottom



# Lesson Plans

## Schedule for Teaching Behavior Lesson Plans

### August 15, 2018 – August 24, 2018 (First Week of School)

- Teach schoolwide Hallway, Bathroom, and Cafeteria behavioral expectations by Monday, August 20
- Teach schoolwide Bus, Assembly, and Recess expectations by Friday, August 24
- Teach classroom behavioral expectations, as many times as possible

### Review/Reteach Schoolwide and Classroom Behavioral Expectations:

- November 26, 2018 (After Thanksgiving Break)
- January 7, 2019 (After Winter Break)
- April 1, 2019 (After Spring Break)

### August 24, 2018 – October 18, 2018 (First quarter)

- Teach schoolwide and classroom behavioral expectations 2-3 times per week
- As needed based on data

### October 22, 2018 – December 21, 2018 (Second quarter)

- Teach schoolwide and classroom behavioral expectations weekly
- As needed based on data

### January 7, 2019 – March 15, 2019 (Third quarter)

- Teach schoolwide and classroom behavioral expectations as needed

### March 18, 2019 – May 24, 2019 (Fourth quarter)

- Teach schoolwide and classroom behavioral expectations as needed

**Focus Area: Hallway**

**Expectations: Be respectful, Be Responsible, Be Safe**

Objective: Students will show responsibility when moving through the hallways by getting where they need to be as quickly and carefully as possible.

Expectations	Specifics
Be Respectful	*Stay Quiet *Listen to directions * Hands off walls
Be Responsible	*Go straight to your destination *Stay with your class or have permission to be in the hall
Be Safe	*Hands and feet to self *Walk on right side *Eyes forward *Stay behind the person in front of you.

Teaching Example
<p><u>Model: Teacher demonstrates positive behaviors</u></p> <p><b>Be Respectful:</b></p> <ul style="list-style-type: none"><li>*Hands should be down by our sides and feet are walking</li><li>*Model walking through the halls facing forward</li></ul> <p><b>Be Responsible:</b></p> <ul style="list-style-type: none"><li>*Stay quiet</li><li>*Attention on the teacher to hear directions</li><li>*Walk on the right side of the hallway</li></ul> <p><b>Be Safe:</b></p> <ul style="list-style-type: none"><li>*Get to where you need to be without stopping anywhere in between</li></ul> <p><b>Lead:</b> Teacher and students practice positive behaviors together. Have students model.</p> <p><b>Test:</b> Students demonstrate behavior independently in the hallway.</p>

## Scenarios

1. You are taking a note to another teacher when you see your best friend in the hall. What should you do?
2. While going to the bathroom you see another student walking backwards and it looks really fun. What should you do?
3. While heading out to the bus you decide that you really want to go find your brother in a different hallway. What would a good choice be in this situation?
4. The color tiles look awesome in the hallway and you want to jump from color tile to color tile. What would a good choice be in this situation?
5. You are making a really great zigzag pattern in the hallway and a teacher stops you. What do you need to do differently?

**Focus Area: Bus**

**Expectations: Be respectful, Be Responsible, Be Safe**

Objective: Students will demonstrate appropriate behavior on the bus, so drivers can safely transport students.

Expectations	Specifics
Be Respectful	<ul style="list-style-type: none"><li>*Listen to driver and aides directions.</li><li>*Be kind and helpful.</li><li>*Stay in personal space.</li></ul>
Be Responsible	<ul style="list-style-type: none"><li>*Stay in assigned seat.</li><li>*Silent at tracks</li><li>*Know your bus stop and number.</li></ul>
Be Safe	<ul style="list-style-type: none"><li>*Seat to seat, back to back.</li><li>*Quiet voices</li><li>*Hands and feet to self.</li></ul>

Teaching Example

Model: Teacher demonstrates positive behaviors

**Be Respectful:**

- \*Hands and feet should remain in your seat and not be on anyone else
- \*Bottoms stay in the seat the whole time and you're facing forward
- \*The aisle stays clear at all times

**Be Responsible:**

- \*Use quiet voices when talking to the person in your seat
- \*Listen for directions from the driver
- \*Use kind words when talking quietly

**Be Safe:**

- \*Sit in your assigned seats
- \*Be silent at the tracks so the driver can hear if a train is coming

**Lead:** Teacher and students practice positive behaviors together. Have students model.

**Test:** Students demonstrate behavior independently on the bus.

### Scenarios

1. Your best friend is in the seat across the aisle from you. You really need to tell him about the playground today so you decide to hop over to his seat. What should you do?
2. The person sitting behind you is kicking the seat so you decide to turn around and hit them on the head. What should you have done differently?
3. School wore you out so you decide to lay down in the seat and put your legs out in the aisle to take a nap. The driver tells you this isn't appropriate behavior. How do you fix it?
4. The bus is stopped at the train tracks and you decide to make a loud - whistle sound. The bus driver writes you up. What went wrong?

**Focus Area: Bathroom    Expectations: Be respectful, Be Responsible, Be safe**

Objective: The students will make good choices that are safe for themselves and others through mutual respect for others, things, and self while using the restroom.

Expectations	Specifics
Be Respectful	*Quiet voices *Use good manners *Raise Hand
Be Responsible	*Clean up your space *Listen to lunchroom helpers. (lights off no talking)
Be Safe	*Keep hands and feet to self *Walk and stay in line. * Stay in seat usually you have permission to get up. *Eat only your food.

Teaching Example
Model: Teacher demonstrates positive behaviors <b>Be Respectful:</b> *Use quiet voices *Give other students privacy. No crawling under stalls. <b>Be Responsible:</b> *Keep the bathroom clean. *Use only the amount of toilet paper you need. *Flush the toilet when finished. *Use only one paper towel to dry hands and throw it away in the trash can. *Use hand dryers responsibly

**Be Safe:**

\*Walk directly in and out of restroom.

\*Wash hands after using restroom. Teach proper hand washing skills. One pump of soap and one paper towel.

**Lead:** Teacher and students practice positive behaviors together. Have students model.

**Test:** Students demonstrate behavior independently in the bathroom.

**Scenarios**

1. You have to use the bathroom and all of the stalls are full. What do you do?
2. A few kids are holding the stall door shut and the person inside cannot get out. What should you do? Who should you tell?
3. You are finished using the restroom you see a friend who asked you to wait for them. What should you do?
4. At the sink another student starts playing and splashing water. Other children are starting to join in and it looks fun. What should you do?
5. After using the restroom, what do you do?

**Focus Area: Lunchroom:      Expectations: Be respectful, Be Responsible, Be safe**

Objective: In the Lunchroom, students will make choices that are safe for themselves and others. Students will be responsible and show respect by working together in a positive way and doing what is right.

Expectations	Specifics
Be Respectful	<ul style="list-style-type: none"> <li>*Quiet voices</li> <li>*Use good manners</li> <li>*Raise hand</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>*Clean up your space</li> <li>*Listen to lunchroom helpers.</li> </ul> <p>(When lights are off, no talking)</p>
Be Safe	<ul style="list-style-type: none"> <li>*Keep hands and feet to self</li> <li>*Walk and stay in line.</li> <li>*Stay in seat usually you have permission to get up.</li> <li>*Eat only your food.</li> </ul>

Teaching Example
<p>Teacher demonstrates positive behaviors</p> <p><b>Be Respectful:</b></p> <ul style="list-style-type: none"> <li>*Use quiet voices. When lights are off no talking listen to directions.</li> <li>*Be polite chew with your mouth closed, no playing with food</li> <li>*Use manners when talking with others. (Please may I have, Thank you, Yes please, No thank you, etc.)</li> </ul> <p><b>Be Responsible:</b></p> <ul style="list-style-type: none"> <li>*Clean up your space show where to throw trash and recycling.</li> <li>*Wait quietly at table when lights are off until dismissed.</li> <li>*Make sure you listen to the adults in the lunchroom</li> </ul> <p><b>Be Safe:</b></p> <ul style="list-style-type: none"> <li>*Wash hands before eating lunch. Briefly review proper hand washing techniques.</li> </ul>

\*Review line behavior: in the lunch line stay in line, wait your turn, face forward and keep hands and feet to self.

\*When going through the line, wait your turn; choose only what you will eat.

\*Walk to you table; hold tray with both hands.

\*Eat your food only. There are many students who are allergic to certain foods. Sharing food could make someone very sick.

**Lead:** Teacher and students practice positive behaviors together. Have students model.

**Test:** Students demonstrate behavior independently in lunchroom.

### Scenarios

1. Someone stepped out of line and tries to cut back in. What do you do? What should he/she have done?
2. Someone spills your milk all over the table. What should you do?
3. Your friend is sitting at another table and you want to say hello. How should you do this?
4. Your mom packed you a bag of "Doritos" in your lunch. Jimmy insists that you give him some or else he won't be your friend. What should you do?

**Focus Area: Playground safe**

**Expectations: Be Respectful, Be Responsible, Be**

Objective: On the playground, you will show concern for self and others by using playground safely. Students will be responsible for their actions and be respectful of staff and other students

Expectations	Specifics
Be Respectful	*Share equipment/ wait turns/ sportsmanship. *Listen to teachers.
Be Responsible	*Dress for the weather. *Pick up and bring in equipment and belongings. *Line up carefully and safely.
Be Safe	*Hands and feet to self *Use equipment safely *Stay in view of adult.

Teaching Example
Teacher demonstrates positive behaviors <b>Be Respectful:</b> *Play fairly: share, take turns *Listen to teachers <b>Be Responsible:</b> *Dress for the weather: hat, mittens, coats, no flip flops etc. *Be a problem solver: included everyone, ask others to join in games, use kind words. *Line up quickly on your number when the whistle blows.

**Be Safe:**

\*Use equipment safely. Sit on swing, go down the slides one at a time, no jumping from platforms.

\*Play safely: mulch stays on the ground.

\*Pay attention to where you are running.

\*Stay on playground or in designated area.

**Lead:** Teacher and students practice positive behaviors together. Have students model.

**Test:** Students demonstrate behavior independently on the playground.

**Scenarios**

1. You have been waiting for 10 minutes to swing. It is finally your turn and the teacher blows the whistle to lineup. What should you do?

2. You see a group of kids teasing a student at recess. What should you do? What should you do if they are hurting the other student?

3. Jillian wants to play jump rope, but the rest of the group doesn't want to her to play because she can't skip well. What would be the kind thing to do?

4. You are walking out to the playground. The first 5 kids begin to run. What should you do?

5. Your team loses the game. You aren't happy what do you do?

6. You team wins the game and you are so happy? How do you celebrate appropriately?

**Focus Area: Assembly**

**Expectations: Be Respectful, Be Responsible, Be Safe**

Objective: At an assembly, you will be respectful to the presenter and listen actively. Students will be responsible for their actions and be respectful of staff and other students.

Expectations	Specifics
Be Respectful	*Listen to presenter. *Participated appropriately.
Be Responsible	*Listen to teachers and presenters for directions
Be Safe	*Enter in a line. *Keep hands and feet to self. *Stay on your bottom.

Teaching Example
Teacher demonstrates positive behaviors <b>Be Respectful:</b> *Listen to the presenter and do not talk while they are talking *If you are asked to participate, do so respectfully <b>Be Responsible:</b> *Stay quiet at the beginning and end of assemblies to hear directions *Listen to teachers and presenters for directions. <b>Be Safe:</b> *Walk with your class in a line *Follow your teacher's directions or other teacher in assembly *Stay on your bottom so people behind can see <b>Lead:</b> Teacher and students practice positive behaviors together. Have students model. <b>Test:</b> Students demonstrate behavior independently at the assembly.

### Scenarios

1. If your friend starts to talk to you during the assembly what should you do?
2. What does assembly etiquette look like?
3. What does assembly etiquette sound like?
4. You see your friend in another class a few rows ahead of you and you really want to tell them about something that happened at recess. What should you do?

**Focus Area: Classroom**

**Expectations: Be respectful, Be Responsible, Be Safe**

Objective: In the classroom, you will make choices for self by following classroom rules and expectations. Students will be responsible for their actions and be respectful of staff and other students.

Expectations	Specifics
Be Respectful	<ul style="list-style-type: none"><li>*Listening when others are speaking</li><li>*Follow classroom rules and procedures</li><li>*Be kind and helpful</li></ul>
Be Responsible	<ul style="list-style-type: none"><li>*Have materials with you</li><li>*Be prepared and ready to learn</li><li>*Keep toys at home</li><li>*Turn in assignments</li></ul>
Be Safe	<ul style="list-style-type: none"><li>*4 on the floor</li><li>*Hands and feet to self</li><li>*Ask before leaving the classroom</li><li>*Use materials appropriately</li></ul>

Teaching Example
<p>Teacher demonstrates positive behaviors</p> <p><b>Be Respectful:</b></p> <ul style="list-style-type: none"><li>*Listen to other students and teacher in the classroom</li><li>*Be sure to follow the rules that are specific to your classroom teacher</li><li>*Be kind to other students and your teacher and helpful to everyone</li></ul> <p><b>Be Responsible:</b></p> <ul style="list-style-type: none"><li>*Bring the materials that you need for class with you everyday</li><li>*Do not bring toys that will distract from learning</li><li>*Always turn in work</li><li>*Stay on task and complete classwork</li><li>*Follow teacher's directions when you are finished with work</li></ul>

**Be Safe:**

- \*Make safe choices for yourself and everyone around you
- \*Keep your body to yourself and have self-control
- \*Make sure to use all classroom and school materials with respect
- \*Ask to leave the classroom so that your teacher knows where you are at all times

**Lead:** Teacher and students practice positive behaviors together. Have students model.

**Test:** Students demonstrate behavior independently in the classroom.

**Scenarios**

1. What should you do if you forget something that you need for class?
2. What do you do if you need to use the restroom during class?
3. What should you do when you have completed all of your classwork?
4. If you get upset with a friend because they took your mechanical pencil, what should you do?



## Clip Chart

### Clip Chart Guidelines for Clipping Up

- Positive attitude
- Being exceptionally & genuinely kind to others
- Being a good citizen
- Helping take care of the classroom
- Meeting work expectations on time
- Turning in homework
- Doing best quality work
- Being prepared for learning
- Being a safe role model
- Helping a peer
- Being a responsible role model

### Clip Charts Guidelines for Clipping Down

(These clip downs are after a verbal warning first, these are for 2nd offenses)

- Being hurtful to a peer
- Interrupting learning/instruction
- Distracting others
- Distracting self
- Disrespectful responses to others
- Not being efficient during work time
- Not cleaning up after self
- Out of area
- Poor attitude
- Not being on control of self
- Not keeping hands & feet to self
- Talking out/ shouting out during instruction



# Gold Coin Guidelines

Gold coins are to be given for behavior in the common areas:  
Hallways, bathrooms, playground, cafeteria

Gold Coins when received are to go towards the good of the whole class  
in the class coin jar: they are not to be used for individual rewards for  
individuals rewards-NO CLIP UPS

## Gold Coins Can Be Given For

Quiet hallway behavior

Straight line in the hallway

Quiet, straight lines at the end of recess

Quiet bathroom behavior when not disruptive to class.

Earned in specials areas given by their special teacher

Earned on the school bus for exceptional bus manners.

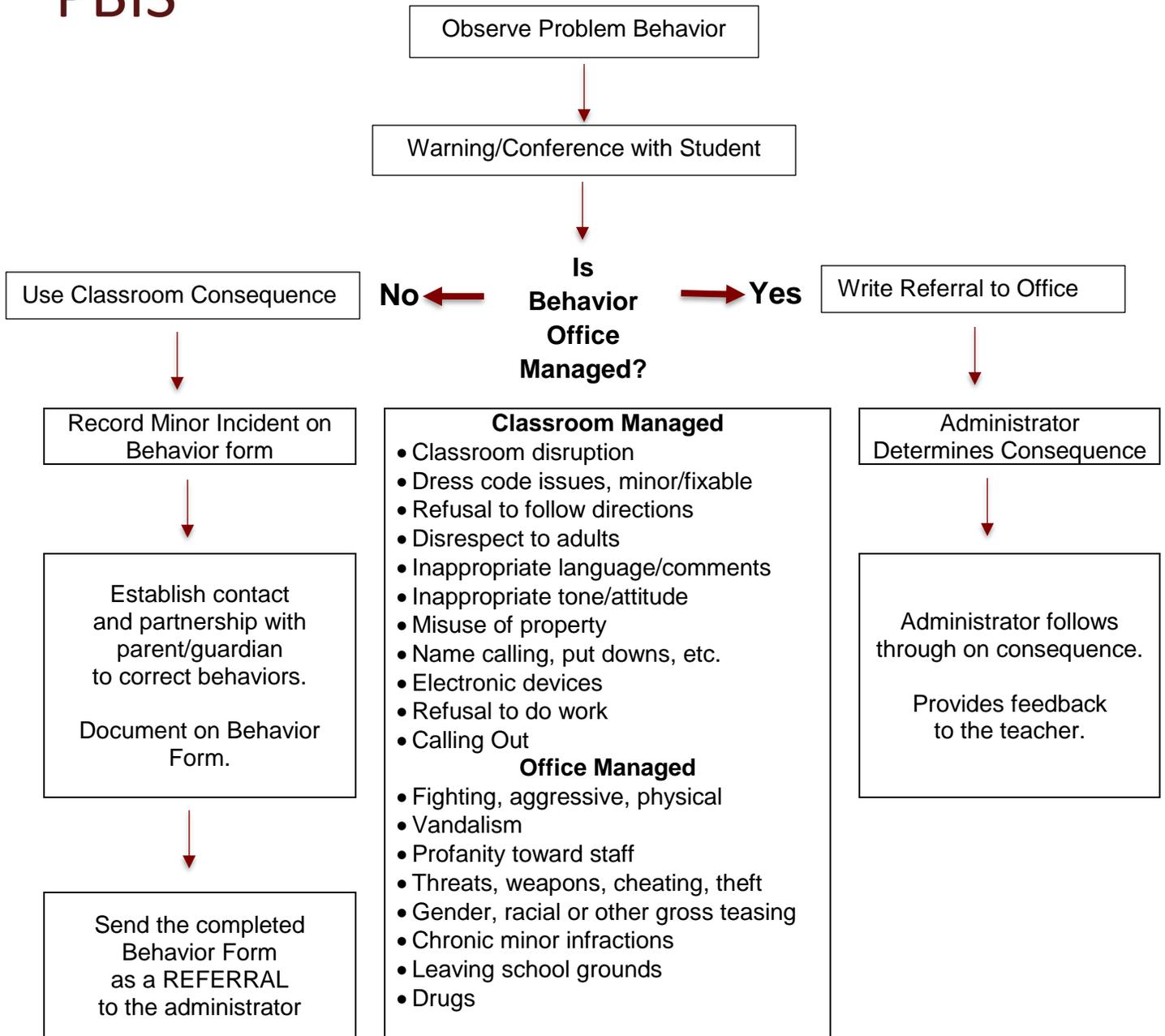
Caught helping another student

Caught keeping school clean

Being kind



## Licking Heights Behavior Management Plan



### SIDEBAR ON MINOR INCIDENTS

- Document the minor incident when student does not respond to pre-correction, redirection or a verbal warning.
- Parent/guardian must be part of behavior intervention
- Take concrete action to correct behavior (e.g.- Student completes behavior reflection writing, seat change, etc.)

Minor Incident Behavior Form for K- 4th

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Staff: \_\_\_\_\_

1st Incident Date: \_\_\_\_\_

Location	Problem Behavior	Environmental Factors	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other _____	<input type="checkbox"/> Disruption <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Inappropriate Comments <input type="checkbox"/> Inappropriate tone/attitude <input type="checkbox"/> Pushing/touching another person <input type="checkbox"/> Other _____	<input type="checkbox"/> Oral Instruction <input type="checkbox"/> Individual Seat Work <input type="checkbox"/> Group Work <input type="checkbox"/> Managing Materials <input type="checkbox"/> External interruptions (PA,Phone...) <input type="checkbox"/> Classroom transitions <input type="checkbox"/> Teasing from Peers <input type="checkbox"/> Change to routine <input type="checkbox"/> Guest Teacher/Sub <input type="checkbox"/> Assembly <input type="checkbox"/> Other: _____	<input type="checkbox"/> Prompt, Redirect, Reteach, Provide Choice, Conference with student <input type="checkbox"/> Teacher collaborated with <input type="checkbox"/> Team <input type="checkbox"/> Counselor <input type="checkbox"/> Admin <input type="checkbox"/> Student met with team to discuss additional supports <input type="checkbox"/> Other: _____ Informed parent: __/__/__ <input type="checkbox"/> Phone Call <input type="checkbox"/> E-mail

Additional Information:

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Staff: \_\_\_\_\_

2nd Incident Date: \_\_\_\_\_

Location	Problem Behavior	Environmental Factors	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other _____	<input type="checkbox"/> Disruption <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Inappropriate Comments <input type="checkbox"/> Inappropriate tone/attitude <input type="checkbox"/> Pushing/touching another person <input type="checkbox"/> Other _____	<input type="checkbox"/> Oral Instruction <input type="checkbox"/> Individual Seat Work <input type="checkbox"/> Group Work <input type="checkbox"/> Managing Materials <input type="checkbox"/> External interruptions (PA,Phone...) <input type="checkbox"/> Classroom transitions <input type="checkbox"/> Teasing from Peers <input type="checkbox"/> Change to routine <input type="checkbox"/> Guest Teacher/Sub <input type="checkbox"/> Assembly <input type="checkbox"/> Other: _____	<input type="checkbox"/> Prompt, Redirect, Reteach, Provide Choice, Conference with student <input type="checkbox"/> Teacher collaborated with <input type="checkbox"/> Team <input type="checkbox"/> Counselor <input type="checkbox"/> Admin <input type="checkbox"/> Student met with team to discuss additional supports <input type="checkbox"/> Other: _____ Informed parent: __/__/__ <input type="checkbox"/> Phone Call <input type="checkbox"/> E-mail

Additional Information:

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Staff: \_\_\_\_\_

3rd Incident Date: \_\_\_\_\_

Location	Problem Behavior	Environmental Factors	Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Assembly <input type="checkbox"/> Other _____	<input type="checkbox"/> Disruption <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Inappropriate Comments <input type="checkbox"/> Inappropriate tone/attitude <input type="checkbox"/> Pushing/touching another person <input type="checkbox"/> Other _____	<input type="checkbox"/> Oral Instruction <input type="checkbox"/> Individual Seat Work <input type="checkbox"/> Group Work <input type="checkbox"/> Managing Materials <input type="checkbox"/> External interruptions (PA,Phone...) <input type="checkbox"/> Classroom transitions <input type="checkbox"/> Teasing from Peers <input type="checkbox"/> Change to routine <input type="checkbox"/> Guest Teacher/Sub <input type="checkbox"/> Other: _____	<input type="checkbox"/> Prompt, Redirect, Reteach, Provide Choice, Conference with student <input type="checkbox"/> Teacher collaborated with <input type="checkbox"/> Team <input type="checkbox"/> Counselor <input type="checkbox"/> Admin <input type="checkbox"/> Student met with team to discuss additional supports <input type="checkbox"/> Other: _____ Informed parent: __/__/__ <input type="checkbox"/> Phone Call <input type="checkbox"/> E-mail

Additional Information:

Major Incident Behavior Form for K- 4th

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Staff: \_\_\_\_\_

1st Incident Date: \_\_\_\_\_

Location	Problem Behavior	Environmental Factors	Prior Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive/Profane Language <input type="checkbox"/> Disruptive Conduct <input type="checkbox"/> Fighting <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Obscene or Indecent Gesture <input type="checkbox"/> Theft <input type="checkbox"/> Threat of Violence <input type="checkbox"/> Vandalism <input type="checkbox"/> Willful Disrespect <input type="checkbox"/> Willful Disobedience <input type="checkbox"/> Other _____	<input type="checkbox"/> Oral Instruction <input type="checkbox"/> Individual Seat Work <input type="checkbox"/> Group Work <input type="checkbox"/> Managing Materials <input type="checkbox"/> External interruptions (PA,Phone...) <input type="checkbox"/> Classroom transitions <input type="checkbox"/> Teasing from Peers <input type="checkbox"/> Change to routine <input type="checkbox"/> Guest Teacher/Sub <input type="checkbox"/> Assembly <input type="checkbox"/> Other: _____	<input type="checkbox"/> Prompt, Redirect, Reteach, Provide Choice, Conference with student <input type="checkbox"/> Teacher collaborated with <input type="checkbox"/> Team <input type="checkbox"/> Counselor <input type="checkbox"/> Admin <input type="checkbox"/> Student met with team to discuss additional supports <input type="checkbox"/> Other: _____  Dates of Prior Parent Contact  Parent Contact for Severe Behavior  Informed parent: __/__/__ <input type="checkbox"/> Phone Call <input type="checkbox"/> E-mail <input type="checkbox"/> Meeting
Additional Information and Consequence:			

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Staff: \_\_\_\_\_

2nd Incident Date: \_\_\_\_\_

Location	Problem Behavior	Environmental Factors	Prior Staff Intervention Administered
<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive/Profane Language <input type="checkbox"/> Disruptive Conduct <input type="checkbox"/> Fighting <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Obscene or Indecent Gesture <input type="checkbox"/> Theft <input type="checkbox"/> Threat of Violence <input type="checkbox"/> Vandalism <input type="checkbox"/> Willful Disrespect <input type="checkbox"/> Willful Disobedience <input type="checkbox"/> Other _____	<input type="checkbox"/> Oral Instruction <input type="checkbox"/> Individual Seat Work <input type="checkbox"/> Group Work <input type="checkbox"/> Managing Materials <input type="checkbox"/> External interruptions (PA,Phone...) <input type="checkbox"/> Classroom transitions <input type="checkbox"/> Teasing from Peers <input type="checkbox"/> Change to routine <input type="checkbox"/> Guest Teacher/Sub <input type="checkbox"/> Assembly <input type="checkbox"/> Other: _____	<input type="checkbox"/> Prompt, Redirect, Reteach, Provide Choice, Conference with student <input type="checkbox"/> Teacher collaborated with <input type="checkbox"/> Team <input type="checkbox"/> Counselor <input type="checkbox"/> Admin <input type="checkbox"/> Student met with team to discuss additional supports <input type="checkbox"/> Other: _____  Dates of Prior Parent Contact  Parent Contact for New Behavior  Informed parent: __/__/__ <input type="checkbox"/> Phone Call <input type="checkbox"/> E-mail <input type="checkbox"/> Meeting
Additional Information and Consequence			

## Menu for Effectively Responding to Classroom Misbehavior

	Classroom Misbehaviors	Minor Misbehaviors	Major Misbehaviors
<b>Behaviors</b>	<ul style="list-style-type: none"> <li>• Talking Out</li> <li>• Off Task</li> <li>• No Materials</li> <li>• No Homework</li> <li>• Delay in Following Directions</li> <li>• Dress Code Violation</li> <li>• Non- Compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Disrespect</li> <li>• Defiance</li> <li>• Disruption</li> <li>• Physical contact or aggression</li> <li>• Inappropriate language</li> <li>• Repeat Mild Offenses (Minimum of 3 offenses)</li> </ul>	<ul style="list-style-type: none"> <li>• Strong and Repetitive Defiance (Minimum of 3 offenses)</li> <li>• Disrespect (Minimum of 3 offenses)</li> <li>• Strong and Repetitive Inappropriate Language/Gestures (Minimum of 3 offenses)</li> <li>• Severe Repetitive Disruptions</li> <li>• Physical Aggression</li> <li>• Property Damage/Vandalism</li> <li>• Possessing (or pretending to possess) illegal substances, weapons, potential weapons, or lookalike weapons</li> <li>• Theft</li> <li>• Threat/False Alarm</li> <li>• Bullying/Harassment</li> </ul>
<b>Responses</b>	<ul style="list-style-type: none"> <li>• Proximity</li> <li>• Change Seating/Location</li> <li>• Verbal Reprimand</li> <li>• Signal/Gesture/Look</li> <li>• Record Misbehavior</li> <li>• Teaching and practice of Expected Behavior</li> <li>• Discussion with Student</li> <li>• Planned Feedback</li> <li>• Reference Behavior</li> <li>• Monitor/Feedback Sheet</li> <li>• Social Skill Correction Procedure</li> <li>• Precorrection</li> <li>• Humor</li> <li>• Planned Ignoring</li> <li>• Parental Contact</li> </ul>	<p>Previous responses plus:</p> <ul style="list-style-type: none"> <li>• Positive Practice</li> <li>• Conference with Teacher (Paired with behavior improvement form)</li> <li>• Time Out</li> <li>• Time Owed</li> <li>• Loss of Privilege, Points, etc. (Response cost)</li> <li>• TEACHING AND PRACTICE OF EXPECTED BEHAVIOR</li> <li>• Emotional Response (only 2x per year)</li> </ul>	<p>Previous responses plus:</p> <ul style="list-style-type: none"> <li>• Reference Level System</li> <li>• Individual Behavior Intervention Plan</li> <li>• TEACHING AND PRACTICE OF EXPECTED BEHAVIOR</li> <li>• Parent Involvement</li> <li>• De-escalation</li> <li>• Interagency support</li> <li>• Detention</li> <li>• Suspension</li> </ul>

Adapted from CHAMPS- Safe and Civil Schools

## Classroom Misbehavior Definitions

<b>Classroom Misbehavior Definitions</b>	
Talking Out	Any verbalization by the student that was not initiated by the teacher/staff member and/or distracts others from the assigned tasks in the classroom.
Off-task	The student may display the following: Annoying and distracting to others; Pestering; Ask a lot of obvious (attention seeking) questions; Make frequent and unnecessary comments and questions Get out of seat frequently; Hands on others and in others' space and belongings; Doing everything but what they should be; Failing to transition appropriately; Out of line, playing around, horse play; Talk to others frequently; Throw objects; Yell out; Make noises; Roll on the floor, crawl under tables; Bother other students.
No-Materials	The student did not bring writing utensil (pencil, pen, crayons, etc.), paper, book, handouts, or other needed resources to class.
No-Homework	The student did not complete or submit the homework assignment at the appropriate due date.
Delay in Following Directions	After clear and explicit directions are given by teacher/staff member, the student ignores or delays following directions, at least by 15-20 seconds.
Dress-Code Violation	Student wears clothing that is near, but not within the dress code guidelines defined by the school/district
Non-Compliance	Student engages in refusal to follow directions or talks back
<b>Minor Misbehavior Definitions</b>	
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students
Defiance	Student engages in brief or low-intensity failure to follow directions or talks back
Disruption	Student engages in low-intensity, but inappropriate behavior causing an interruption in a class activity. Examples may include: sustained and/or loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior
Physical Contact/Aggression	Student engages in low-intensity actions involving physical contact where injury may occur (i.e., hitting, punching hitting with an object, kicking, hair pulling, scratching, biting, etc.)
Inappropriate Language	Student engages in low-intensity verbal message
Repeat Mild Offenses (Minimum of 3 Offense)	Student engages in three of the same misbehaviors within a given grading period.
<b>Major Misbehavior Definitions</b>	
Strong and Repetitive Defiance (Minimum of 3 offenses)	Student engages in high-intensity refusal to follow directions or talking back

Disrespect (Minimum of 3 offenses)	Student engages in high-intensity, socially rude or dismissive messages to adults or students
Strong and Repetitive Inappropriate Language/Gestures (Minimum of 3 offenses)	Student delivers high-intensity verbal messages that include swearing, name calling, and or use of words in an inappropriate way and or non-verbal gestures that display the same (i.e. sticking out tongue, sticking up middle finger, etc.)
Severe Repetitive Disruptions	Student engages in high-intensity behavior causing an interruption in a class or activity. Disruption includes: sustained and/or loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior
Physical Aggression	Student engages in high-intensity actions that involving serious physical contact where injury may occur (i.e., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property
Use/Possessing (or pretending to possess) illegal substances, weapons, potential weapons, or lookalike weapons	Student is in possession of or is using illegal drugs/substances or imitations, tobacco, alcohol, knives, guns (real or look-alike), or other objects, readily capable of causing bodily harm
Theft	Student is involved in being in possession of, having passed on, or being responsible for removing someone else's property
Threat/False Alarm	Student delivers a message with possible intent to harm others, on or near the school premises.
Bullying/Harassment	Student delivers disrespectful messages (verbal, written, gestural, or electronic) to another person that include threats, slander or intimidation; obscene gestures, pictures, or notes. Disrespectful messages that include negative comments based on race, sexual orientation, weight, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.

# Active Supervision Guidelines

Active Supervision is a monitoring procedure that uses three components: moving, scanning, and interacting frequently.

## Moving Effectively

- Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to students needing extra support
- Randomized
- Target problem areas

## Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations in the room
- Look and listen for signs of a problem

## Interacting Frequently

- Positive contacts
- Friendly, helpful, positive demeanor
- Proactive
- Noncontingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistency

Adapted from: Longley Elementary Handbook, PBIS



Name \_\_\_\_\_ Parent Contact Think Sheet

Today I didn't make the best choices, but I know I will learn from this and try my best tomorrow.

Circle the things you had trouble with:			
Listening	Following Directions	Being Responsible	Being Safe
Being Respectful	Hands to Myself	Other: _____	

My parent needs to be contacted because:

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Next time, I will:

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Please discuss this note with your child at home. Then sign and return to school the next day. Thank you for your support.

Student Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_



Name \_\_\_\_\_

Reflection Interview/ Think

Date \_\_\_\_\_

Teacher \_\_\_\_\_

## My Think Sheet

Problem: Tell who, what, how and why the problem happened.

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How should you have solved the problem? List two possible solutions.

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How could you have prevented the problem?

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What will you do differently from now on?

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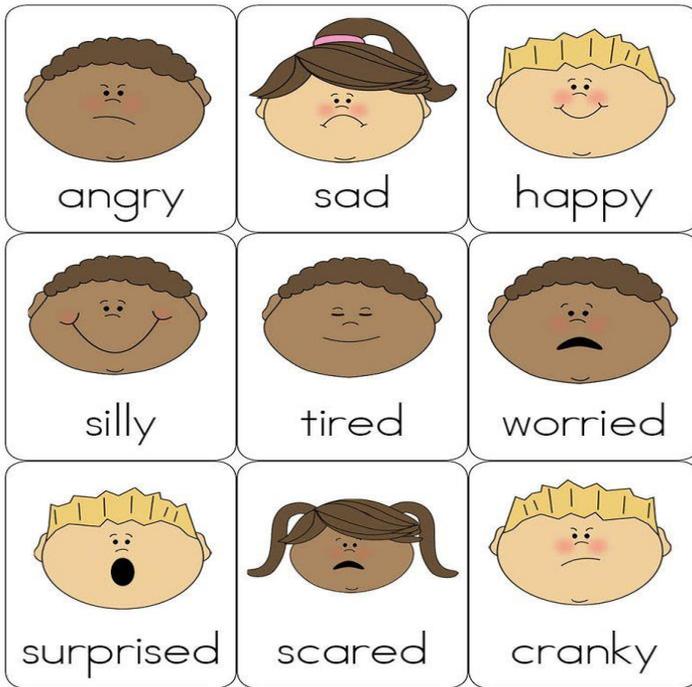
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Student Signature: \_\_\_\_\_

Name: \_\_\_\_\_

## Reflection Interview



How do you feel?

What happened?

Who was hurt?

How can you make it right?

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

- Teacher check here if no parent signature is required at this time.



