



Grahamwood Elementary School



RTI²-Behavior Implementation Manual

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Grahamwood Elementary

Shelby County Schools

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A copy of this manual is on file in the school office for anyone to review and a copy was forwarded to the TBSP office at the University of Memphis Lambuth (drwillms9@memphis.edu) for state department review.



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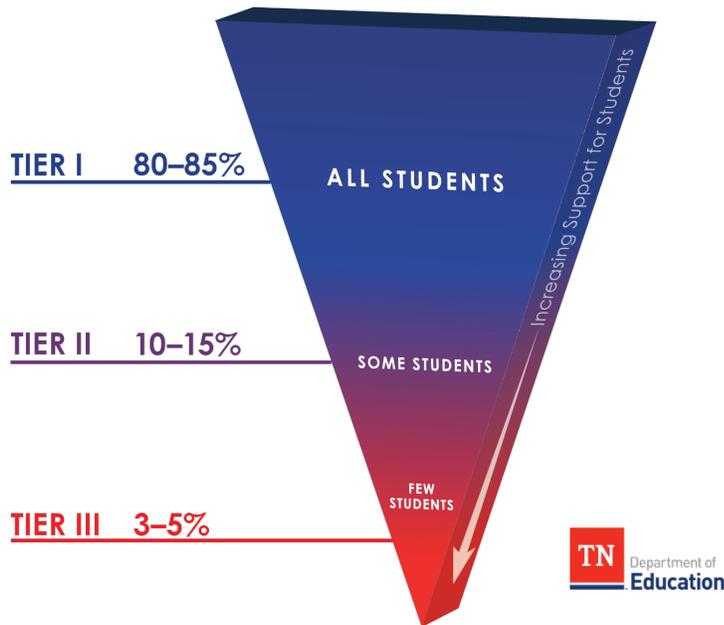


RTI²-B Overview

Response to Instruction and Intervention-Behavior (RTI²-B) is a Multi-Tiered System of Supports (MTSS) that offers a powerful, evidence-based approach for meeting the behavioral and social needs of students in Tennessee schools.

RTI²-B is a promising framework for prevention and intervention within an integrated, three-tiered approach. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress (individually for students and collectively as a school). These efforts require a shared school-wide commitment to teach and reinforce positive behavior. It also involves adopting an optimistic view that all students can learn appropriate behavior if sufficient and supportive opportunities to learn are provided. When using positive behavior supports in all three tiers (e.g., focusing on teaching students the behaviors we want to see as opposed to punishing the behaviors we don't want to see, and developing relationships between students and school staff), schools create a culture where all students and teachers are respected and included in their community. Furthermore, student and staff contributions to the school create a positive and proactive way to acknowledge, engage, and respect all stakeholders.

The purpose of RTI²-B is to empower educators to equip all students with the opportunity to meet high expectations regarding behavior and the support to reach every student. Also, students, families, and educators can work together to develop and contribute to a shared school vision. Tennessee Behavior Supports Project can help schools meet that goal.



Within the multi-tiered framework of RTI²-B, each tier increases the intensity of intervention and supports so students can be best supported within their school.

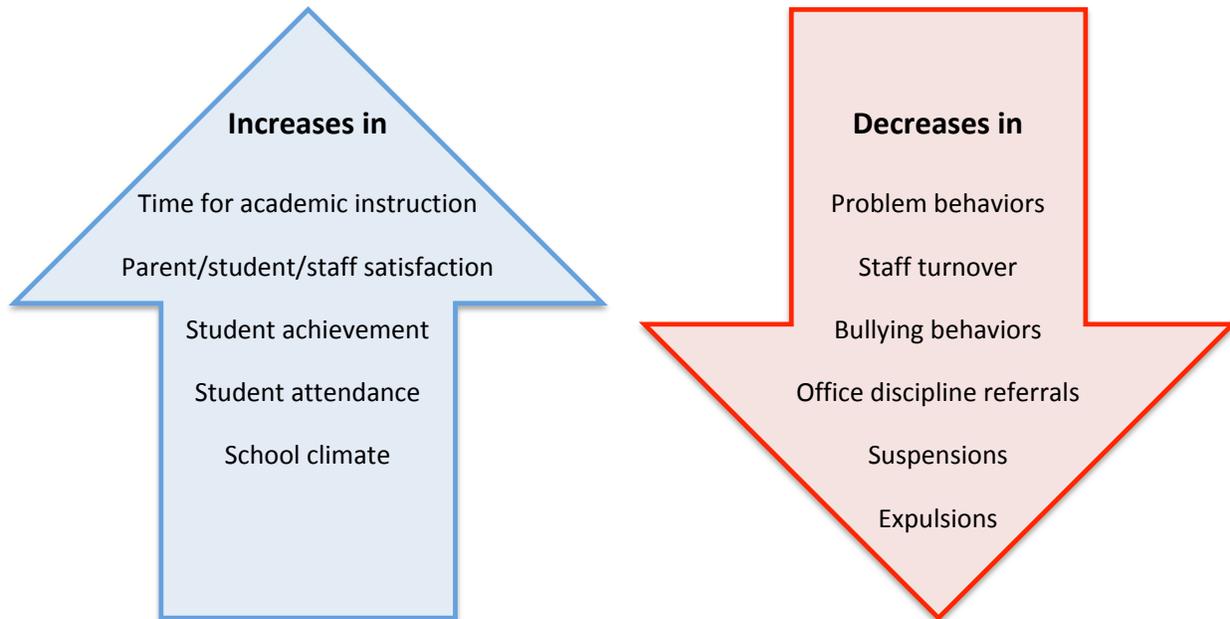
Tier I: Tier I focuses on the behavioral and social needs of all students across the school environment. Approximately 80% of students typically respond to this level of support. Tier I includes establishing school-wide expectations to support a sense of safety and inclusion among students and staff, teaching and modeling those expectations within different settings throughout the school, positively acknowledging students and staff who follow these expectations, having a formal system for responding to inappropriate behavior, and maintaining a school-wide system where all stakeholders' opinions are valued.



Tier II: Tier II involves delivering more targeted interventions for approximately 10-15% of students who do not respond to Tier I supports. Tier II interventions are provided in addition to Tier I supports in place for all students in the school. Interventions at Tier II are typically systematic, evidence-based interventions that are delivered to groups of students at a time. For example, Tier II interventions typically include small-group social skills instruction, behavior contracts, self-monitoring plans, and check-in/check-out.

Tier III: Tier III includes individualized interventions for approximately 3-5% of students who do not respond to Tier I or Tier II interventions and supports. Tier III interventions involve the implementation of specialized, one-on-one systems for students. Examples of Tier III supports include individualized counseling and function-based interventions.

Benefits of RTI²-B
(Horner et al., 2014)





PURPOSE

Grahamwood Elementary RTI²-Behavior Leadership Team is committed to the development and support of the social and behavioral climate of our school. The purpose for implementing RTI²-B at our school is to support social and behavioral climate of our school by putting incentives as well as an effective progressive discipline plan in place to promote a positive culture among students and staff.

TEAM COMPOSITION AND NORMS

The school leadership team is listed below. The team will meet monthly to review school data and report findings to the faculty. Faculty and staff are encouraged to contact a team member at any time if there are questions or concerns that need to be addressed at team meetings. Each year up to 50% of team members may roll off as members of the team and new members may be instated. Team member expectations are listed below.

RTI²-B School Team Composition			
NAME	School Role	E-mail Address	Phone No.
Michelle Hope	Time keeper	hopemr@scsk12.org	
Elizabeth Carr	Communicator	Carre@scsk12.org	
Kimberly Henderson	Data Analyst	Hendersonk1@scsk12.org	
Melissa Idleman	Recorder	idlemanms@scsk12.org	
Dinesha Johnson	Communicator	debardlabondl@scsk12.org	
Annette Gladney	Communicator	gladneya@scsk12.org	
*Devonne George	Coach	georgeds@scsk12.org	
Day to meet: Monday/Wednesday		Time: 3:30	



Dates to present to faculty: first faculty meeting every month

Reminders:

- *Place a * next to the name of the team coach*
- *Teams meet monthly and information is shared with faculty at least quarterly (preferably monthly in order to keep faculty abreast of information).*

EXPECTATIONS (norms) OF LEADERSHIP TEAM MEMBERS:

- Be present.**
- Be engaged.**
- Be positive.**

STUDENT BEHAVIORAL EXPECTATIONS

Our school's agreed-upon school-wide behavioral expectations are operationally defined. This will improve clarity and consistency of what is expected throughout the school.

Grahamwood Elementary Behavioral Expectations are called
The Grahamwood 3 B's

School – Wide Expectations:

- Be Safe**
- Be Respectful**
- Be Responsible**



Our school designed and created posters to reflect expected behaviors in the school. Posters are displayed throughout the school to prompt students and remind them to follow the expectations. **A picture of the school-wide behavioral expectation poster is located in the appendix of this implementation manual.**

The RTI²-B School-wide matrix anchors expected social skills, in all locations of the school, to the school-wide expectations listed above. Students will no longer guess what is expected of them in each location but will, instead, be taught what is expected and positively acknowledged for following the school-wide expectations and social skills. Posters of the matrix with expectations and social skills will be displayed in designated locations in the building to remind and prompt students to follow the expectations/social skills listed on the matrix. Faculty will have a copy of the matrix follow and to remind students of expectations as they transition from one location to the next. **A copy of the matrix is located in the appendix of this implementation manual.**

To further prompt and remind students and teachers of expectations and social skills, posters (for designated locations) will be displayed highlighting the social skills anchored to the expectation for the specific area. **Pictures of these posters are located in the appendix of this manual.**



LESSON PLANS

In order to consistently teach the behavioral expectations with social skills in all locations throughout the school, lesson plans have been developed. There is a scripted lesson plan for each location listed on the matrix. Faculty members will be given a schedule at the beginning of each school year that will list when groups of students will be taught the expectations and social skills in each location listed on the matrix. Once lesson plans have been initially taught in each location, teachers will continue to use lesson plans to re-teach and make corrections. **Completed lesson plans are located in the appendix of this implementation manual.**



TEACHING THE PLAN

Our School-wide Leadership Team worked through the logistics of teaching the plan and putting it into place. Details are listed below on how our school will prepare for implementation each year for students, faculty, and family/community. The team has created charts for each group that will be followed each year.

Teaching the Plan to Staff	
Who will be trained on the plan? <i>custodians, cafeteria workers, bus drivers, office staff, paraprofessionals, teachers</i>	
How: All support staff will be trained (e.g., cafeteria staff, custodial staff, office staff, bus drivers) during an ins-service. They will also provide all materials needed to faculty.	When: August 2019
How will you train staff to teach expectations and deliver acknowledgements?	
How: We will have an RTI ² -B Workshop during in-service. During that time, the leadership team will review the plan with the faculty and ask for feedback and consensus on components. They will also provide all materials needed to faculty. Staff will practice using behavior-specific praise and utilizing the Dragon Scales with each other and a raffle will be held during the day.	When: August 2019 PD day (all day training)
How will you teach the components of the discipline process to all staff? <i>(e.g., behavior definitions, office-managed vs. staff-managed, discipline process flowchart)</i>	
How: We will have a RTI ² -B Workshop during in-service. During that time, the leadership team will review the plan with the faculty and ask for feedback and consensus on components. They will also provide all materials needed to faculty.	When: August 2019 (all day workshop)



<p>How will you teach core features of the plan to substitute teachers? <i>(e.g., expectations, acknowledgements, discipline)</i></p>	
<p>How:</p> <p>We will have a RTI²-B Workshop during in-service. During that time, the leadership team will review the plan with the faculty and ask for feedback and consensus on components. They will also provide all materials needed to faculty.</p>	<p>When:</p> <p>Ongoing</p>
<p>What important dates will you share?</p>	
<p>How:</p> <p>All dates of celebrations, the teaching plan for students and when screeners will be administered will be reviewed and provided to faculty and staff during the workshop.</p>	<p>When:</p> <p>August 2019 (all day workshop)</p>

<p>Teaching the Plan to Students</p>		
<p>What will be done?</p>	<p>How will it be done?</p>	<p>When will it be done?</p>
<p>RTI²-B Booster training for faculty beginning of each new school year. <i>(e.g., training on all components of the manual)</i></p>	<p>Faculty will be given a booster training on all the components listed in the implementation manual. Each faculty member will be given a digital or hard copy of the manual for reference.</p>	<p>During in-service, first of new school year.</p>
<p>Introduce the plan to students <i>(e.g., describe steps for first introducing the school-wide plan to all students) (create FUN activities)</i></p>	<p>Students will be gathered in an assembly and introduced to the expectations and reward system. Faculty will perform (with music and skits). A demonstration of the reward system through grade level drawings for a prize.</p>	<p>During the first week of School</p>
<p>Create and display posters for each setting before students arrive. (Expectation posters/ Expectations with Social Skills Posters) <i>Where will posters be displayed? How will they be attached to walls? Where will posters be stored for summer months?</i></p>	<p>A Team member will be asked to hang all posters in designated locations. The matrix will be hung at the entrance of the school and in the office of the person in charge of discipline. Each teacher will be responsible for hanging the classroom poster in their classrooms. Expectation posters will be hung throughout the building., including the cafeteria</p>	<p>This will be completed before students arrive the first day of school.</p>
<p>Use lesson plans to teach expected behaviors in all settings. <i>Who will initially teach in each location? How will groups go to locations for lesson plans? How will faculty be trained on how to follow-up with lesson plans?</i></p>	<p>Each team member will be assigned a location to teach the lesson plan in that location. A schedule will be developed to identify when small groups, with teacher, will go to each location to hear the lesson plan. Teachers will follow up the lesson plan with planned activities to reinforce the lesson plan.</p>	<p>During the first two weeks of school. Teachers follow-up will be ongoing the day that students return from each break over three days long.</p>



<p>Review the plan and reteach lessons throughout the year. <i>(e.g., after each break (fall, Christmas, Spring break))</i></p>	<p>After each break in school (fall, Christmas, Spring), the lesson plans will be re-taught to class in each locations (this includes support classes). Teachers will be responsible for completing this activity.</p>	<p>After each break in the school year (breaks that are more than 3 days long)</p>
<p>Teach the plan to new students throughout the year.</p>	<p>A member of the student leadership team (Beta Club, Students Council, or Safety Patrol) will be assigned to a new student. The team member will mentor the new student on the process.</p>	<p>Upon arrival of a new student to the building. Office Staff must notify school counselors of new students so that orientation can be completed and new students connected with a mentor.</p>
<p>Establish a STUDENT LEADERSHIP TEAM. <i>(These students will be from Beta Club, Student Council, Safety Patrol and Fresh START students)</i></p>	<p>A student leadership team will be picked by the faculty. It will consist of a diverse group of students. There will be 4 students chosen from 4th and 5th grades. A leadership team member will facilitate the student team.</p>	<p>4th grade members will remain on team during their 5th grade year and new members from 4th grade will be added in the spring before the new year begins.</p>

<p>Teaching the Plan to Family and Community</p>
<p>How will core features of the plan be shared with family/community members at the beginning of the school year?</p>
<ul style="list-style-type: none"> -Orientation during Open House Night -Put a copy of the matrix on the School Website -Input the Matrix and information on RTI-B2 in the monthly Newsletter (Dr. Maxwell) -GPTO Website -Share in GPTO Meeting (monthly)
<p>How often will information about the plan be shared with family/community members?</p>
<ul style="list-style-type: none"> -Monthly School Newsletter -Monthly GPTO Meetings -Bi-weekly in student folders (place info in student's weekly folders each week) -Ongoing during school tours



<p>How can families incorporate RTI²-B in the home?</p> <p>Home incentive plan Home schedule Individual Meetings with the counselor to help create a plan specific for</p>
<p>Parents can discuss the information sent home in the school folder as well as the monthly newsletter with their student(s) Parent Meetings 2 times per year (or as needed)</p>
<p>What additional resources can family/community members access for more RTI²-B information and support?</p>
<p>Links on Grahamwood Website (RTI2-B Plan, links to PBIS world, links to at home behavior strategies)</p>
<p>Who will be the liaison between the school and family/community?</p>
<p>Professional School Counselors Optional School Coordinator PLC Coach</p>
<p>How can family/community members get involved with RTI²-B at your school?</p>
<p>Family can get involved by giving input. We will send home surveys quarterly. We will also have a suggestions email that parents can use to email their suggestions to the RTI2-B Team on how we can improve or continue utilizing RTI2-B at Grahamwood.</p>
<p>Does your school have an established parent organization? If so, who will communicate with the parent organization? Yes, the Professional School Counselors (RTI2-B Coach) will share with GPTO.</p>

ACKNOWLEDGEMENT SYSTEM

Our RTI²-B Leadership Team investigated several options for positively acknowledging students and faculty; and, family and community. The purpose of the acknowledgement system for students is to promote a positive culture within the building and to encourage and motivate students to be the best they can be. The purpose of the acknowledgement system for faculty, family and community is to show appreciation for their support. The acknowledgement system matrix for each group is below.



As a team, we determined that our school will use the ticket system (known as dragon scales) as a part of the acknowledgement system. **A copy of the ticket that will be used is located in the appendix of this manual.**



School-wide Acknowledgment System Matrix					
	Name	Description	When (frequency)	Where (location)	Who (distributors)
Students	The Dragon Tail	The Dragon Tail reward will be given to the table of students that exhibits the most respectful, responsible, and safe behaviors in the cafeteria for a week. The following week, that table will have the Dragon Tail displayed in the middle of their table.	Weekly	Cafeteria	Cafeteria Staff
	Dragon Scales	Dragon Scales will be given to individual students for exhibiting positive behaviors (behaviors that are safe, respectful, and responsible (see Behavioral Expectations Matrix). Upon receipt of a Dragon Scale, students will write their name and teacher's name on ticket. Each classroom should have a system for organizing students' Dragon Scales. Every Friday, students/teachers should count and document how many Dragon Scales each student has earned for the week. The Dragon Scales will then be delivered to the office for the office staff and RTI ² -B Leadership Team to put on the Scale board.	Daily	All settings	All staff responsible for distributing Dragon Scales
Staff	Orange Slices	Every time a staff member sees another one acting positively or promoting PBIS, they will give them a paper orange slice. Once a staff member has a whole orange, they may turn it in for early dismissal or late start to school.	Year Round	All Settings	All staff responsible for distributing orange slices; Admin staff for scheduling days.
	Fat Friday's	The PTO and RTI ² -B Leadership Team will host a quarterly appreciation breakfast for all staff members. The breakfast is a way to say "thank you" for participating in RTI ² -B at the school.	Quarterly	Teacher's Lounge or Meeting Area	PTO & RTI ² -B Leadership Team
	School Website	There will be a running banner on the school website highlighting participation from the community and families.	Ongoing (changed out monthly or quarterly)	Website	RTI ² -B Leadership Team and tech person



Family/Community	Newsletter	Our monthly newsletter will highlight parents/community members who do great things (volunteer/donate) for our school.	Ongoing (Monthly)	Paper going home	RTI ² -B Leadership Team, Office Staff, Administrator; teachers

DEALING WITH PROBLEM BEHAVIORS

Our RTI²-B Leadership Team prepared a chart containing operational definitions of problem behaviors showing examples and non-examples to clarify what is considered a minor misbehavior and a major misbehavior. Faculty will refer to this chart to help assist in making decisions regarding the school's discipline process.

The operational definitions of problem behaviors are located in the appendix of this manual.

To further clarify what is to be handled in the classroom (minor offense) and what is to be handled in the principal's office (major offense), the RTI²-B Leadership Team created a chart that lists offenses that may be seen in the classroom, handled by the classroom teacher, and offenses that require an immediate trip to the principal's office. Please note that the teacher managed offenses are not all inclusive. There are minor offenses that may not be listed. It is expected that teachers will use discretion and be consistent. **This chart is located in the appendix of this manual.**

In order to give guidance to teachers on handling minor problem behaviors, **guiding steps to follow are located in the appendix of this manual along with possible interventions.**



MINOR INCIDENT REPORT FORM

Though using the guiding steps to change problem behaviors into good behaviors, it does not always work for all students. With this in mind, the team determined that once a teacher follows the flowchart and provides positive intervention for a period of 30 days, a major and the student is sent to the principal's office for further discipline. In order to document the minors, the team created a Minor Incident Report form (MIR) so that teachers can track minor behaviors and the principal can document what the teacher has done to try to eliminate the problem. When sending a student with minors to the office, the teacher will include the MIR form along with an office discipline report form (ODR). **The MIR and ODR forms are located in the appendix of this manual.**

DISCIPLINE PROCESS FLOWCHART

Together as a team, a discipline process flowchart has been created. The flowchart is designed to show steps faculty will take when dealing with behavioral issues and for the major offenses that are sent immediately to principal's office. It is deemed important that all faculty follow the flowchart to promote consistency in the school environment. **The flowchart is located in the appendix of this manual.**

OFFICE DISCIPLINE REFERRAL FORM

The Office Discipline Referral form will be completed for major offenses. **A copy of the ODR is located in the appendix of this manual.**

CLASSROOM CHECKLIST

Together as a team, in order to ensure that all teachers are consistent, a classroom checklist has been created. The checklist will be used to check classrooms to determine how the RTI²-B components are being implemented and if with fidelity. Teachers are encouraged to do self-checks to make sure all components are in place throughout the year. **The classroom checklist is located in the appendix of this manual.**



CALENDAR OF EVENTS

Together as a team, RTI²-B calendar components are listed with approximate dates for the school year. At the beginning of each year, the team will add confirmed dates to the school calendar. The approximate dates with components are listed below.



RTI ² -B Calendar Components	Date(s)
RTI ² -B Leadership Team Meetings	2 nd Monday of Each month (Starting August 12, 2019)
Initial Session to Teach Core Components to Staff	During In-Service last week of July 2019
Booster Sessions to Teach Core Components to Staff	Faculty Meetings (First Wednesday of each Month; starting August 7, 2019)
Begin School-wide Implementation (e.g., Kick-off Celebration)	First Week of School August 2019 (Exact Date TBD)
Teaching Expectation Lesson Plans to Students in All Settings	Classroom Guidance (First two weeks of School)
Re-teaching Expectation Lesson Plans to Students in All Settings	Classroom/Support Teacher (The day back to school after each break)
Celebrations/Assemblies	Every 20 days (The Friday at the end of the 20 day period) Assembly, Dance party, Classroom Party
Family Nights	Open House/ Parent Conferences/ Family Read Night/ Family STEM Night/ TCAP Family Night
Other:	



PLANNING FOR STAKEHOLDER INPUT

Because it is important that our school receive feedback and input from all stakeholders, possible ways were discussed to involve our school community (students, faculty, family/community) in developing the RTI²-B framework. By planning ways to involve them, it is hoped to receive continued input and feedback from them on the components of the RTI²-B framework. The following chart suggests ideas on how our school may receive feedback and input.

	Behavioral Expectations	Teaching and Re-teaching of Expectations	Acknowledgement System	Discipline Process
Students	Student Leadership (Safety Patrol) team will review and provide feedback	After each break students will actively participate in classroom guidance lessons to teach the school expectations to classroom peers. Teachers will also teach about their classroom expectations the day that students return from a break.	Classes will be surveyed annually to provide ideas for acknowledgements, student leaders will create a Suggestion Box for students to provide input	Have student be part of the discipline process using restorative circles, student leaders will provide input on how to create student ownership at the school
Staff	A draft of the RTI ² -B handbook will be sent to faculty and staff for feedback through grade level chairs	Lessons will be sent to each grade level chair to be reviewed and suggestions offered before RTI ² -B workshop day	A draft of the RTI ² -B handbook will be sent to faculty and staff for feedback through grade level chairs	All behaviors will be sorted with the staff into office vs. classroom managed during the RTI ² -B workshop, team will create definitions, faculty and staff will provide examples and non-examples



Family/ Community	All parts of the plan will be reviewed with family and community during back to school night.	All parts of the plan will be reviewed with family and community during back to school night.	All parts of the plan will be reviewed with family and community during back to school night.	All parts of the plan will be reviewed with family and community during back to school night.
	Administrators will ask for feedback from GPTO representative	Administrators will ask for feedback from GPTO representative	Administrators will ask for feedback from GPTO representative	Administrators will ask for feedback from GPTO representative
	School will recruit a parent team member for the RTI ² -B Leadership team	School will recruit a parent team member for the RTI ² -B Leadership team	School will recruit a parent team member for the RTI ² -B Leadership team	School will recruit a parent team member for the RTI ² -B Leadership team

EVALUATION PLAN

Data will be collected and reviewed monthly to identify any weak areas and to make important decisions regarding student behavior. A collection of data will also be used to determine fidelity of the process and teacher satisfaction. The chart below will identify evaluation tools that will be used and when the evaluations will be completed.

Data	Evaluation Tool	Date to be Completed
System to collect, organize, and summarize Discipline Data	Our school uses: Power School	Our plan: look at data monthly and present to staff



<p>Fidelity Data</p>	<p>Tiered Fidelity Inventory (TFI) and/or the Self-Assessment Survey (SAS)</p>	<p>Our Plan: Complete fall and spring</p>
<p>Social Validity</p>	<p>Primary Intervention Rating Scale (PIRS)</p> <p>Staff Input Summary</p>	<p>Our plan: completed in the spring of each year</p>



APPENDIX

Matrix

Posters

Posters by location

Lesson Plans by Location

Acknowledgement Ticket

Operational Definitions

Teacher managed (minors) / Office managed (majors)

Steps for Correction

Possible Interventions

Minor Incident Report Form (MIR)

Office Discipline Report Form (ODR)

Flowchart

Classroom Checklist



SCHOOL-WIDE BEHAVIORAL EXPECTATIONS TEACHING MATRIX

LOCATIONS



EXPECTATIONS	A.M./P.M. Entry/Exit	Classroom	Cafeteria	Rest Room	Hallway	Recess
Be safe	hands, feet, and objects to yourself. Noise level 1 Assemble in designated area	hands, feet, and objects to yourself	hands, feet, and objects to yourself Assemble in designated area	hands, feet, and objects to yourself Walk Place trash in garbage can	hands, feet and objects to yourself Walk on right Noise level 0	hands, feet, and objects to yourself Stay in line on entry and exiting Take turns
Be respectful	Say please and thank you. Say excuse me.	Follow teacher noise level cues	noise level 0 in serving line Follow voice level cues	Give privacy One person per stall Graffiti free walls	Appreciate wall art with eyes only Stay in line One block between you and person in front of you	Use equipment as instructed Stay in designated play area Include others
Be responsible	Walk to designated area	Have supplies Follow directions Stay on task	Get all items before sitting place trash in trash bin	Complete business in toilet or urinal Report water on the floor Flush toilet wash hands	Leave belongings in classroom Follow teacher directions	Report problems to teacher Line up the first time called



POSTERS

Hallway

Hallway

- **Be Safe**
 - Hands, feet, & objects to yourself
 - Walk on right side
 - Noise level 0
- **Be Respectful**
 - Appreciate wall art with your eyes only
 - Stay in line
 - One block between you and the person in front of you
- **Be Responsible**
 - Leave belongings in class
 - Follow your teacher's directions



RESTROOM

Restroom

- **Be Safe**
 - Hands, feet, and objects to yourself
 - Walk
 - Place trash in garbage cans
- **Be Respectful**
 - Give privacy
 - One person per stall
 - Graffiti free walls
- **Be Responsible**
 - Complete business in toilet or urinal
 - Report water on the floor
 - Flush toilet
 - Wash your hands





CAFETERIA

Cafeteria

- **Be Safe**
 - Hands, feet, and objects to yourself
 - Assemble in designated area
- **Be Respectful**
 - Noise level 0 in serving line
 - Follow voice level cues
- **Be Responsible**
 - Get all items before sitting
 - Place trash in trash bins



CLASSROOM

Classroom

- **Be Safe**
 - Hands, feet, and objects to yourself
- **Be Respectful**
 - Follow teacher noise level cues
- **Be Responsible**
 - Have supplies
 - Follow directions
 - Stay on task





Lesson Plans:
Grahamwood Elementary
School-wide Expectations Lesson Plan: Restroom
 Lesson plans should be taught in the area and take 10-15 minutes

Objective	The students will be able to use the bathrooms in a safe, respectful, and responsible manner.
Setting	Restrooms
Expectations	<i>(Refer to Behavioral Expectations Matrix)</i> Safe: Keep hands feet and objects to yourself, walk, place trash in garbage can Respectful: Honor privacy. One person per stall, graffiti free walls Responsible: Complete business in toilet or urinal, Report water on the floor, flush toilet, wash hands
Examples: Teach using “I Do, we do, you do”	<ol style="list-style-type: none"> 1. Joe uses the restroom and washes his hands. 2. Macy is in the restroom and sees her friends and says “Hi” but leaves quickly and walks back to class. 3. Abby walks in the restroom and sees someone throwing paper towels around. She asks them to stop and walks away calmly to report the situation to an adult.
Non-Examples: Model Only	<ol style="list-style-type: none"> 1. Two students are in the restroom singing in a loud voice. 2. Student is splashing water onto the floor from the sink.
Follow Through and Practice	<ol style="list-style-type: none"> 1. Videos of proper restroom usage to show to class for discussion/review. 2. Videos of non-examples. Classrooms watch, and students are instructed to raise hands when they notice someone NOT following expectations.
Reinforcement: How will behaviors be reinforced in this setting	<ol style="list-style-type: none"> 1. Teachers thank students for using the restroom efficiently. 2. All adults committed to monitoring restrooms and providing positive reinforcement for appropriate behavior or giving corrective feedback as necessary. 3. Schoolwide- “Cover your tail with dragon scales/get your name on a flame” incentives



Grahamwood Elementary

School-wide Expectations Lesson Plan: Classroom

Lesson plans should be taught in the area and take 10-15 minutes

Special Notes:	<i>This lesson plan can and should be used to teach all classroom routines (e.g., sharpening pencils, lining up to leave classroom, transitioning between centers, turning papers in, asking for help, working with a partner, etc.)</i>
Objective	The students will use safe, respectful, and responsible behaviors when in the classroom setting and during all classroom routines.
Setting	Grade-Level Classrooms and Related Arts Classrooms
Expectations	<i>(Refer to Behavioral Expectations Matrix)</i> Safe: hands feet and objects to yourself. Respectful: Follow teacher noise level cues. Responsible: Have supplies, follow directions, stay on task
Examples: Teach using "I Do, we do, you do"	<ol style="list-style-type: none"> 1. Students put materials away in desk and backpacks in lockers. 2. Students use walking feet and line up single file at the door with hands beside their own body. 3. Eyes on teacher with a quiet mouth when teacher is talking. 4. Soliciting teacher assistance by raising hand without talking and waiting for teacher.
Non-Examples: Model Only	<ol style="list-style-type: none"> 1. Running in the classroom 2. Interrupting teacher while teacher is talking 3. Pushing peers while standing in line.
Follow Through and Practice	<ol style="list-style-type: none"> 1. Teacher gives a hand signal to indicate it's time for quiet voices and listening ears. Students practice turning their voices off when the teacher gives the hand signal. Teacher provides feedback and behavior-specific praise. 2. Teacher uses an auditory or visual signal (e.g., lights on and off, visual timer, etc.) to indicate it's time to transition between centers. Students practice cleaning up and transitioning to their next center. Teacher provides feedback and behavior-specific praise. 3. Students brainstorm what safe, respectful, and responsible behaviors look like in the classroom. They role-play those behaviors and provide feedback to each other. Teacher models non-examples. <p><i>*Practice signals to use: Hand signals, timer/visual signals</i></p>



**Reinforcement:
How will behaviors
be reinforced in
this setting**

1. Teacher gives behavior specific positive praise.
2. Teachers can consider using a class-wide acknowledgement system (e.g., treasure box, etc.) to help reinforce appropriate behaviors.



Grahamwood Elementary

School-wide Expectations Lesson Plan: Hallways

Lesson plans should be taught in the area and take 10-15 minutes

Objective	The students will follow the expectations to be safe, respectful, and responsible in the hallways and commons.
Setting	Hallways
Expectations	<p><i>(Refer to Behavioral Expectations Matrix)</i></p> <p>Safe: hands, feet, and objects to yourself; walk on right; noise level 0</p> <p>Respectful: appreciate wall art with eyes only; stay in line; one block between you and the person in front of you</p> <p>Responsible: leave belongings in classroom; follow teacher directions</p>
Examples: Teach using "I Do, we do, you do"	<ol style="list-style-type: none"> 1. H – hands to side/self 2. A – all eyes forward 3. L – lips sealed 4. L – legs walking with the group 5. S – single file
Non-Examples: Model Only	<ol style="list-style-type: none"> 1. Hands on people or on walls 2. Looking to the side or head turned to look backwards 3. Talking, whistling, humming 4. Walking too slowly (i.e., not staying with the group), walking too quickly (i.e., getting ahead of the group), running, creating a gap, walking backwards 5. Walking beside someone
Follow Through and Practice	<ol style="list-style-type: none"> 1. Repeated practice of walking and waiting in the hallways <p><i>*Practice signals to use:</i> Gesture given by teacher for silent voice; sign with pictures/sign language (if needed)</p>
Reinforcement: How will behaviors be reinforced in this setting	<ol style="list-style-type: none"> 1. Classroom incentives for following hallway expectations. 2. Teacher selects a mystery person and if they followed the hallway expectations, they get a select amount of Bramble Bucks once the students return to class. The mystery student is announced upon returning to class if he/she followed the hallway expectations. If expectations were not met, the student's name is not announced and Bramble Bucks are not given to the mystery student.



Grahamwood Elementary

School-wide Expectations Lesson Plan: Cafeteria

Lesson plans should be taught in the area and take 10-15 minutes

Objective	The students will exhibit safe, respectful, and responsible behavior in the cafeteria.
Setting	Cafeteria
Expectations	<p>Safe: hands, feet, and objects to yourself; walk; place trash in garbage can</p> <p>Respectful: noise level 0 in serving line; follow voice cues</p> <p>Responsible: get all items before sitting; place trash in trash bin</p>
Examples: Teach using "I Do, we do, you do"	<ol style="list-style-type: none"> 1. One student holds a tray to go to the table using an inside voice and demonstrates how to dump tray. 2. Student stands in the food line correctly (space between bodies, facing forward). 3. Using polite table manners. 4. Clean up after self. 5. Raise hand to leave assigned area.
Non-Examples: Model Only	<ol style="list-style-type: none"> 1. Pushing in line 2. Making a mess (e.g., food and trash on floor or table, and not on tray) and not cleaning up after self 3. Not using polite manners (e.g., loud talking, playing with food, shoving food in mouth, eating and talking at the same time, etc.)
Follow Through and Practice	<ol style="list-style-type: none"> 1. Video of positive cafeteria behavior 2. Put weekly cafeteria objective on white board in the cafeteria. <p><i>*Practice signals to use:</i> Follow signal of cafeteria supervisor; Follow signal for dismissal</p>
Reinforcement: How will behaviors be reinforced in this setting	<ol style="list-style-type: none"> 1. Have cafeteria monitors distribute incentives to kids who are following the expectations and weekly objective. 2. Classes that do the best job meeting the cafeteria objective for the week will earn a "shout out" on the intercom.



Grahamwood Elementary
School-wide Expectations Lesson Plan: Arrival/Dismissal

Lesson plans should be taught in the area and take 10-15 minutes

Objective	The students will be able to enter and exit the building calmly, in a safe, respectful, and responsible manner.
Setting	Arrival and Dismissal (includes hallways, sidewalks, parking lots)
Expectations	<i>(refer to Behavioral Expectations Matrix)</i> Safe: hands, feet, and objects to yourself; noise level 1; assemble in designated area Respectful: say please and thank you; say excuse me. Responsible: walk to designated areas
Examples: Teach using “I Do, we do, you do”	<ol style="list-style-type: none"> 1. Students will walk to designated areas. 2. Students will wait for a cross walk attendant to signal safe and appropriate crossing time. 3. Students will keep their bodies to self while waiting with a calm, quiet body for the school to open.
Non-Examples: Model Only	<ol style="list-style-type: none"> 1. Running off the bus with an out-of-control body (e.g., flailing arms, shouting, running, etc.). 2. Not using cross-walks and crossing between cars. 3. Jumping on/over the half-wall in the front of the building.
Follow Through and Practice	<ol style="list-style-type: none"> 1. Practice and model appropriate behavior while entering and exiting the building. 2. Create school-wide videos that demonstrate appropriate behavior and expectations. 3. Practice with the crossing guard signal and signs so students know when they are permitted to cross at the cross-walk.
Reinforcement: How will behaviors be reinforced in this setting	<ol style="list-style-type: none"> 1. Have crossing guards and adults outside distribute incentives. 2. Safety patrol will help reinforce and model expectations.



Grahamwood Elementary

School-wide Expectations Lesson Plan: Recess

Lesson plans should be taught in the area and take 10-15 minutes

Objective	The students will be safe, respectful, and responsible during the routine of lining up to leave recess.
Setting	Recess
Expectations	<p><i>(Refer to Behavioral Expectations Matrix)</i></p> <p>Safe: hands, feet, and objects to yourself, stay in line on entry and exiting, take turns</p> <p>Respectful: Use equipment as instructed; stay in designated areas; include others</p> <p>Responsible: report problems to teacher; line up first time called</p>
Examples: Teach using "I Do, we do, you do"	<ol style="list-style-type: none"> 1. Practice walking and leaving recess 2. Share equipment and invite others to play. 3. Practice lining up at teacher signal.
Non-Examples: Model Only	<ol style="list-style-type: none"> 1. When walking to the line, start playing with a ball 2. Yell at friends 3. Wander around the line and bump into classmates 4. Actions or talk that disrespects others (e.g., using unkind words, calling peers names, etc.)
Follow Through and Practice	<ol style="list-style-type: none"> 1. Practice entering and leaving playground 2. Review and reteach expectations once a month with your class during recess
Reinforcement: How will behaviors be reinforced in this setting	<ol style="list-style-type: none"> 1. Make sure teachers and recess monitors provide incentives with specific praise while kids are lining up at the end of recess.



SCHOOL WIDE ACKNOWLEDGEMENT TICKET

<p>Teacher _____ Student _____ Date: _____</p>  <p>I WAS REWARDED FOR... BEING SAFE BEING RESPECTFUL BEING RESPONSIBLE</p>	<p>Teacher _____ Student _____ Date: _____</p>  <p>I WAS REWARDED FOR... BEING SAFE BEING RESPECTFUL BEING RESPONSIBLE</p>
<p>Teacher _____ Student _____ Date: _____</p>  <p>I WAS REWARDED FOR... BEING SAFE BEING RESPECTFUL BEING RESPONSIBLE</p>	<p>Teacher _____ Student _____ Date: _____</p>  <p>I WAS REWARDED FOR... BEING SAFE BEING RESPECTFUL BEING RESPONSIBLE</p>
<p>Teacher _____</p>	<p>Teacher _____</p>



Operational Definitions

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal	Put downs, taunts, or slurs of a non-offensive nature, saying stupid, ugly, shut up, etc., mild oaths not directed at an individual. Offensive communications targeting race, gender, faith, etc. of others.
Arson (Arson)	Student plans and/or participates in malicious burning of property.	Setting fires to or on school property. Possession of combustible items	Student is carrying a lighter
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.	Written or verbal bomb threat, deliberately pulling fire alarm when not warranted, planting an explosive device on school grounds/property, making or attempting to construct a bomb at school	
Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespect)	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.	Refusing to comply with rules/expectations, leaving class without permission, verbal defiance/argumentative	Mildly talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment



Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	Screaming, loud talk, fighting. Any behavior more than nagging that impedes the educational environment	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out of seat, passing gas
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	Wearing something other than what dress code dictates	Shirt untucked, no belt
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.	Hitting with intent to hurt, punching, kicking, hair pulling, scratching, choking	Horse play, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self."
Forgery/ Theft (Forge/Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	Forged notes from parents, doctors, teacher, etc. Stealing, hiding/purchasing stolen property, aiding someone in stealing	
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.		
Harassment/Bullying (Harass)	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i>	Repeated verbal harassment or abuse, inappropriate touching, gesturing, notes or pictures	



Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	Inappropriate contact with another student or adult	Students give a brief hug of friendship
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).	Caught in inappropriate area of school property	Student in restroom without a pass
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.	Forged notes from parents, doctors, teachers. Takes someone else's work and claims it to be their own	Student makes up story regarding homework or not have appropriate materials
Other Behavior (Other)	Student engages in problem behavior not listed.		
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Fighting with the intent to hurt	horseplay
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.	Purposely breaking classroom materials, throwing desks, chairs, computers, destruction of any school property	
Skip class (Skip)	Student leaves or misses class without permission.		
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.		
Tardy (Tardy)	Student is late (as defined by the school) to class or the startup of the school day (and Tardy is not considered a minor problem behavior in the school).	Student enters class after bell	Student is in the door when the bell rings



Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	Has cell phone or another inappropriate device visible	Devices are properly stored, but not turned to silence
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.	Smelling of alcohol, possession of alcohol	
Use/Possession of Combustibles (Combust)	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	Has possession of	
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.	Has possession of	
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.	Has possession of	
Use/Possession of Weapons (Weapons)	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.	Has possession of	

Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal	Put downs, taunts, or slurs of a non-offensive nature, saying stupid, ugly, shut up, etc., mild oaths not directed at an individual. Offensive communications targeting race, gender, faith, etc. of others.



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Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespect)	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.	Refusing to comply with rules/expectations, leaving class without permission, verbal defiance/argumentative	Mildly talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	Screaming, loud talk, fighting. Any behavior more than nagging that impedes the educational environment	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out of seat, passing gas
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	Wearing something other than what dress code dictates	Shirt untucked, no belt



Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.	Hitting with intent to hurt, punching, kicking, hair pulling, scratching, choking	Horse play, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self."
Forgery/ Theft (Forge/Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	Forged notes from parents, doctors, teacher, etc. Stealing, hiding/purchasing stolen property, aiding someone in stealing	
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Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	Inappropriate contact with another student or adult	Students give a brief hug of friendship
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).	Caught in inappropriate area of school property	Student in restroom without a pass
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.	Forged notes from parents, doctors, teachers. Takes someone else's work	Student makes up story regarding homework or not have appropriate materials



Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
		and claims it to be their own	
Other Behavior (Other)	Student engages in problem behavior not listed.		
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Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.	Purposely breaking classroom materials, throwing desks, chairs, computers, destruction of any school property	
Skip class (Skip)	Student leaves or misses class without permission.		
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Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.	Smelling of alcohol, possession of alcohol	
Use/Possession of Combustibles (Combust)	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	Has possession of	
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or imitations.	Has possession of	



Major Problem Behavior	Definition	EXAMPLE IMMEDIATE OFFICE REFERRAL	NON-EXAMPLE
(Drugs)			
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.	Has possession of	
Use/Possession of Weapons (Weapons)	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.	Has possession of	

Minor Problem Behavior	Definition	EXAMPLE Handled by teacher	NON-EXAMPLE
Defiance/Disrespect/ Non-compliance (M-Disrespect)	Student engages in brief or low-intensity failure to respond to adult requests.	Talking back, not following directions, sleeping, ignoring teacher, refusal to complete assignment	
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.	Intentional distractions, noises, pranks, annoying statements/questions, breaking line, making messes, throwing paper wads, tapping pencil, out or seat, passing gas	
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	Shirt untucked, no belt	
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.	Put downs, taunts, or slurs of a non-offensive nature, saying stupid, ugly, shut up, etc.,	
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.		



<p>Physical Contact/ Physical Aggression (M-Contact)</p>	<p>Student engages in non-serious, but inappropriate physical contact.</p>	<p>Horse play, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "not keeping hands and feet to self."</p>	
<p>Property Misuse (M-Prpty Misuse)</p>	<p>Student engages in low-intensity misuse of property.</p>	<p>Breaking pencils/crayons, kicking furniture, mishandling textbooks/library books/tearing up paper/assignments, handouts, slamming locker</p>	
<p>Tardy (M-Tardy)</p>	<p>Student arrives at class after the bell (or signal that class has started).</p>	<p>Students enters classroom after bell rings without excuse or an admit slip</p>	
<p>Technology Violation (M-Tech)</p>	<p>Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.</p>	<p>Using computer time inappropriately, possessing electronic devices without permission</p>	



The following clarifies behaviors that will be handled by the school office and by the teacher.

Office Managed Problem Behavior	Teacher Managed Problem Behavior
Abusive language	Arguing with peers
Bullying	Cheating
Defiance/Disrespect	Minor Class Disruptions
Fighting with intent to harm	Dress Code Violations
Insubordination	Excessive Talking Out
Illegal Substance	Horseplaying
Sexual misconduct	Inappropriate Language
Property Damage	Incomplete classwork
Major Theft	Off task
Threat of bodily harm	Running in halls
Vandalism	Unprepared for class
Weapons	
Consistent Class Disruptions	



STEPS TO FOLLOW WHEN ADDRESSING PROBLEM BEHAVIORS:

RESPONSES TO INAPPROPRIATE BEHAVIORS ARE ALWAYS:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

STEPS TO SPECIFIC ERROR CORRECTION:

- Respectfully address the student
- Describe inappropriate behavior
- Describe expected behavior/expectation
- Anchor to expectation on Matrix
- Redirect back to appropriate behavior

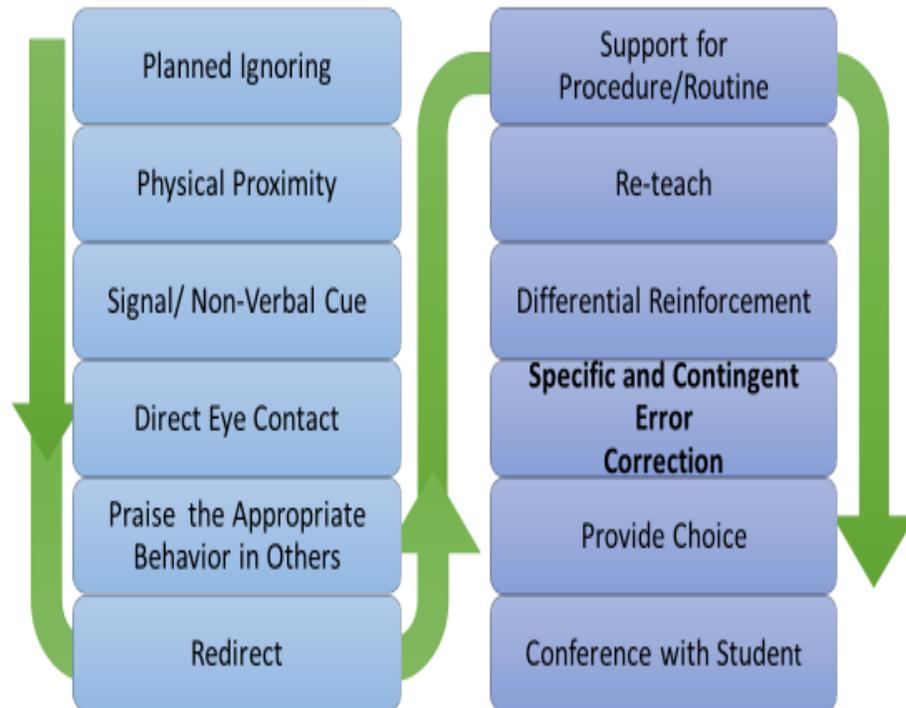
PREVENTIVE STRATEGIES TO DISCOURAGE PROBLEM BEHAVIOR

- Active supervision
- Pre-corrects
- Increased praise

	ACTIVE SUPERVISION	PRE-CORRECTS
What is it?	Moving, scanning, and positively interacting with students	A general reminder preceding the context in which the behavior is expected
Why?	Sets students up for success and reminds teacher to watch for desired behaviors	Provides students with a reminder to increase the probability of their success



Develop a Continuum of Responses to Inappropriate Behavior





Minor Incident Report Form

Student:	Teacher:	Grade:
<input type="checkbox"/> Student has an IEP <input type="checkbox"/> Student has a 504 Plan		
Grahamwood Elementary School Minor Incident Report Form Please complete all steps prior to completing a disciplinary referral.		
<input type="checkbox"/> Student has up to date Behavior Plan		<i>Revised August 2015</i>
Step 1- WARNING Reteach expectations Provide encouragement	Behavior Concern (s) :	Date: Time:
Notes/Comments/Interventions Tried:		
Step 2- Call home Begin 30 day documentation Continue re-teaching expectations	Behavior Concern (s) :	Date: Time:
Notes/Comments/Interventions Tried:		
Step 3- Counseling referral Create and implement goal card	Behavior Concern(s) :	Date: Time:
Notes/Comments/Interventions Tried:		Date: Date: Date:
Step 4- Office Referral (located in main office)	Behavior Concern(s) :	Date: Time:
Please provide intervention/consequence implemented:		
Teacher's Signature/ Date	Counselor's Signature/Date	Administrator's Signature/Date



OFFICE DISCIPLINE REPORT FORM DEVELOPED BY TEAM

DISCIPLINARY REFERRAL



School _____ Date _____

Student _____ Grade _____ Race _____ Sex _____

Date of Incident _____ Time _____ Teacher/Bus Driver _____

NOTICE TO PARENTS: The purpose of this report is to inform you of a disciplinary incident involving the student at school, school-sponsored activity or on the school bus. We trust that you appreciate the action taken by the teacher or bus driver and will cooperate with the corrective action initiated today.

INCIDENT LOCATION (i.e. room#, bus#, etc.) _____

INCIDENT TYPE	
<input type="checkbox"/> 17-Possession, use, or distribution of illegal drugs <input type="checkbox"/> 18-Possession of handgun <input type="checkbox"/> 19-Possession of rifle or shotgun <input type="checkbox"/> 20-Possession of explosive, incendiary device <input type="checkbox"/> 21-Non-lethal firearm <input type="checkbox"/> 22-Possession of weapon other than firearm <input type="checkbox"/> 23-Possession, use, or distribution of alcohol <input type="checkbox"/> 24-Violation of school rules <input type="checkbox"/> 25-Theft of property <input type="checkbox"/> 26-Vandalism, damage of property <input type="checkbox"/> 27-Bomb threat	<input type="checkbox"/> 28-Other type of threat <input type="checkbox"/> 29-Bullying <input type="checkbox"/> 30-Fighting <input type="checkbox"/> 31-Sexual harassment <input type="checkbox"/> 32-Assault of teacher or staff <input type="checkbox"/> 33-Assault of student <input type="checkbox"/> 34-Sexual assault <input type="checkbox"/> 35-Aggravated assault of teacher or staff <input type="checkbox"/> 36-Aggravated assault of student <input type="checkbox"/> 37-Attempted homicide <input type="checkbox"/> 38-Homicide

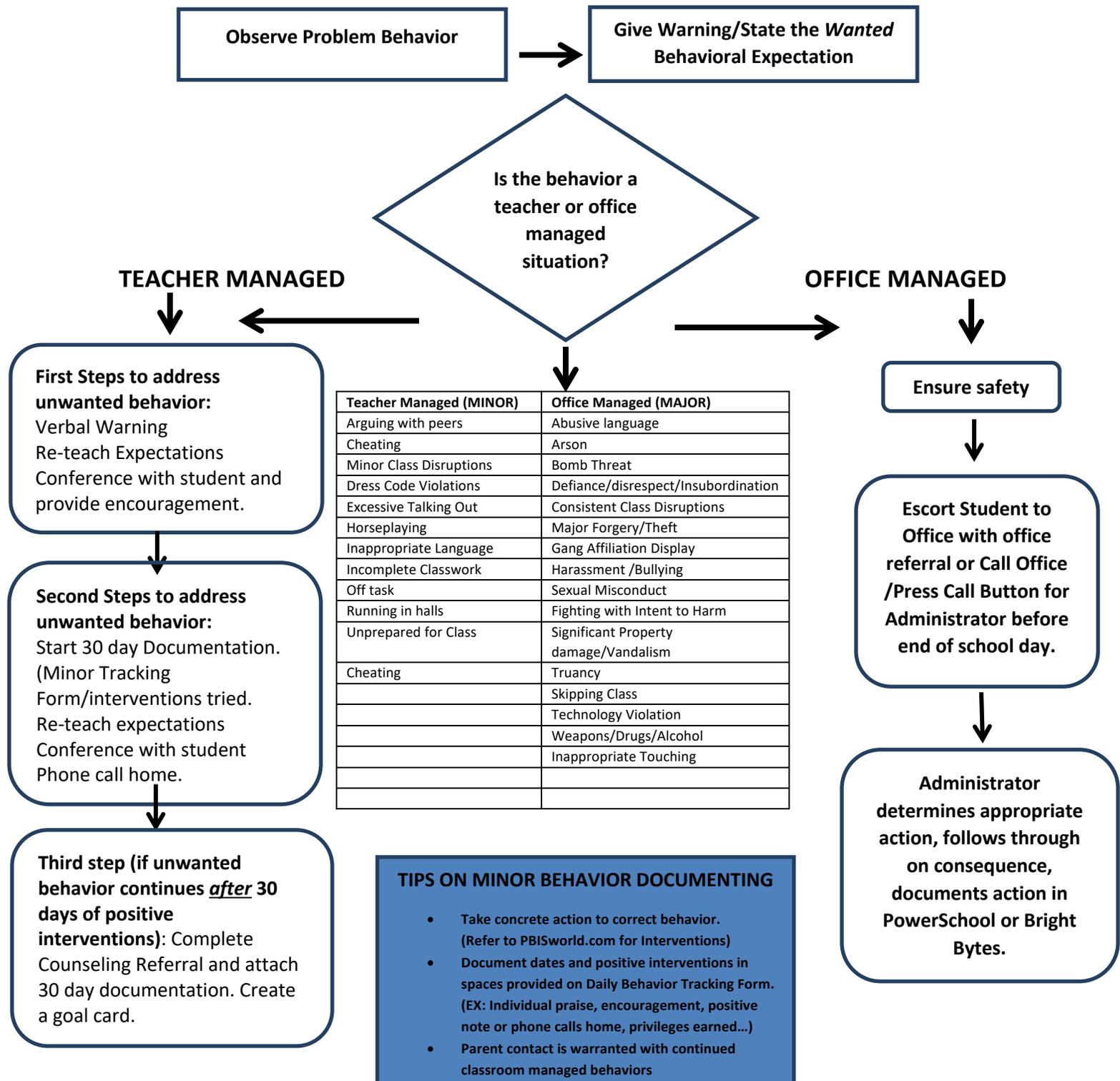
ACTION TAKEN BY TEACHER/BUS DRIVER PRIOR TO REFERRAL		
<input type="checkbox"/> 1- Consulted Counselor	<input type="checkbox"/> 5-Changed Student's Seat	<input type="checkbox"/> 99-Other _____
<input type="checkbox"/> 2- Held Conference with Student	<input type="checkbox"/> 6-Telephoned Parent	
<input type="checkbox"/> 3-Denied Privileges	<input type="checkbox"/> 7-Held Conference with Parent	
<input type="checkbox"/> 4-Consulted Other Teachers	<input type="checkbox"/> 8-Sent Previous Report Home	

Teacher Comments _____

Student Comments _____



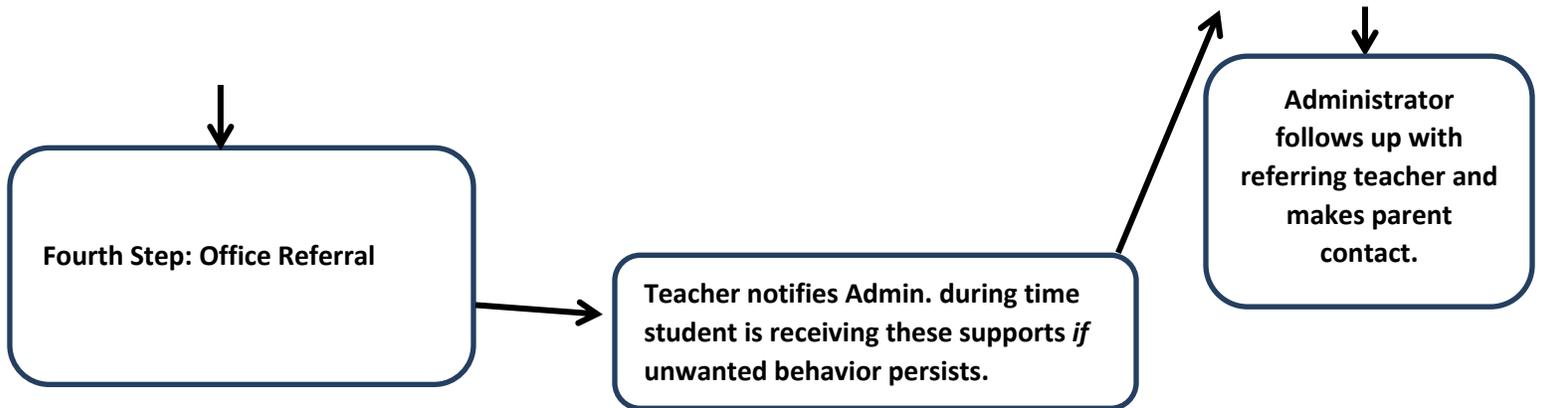
FLOW CHART DEVELOPED BY TEAM



Teacher Managed (MINOR)	Office Managed (MAJOR)
Arguing with peers	Abusive language
Cheating	Arson
Minor Class Disruptions	Bomb Threat
Dress Code Violations	Defiance/disrespect/Insubordination
Excessive Talking Out	Consistent Class Disruptions
Horseplaying	Major Forgery/Theft
Inappropriate Language	Gang Affiliation Display
Incomplete Classwork	Harassment /Bullying
Off task	Sexual Misconduct
Running in halls	Fighting with Intent to Harm
Unprepared for Class	Significant Property damage/Vandalism
Cheating	Truancy
	Skiping Class
	Technology Violation
	Weapons/Drugs/Alcohol
	Inappropriate Touching

TIPS ON MINOR BEHAVIOR DOCUMENTING

- Take concrete action to correct behavior. (Refer to PBISworld.com for Interventions)
- Document dates and positive interventions in spaces provided on Daily Behavior Tracking Form. (EX: Individual praise, encouragement, positive note or phone calls home, privileges earned...)
- Parent contact is warranted with continued classroom managed behaviors



CLASSROOM CHECKLIST

RTI ² -B Core Components	Features in the Classroom
Behavioral Expectations	<input type="checkbox"/> I have the school-wide behavioral expectations posted in my classroom. <input type="checkbox"/> My classroom expectations align with the school-wide behavioral expectations. <input type="checkbox"/> 80% of my students can state the school-wide behavioral expectations.
Teaching Behavioral Expectations	<input type="checkbox"/> I have taught the school-wide behavioral expectations in my classroom. <input type="checkbox"/> I have retaught the school-wide behavioral expectations throughout the year in my classroom. <input type="checkbox"/> I refer to the school-wide behavioral expectations regularly. <input type="checkbox"/> My substitute plans include RTI ² -B core components.
Acknowledgement System	<input type="checkbox"/> I use a variety of strategies to give specific positive feedback in my classroom. <input type="checkbox"/> My students can tell how they receive acknowledgement for expected behavior. <input type="checkbox"/> I give out acknowledgements that are tied to the school-wide behavioral expectations in my classroom. <input type="checkbox"/> My students are able to participate in the school-wide acknowledgement system.



<p>Discipline Process</p>	<ul style="list-style-type: none"><input type="checkbox"/> I consider behavioral definitions when determining if problem behaviors are office-managed or staff-managed.<input type="checkbox"/> I use the Office Discipline Referral form when students engage in office-managed problem behavior.<input type="checkbox"/> I refer to the school-wide discipline process flowchart when students engage in problem behavior.<input type="checkbox"/> I provide students an opportunity to get back on track after engaging in problem behavior.
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