Roadrunners Are

Responsible & Respectful & Safe & Kind

Positive Behavior Interventions & Supports and Discipline Handbook
Updated May 2019
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Hulet Elementary Schools

A General Overview

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

Hulet Elementary Schools have developed school-wide procedures to accomplish the following:

1. **Define Behavior Expectations.** A small number of clearly defined behavioral expectations are defined in positive, simple rules. The norms for the two schools are: **Be Respectful, Be Responsible, Be Safe, and Be Kind.** These expectations are defined across school settings in the expectations matrix included in this handbook.

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

3. **Acknowledge Appropriate Behaviors.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. Hulet Elementary Schools have developed an acknowledgment system to encourage regular recognition of desired behavior in the school. Positive or negative environments for students and staff are the result of the accumulation of individual positive or negative interactions. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. Positive
interactions can occur in many meaningful ways (pat on the back, smile, verbal praise), but the goal of an acknowledgment system is to provide a regular reminder to staff throughout the day to catch kids doing the right thing. As a school, we will strive to achieve and maintain a 5:1 ratio for all students.

Through the Hulet and Park PBIS program, “Beep Beeper Tickets” will be used by individual staff members and school volunteers to recognize students or colleagues for engaging in positive behavior. Staff members can award “Beep Beeper tickets” to students across all school settings, whether they teach the student or not. When handing out “Beep Beeper tickets” staff should always clearly identify the specific positive behavior the student is being recognized for and match it with one of the school rules. Instructions on the procedure to use in rewarding Beep Beeper tickets is described in more detail later in the handbook. Additionally, school-wide drawings will occur quarterly to recognize students per grade level for their positive behavior.

4. Responding to Problem Behavior. Despite our efforts to proactively set students up for behavioral success and to prevent problem behavior, there will still be incidents of inappropriate behavior. When it comes to responding to problem behavior we have three primary goals:

a) Make sure to keep everyone safe.
b) Minimize the loss of instructional time for all students (including the student who engaged in problem behavior).
c) Teach the student the appropriate behavior to use instead of the problem behavior.

Every occurrence of a problem behavior is a valuable opportunity to explain the proper, desired behavior to the student.

It is our responsibility to provide fair and consistent consequences for inappropriate behavior that focuses first on teaching our students the appropriate behavior, and second gets them back engaged in academic instruction as quickly, safely, and as soon as possible. The team has developed a progressive discipline model which will be utilized in the school. The model focuses on teaching and preventing future occurrences of behavior. When students violate the behavioral expectations, they will be informed that their conduct is not acceptable and how it relates to the school-wide rules of being RESPECTFUL, RESPONSIBLE, SAFE, and KIND. Instructions on using a “Beeper Reset,” and an “Office Referral” are included in this Handbook. For students who engage in recurring problem behavior, or who are not responding to the school’s progressive discipline system, additional individual behavioral supports will be provided.

Defining and Teaching Behavioral Expectations
Students respond to clear, consistent expectations and predictable adult responses to behavior. In order to establish a positive, predictable school environment it is important to clearly define behavioral expectations, establish agreement across staff, and actively teach those expectations from the beginning of the year to all students in the school. All staff should participate in the instruction of behavioral expectations during the first week of school and throughout the school year to create a consistent, united front.

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

a) Occur in the natural setting. For example we should teach expectations and routines for recess behavior on the playground, not in the classroom, referring to the PBIS Lesson Plans.

b) Focus on what to do instead of what not to do. For example teach how to keep hands and feet to self, instead of what not to do.

c) Physically demonstrate or model the expected behavior, do not simply talk about it.

d) Give students the opportunity to actively practice the expected behavior in the real setting with feedback.

e) Link expected behavior to the school-wide rules.

Lesson plans should incorporate each of these principles. Lesson plans for all school settings are included beginning on page 8 of this handbook.

Acknowledgement System

On a daily basis, a student can earn “Beep Beeper Tickets” when they are caught being RESPECTFUL, RESPONSIBLE, SAFE, and KIND by a staff member. There will be many instances when a student will receive verbal praise instead of a Beep Beeper Ticket. The staff member may choose to give a Beep Beeper Ticket to have a greater impact. Beep Beeper Tickets are intended to serve as a reminder to staff to catch kids doing the right thing, in pursuit of a 5 to 1 positive to negative ratio at Hulet Elementary Schools. All students should receive Beep Beeper Tickets when they engage in positive behavior. We do not want to exclude those students who are always engaging in appropriate behavior or those students who
are more at-risk for challenging behavior. All students deserve and need to be recognized for positive behavior and all students engage in positive behavior.

All staff members, volunteers, and substitute teachers should have the opportunity to hand out Beep Beeper Tickets whether they teach that particular student or not. Tickets can be handed out across all school settings. This is a school-wide effort to increase recognition of positive student behavior. Recognition of positive behavior is an important step in teaching students appropriate social behavior. Beep Beeper Tickets are designed to be user friendly. They are small enough to fit into a pocket and will only take a moment to fill out. It can be important to teach and remind students that they will not receive a Beep Beeper Ticket if they ask for it.

How does the process work?

1. A staff member observes a student displaying one of the behaviors outlined on the expectations matrix or another positive behavior in school.
2. The staff member hands a completed Beep Beeper Ticket to the student while complimenting the student. Tickets should always be accompanied with a verbal explanation to the student identifying the specific behavior they are being recognized for and linking the behavior to a school rule. For example, “Wow, thank you for stopping to help pick up Jenni’s books, that was very Responsible of you, you’ve earned a Beep Beeper Ticket,” and identify the specific behavior that earned the Beep Beeper Ticket. Remember to address the student.
3. The Beep Beepers Tickets are posted and exhibited by the teacher at Park school. At Hulet, the white copy of the Beep Beeper is turned into the office for the drawing and the yellow copy is sent home to be recognized by the student’s family.
4. Teachers have the option of doing a classroom reward for positive behavior.
5. Each quarter, the students’ names are read over the intercom and the winners come to the office to select their prize from the prize menu. At Hulet, students will be recognized daily, as well as quarterly.

Students and staff are recognized at award assemblies at the end of each quarter.
Three Quick Steps for Giving Beep Beepers

1. “Thank You_____”
2. “for being (Respectful, Responsible, Safe, Kind).....
3. "by (state the observed behavior and give the ticket)

*Students are to check the expectation and write their name; adults are to ensure their name is already on the ticket.

Example:

“Thank you Sue for being responsible by lining up quickly!”
“Thank you Billy for being safe by walking on the side of the hallway!”

Remember to reinforce 10 times per day to keep problem behavior away!!
To ensure sustainability of PBIS, each school has developed a calendar to review set expectations as outlined. This may also be an opportunity to celebrate student’s growth and successes.

<table>
<thead>
<tr>
<th>Who</th>
<th>When</th>
<th>Month</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin</td>
<td>Before school starts</td>
<td>July</td>
<td>• Prepare for roll out&lt;br&gt;• Staff Kick-Off&lt;br&gt;• Student Kick-Off</td>
</tr>
<tr>
<td>All Staff</td>
<td>Done by: 8/9/19</td>
<td>August</td>
<td>• Develop expectations for classroom&lt;br&gt;• Teach expectations for hallway, cafeteria, bathroom, and playground</td>
</tr>
<tr>
<td>T1</td>
<td>Before end of quarter</td>
<td>September</td>
<td>Develop PBIS celebration for Quarter 1</td>
</tr>
<tr>
<td>All Staff</td>
<td>Done by 1 week post Fall Break</td>
<td>October</td>
<td>• Refresher course:&lt;br&gt;○ Review expectations for common areas&lt;br&gt;○ Review expectations for AUP</td>
</tr>
<tr>
<td>All Staff</td>
<td>Done by 12/6/19</td>
<td>November</td>
<td>• Refresher course:&lt;br&gt;○ Review expectations for common areas&lt;br&gt;○ Review expectations for AUP</td>
</tr>
<tr>
<td>T1</td>
<td>Before Christmas Break</td>
<td>December</td>
<td>Develop PBIS celebration for Quarter 2</td>
</tr>
<tr>
<td>All Staff</td>
<td>Done by 1/10/20</td>
<td>January</td>
<td>• Refresher course:&lt;br&gt;○ Review expectations for common areas&lt;br&gt;○ Review expectations for AUP</td>
</tr>
<tr>
<td>T1</td>
<td>Before Spring Break</td>
<td>February</td>
<td>Develop PBIS celebration for Quarter 3 and AzMerit Kick-Off Assembly</td>
</tr>
<tr>
<td>All Staff</td>
<td>Done by 3/27/20</td>
<td>March</td>
<td>• Refresher course:&lt;br&gt;○ Review expectations for common areas&lt;br&gt;○ Review expectations for AUP</td>
</tr>
<tr>
<td>T1</td>
<td>Done by 4/1/20</td>
<td>April</td>
<td>Develop PBIS celebration for Quarter 4</td>
</tr>
<tr>
<td>T1</td>
<td>May</td>
<td></td>
<td>• Review T1 handbook</td>
</tr>
<tr>
<td>Admin</td>
<td>June</td>
<td></td>
<td>Send T1 handbook to Governing Board for approval</td>
</tr>
</tbody>
</table>

**Lesson Plans**
To address the minor and major behaviors of students, lesson plans have been developed based on the needs of each school site. It has been determined there are five areas of concerns: cafeteria, bathroom, hallway, playground, and classroom. At Hulet, each teacher will develop their own norms for their classroom that align to our school-wide goals of being Respectful, Responsible, Safe, and Kind.

**AREA:**  BATHROOM (Boys at the Boys Restroom and Girls at the Girls Restroom)
**TIME ALLOCATED:**  15-20 minutes
**MATERIALS:**  2-3 adults - Teaching Poster of Hallway Expectations - pencil

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### BEEPER CHARACTER

<table>
<thead>
<tr>
<th>WE ARE RESPECTFUL</th>
<th>WE ARE RESPONSIBLE</th>
<th>WE ARE SAFE</th>
<th>WE ARE KIND</th>
</tr>
</thead>
</table>
| 1. Respect privacy and property  
2. Wait your turn  
3. Use appropriate amounts of soap/water/and paper | 1. Be quick  
2. Go and flush | 1. Keep water in the sink  
2. Keep feet on the floor  
3. Wash your hands  
4. Report concerns to teacher | 1. Keep lights on/off at appropriate times  
2. Respect personal space/privacy  
3. Speak kindly |

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### TEACH

A. Overview of the lesson: “Today we are going to talk about how we are respectful, responsible, safe, and kind in the bathroom.”

B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

C. Definition of Hulet Expectations for the restroom: See above matrix for expectations.

1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
2. Discuss the detail of the expectations with students.

### MODEL

A. Demonstrate examples of not following expectations.

1. Respectful - Show example of not cleaning up the space (throw paper towel on the floor, smear soap on the mirror), and showing privacy (i.e., looking under the stall). Talk with students about how else a person might not be following the Respectful expectation in the bathroom. (Use
2. Responsible - Show example of not flushing the toilet. Talk with students about how else a person might not be following the Responsible expectation in the bathroom (use poster/matrix).
3. Safe - Show example of not washing hands (i.e., act as if going from toilet right to leaving restroom). Talk with students about how else a person might not be following the Safe expectation in the bathroom (use poster/matrix).
4. Kind - Show example of not turning lights off (turn the lights off). Reshow expectation of privacy and personal space. Talk with students about how else a person might not be following the Kind expectation in the bathroom (use poster/matrix).

B. Choose a couple of students to "show" examples of following the expectations.

1. Respectful - Have a student show an example for cleaning up their space (i.e., throw paper towel away after washing hands) and privacy (i.e., knock on the stall door before entering). Talk with students about how else a student can follow the Respectful expectations of Hulet.
2. Responsible - Have a few students show an example of not talking (silence), coming into the restroom and going directly to the toilet, flushing the toilet, and being ready for next step. Talk with students about how else a student can follow the Responsible expectations of Hulet.
3. Safe - Have a few students show an example of washing hands. Talk with students about how else a student can follow the Responsible expectations of Hulet.
4. Kind - Have a student show an example of leaving the restroom without turning off the lights knowing another student is in there. Talk with students about how else a student can follow the kind expectations of Hulet.

C. Discussion. "Tell me what "Respectful, Responsible, Safe, and Kind look, feel, or sound like in the bathroom."

PRACTICE A. Have all students' line up outside the restroom, and two at a time boys in boys/ girls in girls into the restroom to demonstrate Hulet's expectations to an adult.

B. Debrief with students any questions. "Are there any questions you have about being respectful, responsible, safe, and kind behavior in the bathroom?"

AREA: HALLWAY
TIME ALLOCATED: 15-20 minutes
MATERIALS: 2-3 Adults - Teaching Poster of Restroom Expectations
## BEEPER CHARACTER

<table>
<thead>
<tr>
<th>WE ARE RESPECTFUL</th>
<th>WE ARE RESPONSIBLE</th>
<th>WE ARE SAFE</th>
<th>WE ARE KIND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follow reasonable request</td>
<td>1. Stay on your path</td>
<td>1. Walk only</td>
<td>1. Use manners</td>
</tr>
<tr>
<td>2. Quiet voices and feet.</td>
<td>2. Be prompt</td>
<td>2. Watch where you are going</td>
<td>2. Hands to self</td>
</tr>
<tr>
<td>3. Be considerate of others</td>
<td></td>
<td>3. Adults only answer outside doors</td>
<td>3. Respect other's personal space</td>
</tr>
<tr>
<td>4. Walk around adults in discussion.</td>
<td></td>
<td></td>
<td>4. Respect bulletin boards</td>
</tr>
</tbody>
</table>

### TEACH

**A.** Overview of the lesson: “Today we are going to talk about how we are respectful, responsible, safe, and kind in the hallway.”

**B.** Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

**C.** Definition of Hulet’s expectations for the hallway: See above matrix for expectations.

1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
2. Discuss the detail of the expectations with students.

### MODEL

**A.** Demonstrate examples of not following expectations.

1. Respectful - Show example of not following a reasonable request (adults talk in line, teacher reminds students of expectation, adults continue to talk). Show example of not following quiet voices and feet (talk loudly and stomp feet.) Talk with students about how else a person might not be following the Respectful expectation in the hallway (use poster/matrix).

2. Responsible - Show example of not staying on your path (i.e., walking alongside classroom line, walking on the opposite side of hallway). Talk with students about how else a person might not be following the Responsible expectation in the hallway (use poster/matrix).

3. Safe - Show example of not watching where you’re going/walk only (i.e., one adult jog around the corner other adult jog around the other side of the corner. Bump into each other softly.) (i.e., adult walking backwards talking to another adult. Adult walking forward the correct way. The one walking backwards runs into the adult walking correctly.) Talk with students about how else a person might not be following the Safe expectation in the hallway (use poster/matrix).

4. Kind - Show example of not using manners (i.e. picking at bulletin boards, shutting classroom doors, talking loudly in hallway.) Show example of not keeping hand to self (i.e., adults walk in a line and one adult poke the person in front, another adult kick at the feet of person in front.) Talk with students about how else a person might not be following the Safe expectation in the hallway (use poster/matrix).
B. Choose a couple of students to “show” and talk students through examples of following the expectations.

1. Respectful - Show an example for following reasonable request. Ask a couple students to be respectful with silent voices. Have some students talk and ask in a positive way to quiet down. Show an example of students walking around an adult.

2. Responsible - Show an example of staying on their own path and be prompt. Have a few students show how to walk in the hallway without stopping and going straight to their destination. Show students staying on their own path by keeping hands to their sides and walking down the hall quietly. Students show not talking (silence) and keeping hands to their sides as they walk down the hall.

3. Safe - Show an example of walking and watching where they are going. Have the student’s face forward following their neighbor that way they can see where they are going and have them walk down the hall.
4. Kind- Show an example of keeping hand to their self, respecting others personal space, and using manners. Have students put hands to their sides and have them walk quietly down the hall without kicking the person in front of them or poking the person in front of them as well as things on the wall.

C. Discussion. “Tell me what “Respectful, Responsible, Safe, and Kind look, feel, or sound like in the hallway.”

PRACTICE

A. Have all students line up on the right side of the hallway and have them walk down a hallway and back, with the adult monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, safe, and kind behavior in the hallway?”

AREA: CAFETERIA
TIME ALLOCATED: 15-20 minutes
MATERIALS: 2-3 Adults - Teaching Poster of Lunchroom Expectations - trays - napkins -
silverware - milk - food cart

Beeper Character

<table>
<thead>
<tr>
<th>WE ARE RESPECTFUL</th>
<th>WE ARE RESPONSIBLE</th>
<th>WE ARE SAFE</th>
<th>WE ARE KIND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speak softly, visit quietly</td>
<td>1. Take only what you will eat</td>
<td>1. Eat only your food</td>
<td>1. Allow others to sit if they come</td>
</tr>
<tr>
<td>2. Feet on floor</td>
<td>2. Clean your messes</td>
<td>2. Look out for spills and others</td>
<td>2. Help others</td>
</tr>
<tr>
<td>3. Use manners</td>
<td>3. Follow reasonable requests</td>
<td>3. Hold onto your recess equipment until you get outside</td>
<td>3. Be grateful and say “Thank you,” “Please,” and “You’re welcome.”</td>
</tr>
</tbody>
</table>

TEACH
A. Overview of the lesson: “Today we are going to talk about how we are respectful, responsible, safe, and kind in the cafeteria.”
B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”
C. Definition of Hulet Expectation for the lunchroom: See above matrix for expectations.
1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.  
2. Discuss the detail of the expectations with students.

MODEL
A. Demonstrate examples of not following expectations.
1. Respectful - Show example of not waiting for food quietly (i.e., budging others, grabbing the tray before server is ready), using manners (i.e., grabbing someone else’s food, taking a trade of food). Talk with students about how else a person might not be following the Respectful expectation in the cafeteria (use poster/matrix).
2. Responsible - Show example of not cleaning your mess (raise hand to leave and leave trash behind while going to throw away tray), Show example of not keeping hands and feet to yourself when waiting your turn (raise hand to leave and shout to get an adults attention, wave arms around accidently hitting the person next to you, and stand up). Talk with students about how else a person might not be following the Responsible expectation in the cafeteria (use poster/matrix).
3. Safe - Show example of not walking (i.e., run through the lunchroom), holding onto your recess equipment until you get outside (i.e. take ball to sideline where students sit to get release to go outside. Bounce a ball and have another adult take it, run after. Bounce ball and hit it out of their hands having the ball roll away). Talk with students about how else a person might not be following
the Safe expectation in the cafeteria. (Use poster/matrix)
4. Kind- Show example of not allowing other to sit if they come (i.e., have adult walking to go to a place to sit, adult scoots to take up that space. Adults telling students they can’t sit there because they are saving that seat.) Show example of not be grateful and saying “thank you, “please,” and “you’re welcome.” (i.e., have adult go up to get tray, say loudly this food looks gross! Go up to a seat and tell the other adult “move” and sit down.) Talk with students about how else a person might not be following the Kind expectation in the cafeteria. (Use poster/matrix)

B. Choose a couple of students to “show” examples of following the expectations.
1. Respectful – Show an example for waiting for food quietly (i.e., lining up on the line in single file line, wait at the counter for tray), using manners (i.e., sit and eat from own tray, waiting in line to grab food). Talk with students how the other Respectful expectations may look like in the cafeteria. (Use poster/matrix).
2. Responsible – Show an example for cleaning you’re mess raise your hand (i.e., raise hand wait until adult says you can leave and take trash with you.). Show an example keeping hands and feet to yourself when waiting your turn (i.e., raise your hand straight up and wait quietly until an adult releases you. Walk to through tray away and sit at the sideline with hands to yourself until teacher comes to release you for recess.) Talk with students how the other Responsible expectations may look like in the cafeteria. (Use poster/matrix).
3. Safe – Show an example of walking (i.e., walk into the cafeteria to the serving line area and where you are sitting to eat), holding on to your recess equipment in line (i.e., walk to sideline, take a seat, put the ball on your lap and hold on to equipment until you get outside.) Talk with students how the other Safe expectations may look like in the cafeteria. (Use poster/matrix).
4. Kind – Show an example of allowing students to sit if they come (i.e., have a student walk to a table and students make room and say nothing when they sit down.) Show example of being grateful and being polite (i.e., have student go grab food tell the servers thank you and please when getting food. When going to sit at a table ask, “can I please sit here?”) Talk with students how the other Safe expectations may look like in the cafeteria. (Use poster/matrix).

C. Discussion. “Tell me what “Respectful, Responsible, Safe, and Kind look, feel, or sound like in the lunchroom.”

PRACTICE A. Students enter the cafeteria and follow the expectations all of the way through, with an adult monitoring.

B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, safe, and kind behavior in the cafeteria?”

AREA: PLAYGROUND
TIME ALLOTTED: 15-20 minutes
MATERIALS: 2-3 Adults - Teaching Poster of Playground Expectations - balls - whistle
Beeper Character

<table>
<thead>
<tr>
<th>WE ARE RESPECTFUL</th>
<th>WE ARE RESPONSIBLE</th>
<th>WE ARE SAFE</th>
<th>WE ARE KIND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use positive words</td>
<td>1. Line up promptly when bell rings</td>
<td>1. Watch for others</td>
<td>1. Take turns</td>
</tr>
<tr>
<td>2. Respect other people's choices</td>
<td>2. Put/hold equipment away</td>
<td>2. Use equipment correctly</td>
<td>2. Include others</td>
</tr>
<tr>
<td>3. Be an example</td>
<td>3. Use time wisely (drinks, restroom, etc.)</td>
<td>3. Walk to lines; stand in line quietly and listen for</td>
<td>3. Share and be fair</td>
</tr>
<tr>
<td>4. Follow reasonable requests</td>
<td></td>
<td>instructions</td>
<td>4. Agree to rules, then play by them.</td>
</tr>
</tbody>
</table>

**TEACH**

A. Overview of the lesson: “Today we are going to talk about how we are respectful, responsible, safe, and kind in the playground.”

B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

C. Definition of Hulet expectation for the playground: See above matrix for expectations.

1. Show the Teaching Poster of Expectations with pictures and walk through the expectations.
2. Discuss the detail of the expectations with students.

**MODEL**

A. Demonstrate examples of not following expectations.

1. Respectful - Show example of not respecting other people’s choices/using positive words (i.e., adult give suggestion of what or how to play. Other adult shut down their idea/choice by not using positive words. Ex: that is a dumb idea.). Show example of not being an example (i.e., telling someone they cannot play in a basketball game), show example of not following reasonable requests (i.e., not going to walk laps when directed for disciplinary reasons). Talk with students about how else a person might not be following the Respectful expectation on the playground. (Use poster/matrix)

2. Responsible - Show example of not lining up promptly (i.e., go where lines line up and leave a huge gap, play with tetherball equipment, play tag). Show example of not putting/holding equipment up when the bell rings (i.e., throwing a ball in the field and saying, “oh, it’s time to line up” and leave the ball/ bounce the ball in lie/ throw ball up and down in line.). Talk with students about how else a person might not be following the Responsible expectation on the playground (use poster/matrix)

3. Safe - Show example of not using equipment correctly (i.e., throwing a ball at someone, playing tag on the jungle gym, swinging or hanging on the tetherball poles, twisting the swings when swinging). Talk with students about how else a person might not be following the Safe expectation on the playground (use poster/matrix).
4. Kind- Show example of not taking turns (i.e., cut in line when someone’s turn is coming up. Stay in
the game even though you are out.) Show example of not including others (i.e., adult comes up to ask
to play, other adult tells them no and to go play somewhere else.) Show example of not being fair
(i.e., adults play a game of freeze tag (walking), tagger tags someone but the adult does not freeze
and starts saying they didn’t feel anything and that they’re still in.) Talk with students about how else
a person might not be following the Kind expectation on the playground (use poster/matrix)

B. Choose a couple of students to "show" examples of following the expectations.

1. Respectful - Have students show an example of being an example (i.e., say "would you like to
swing", "would you like to play a game with us"), and follow reasonable request (i.e., take laps when
directed by adult). Talk with students about how else a student can follow Respectful expectations
on the playground. (Use poster/matrix)

2. Responsible - Have students show example of lining up promptly when bell rings (i.e., go where
lines line up and have students line up quietly, facing forward, and keeping hands to their sides).
Show example of putting/holding equipment up when the bell rings (i.e., have students line up with
their equipment holding it with two hands. If they borrowed equipment when they are put out have
students put them back neatly and then line up). Talk with students about how else a student can
follow Responsible expectations on the playground. (Use poster/matrix)

3. Safe - Have students show examples of using equipment correctly (i.e., have students bounce
basketball on concrete, have students show how to correctly play on the jungle gym without running
and one at a time going down a slide, have a student demonstrate the correct way to swing.).
Students show examples of walking to lines (i.e., students walk to lines and line up facing forward
with hands to their sides.) Talk with students about how else a person can follow Safe expectation
on the playground. (Use poster/matrix)

4. Kind - Have students show an example of taking turns (i.e., lose at tetherball go to the back of
the line for next player to come up, swing and then let someone else swing if all are taking up.) Have
students show how to include people (i.e., see someone watching them play invite them in. Have
students show examples of being fair (i.e., when out being a good sport and going back into the line.)
Talk with students about how else a person can follow Respectful expectation on the playground.
(Use poster/matrix)

C. Discussion. “Tell me what "Respectful, Responsible, Safe, and Kind look, feel, or
sound like on the playground.”

PRACTICE A. Students enter the playground and follow the expectations all of the way
through, with an adult monitoring.

B. Debrief with students any questions. “Are there any questions you have about being
respectful, responsible, and safe behavior on the playground?”

Hulet Matrix

The PBIS behavior matrix is a chart that clearly communicates expectations for
positive behaviors to be exhibit at Hulet Elementary and the Holbrook
Transportation. The **purpose** of a PBIS behavior **matrix** is to identify and display positive behaviors that meet behavioral expectations across all school contexts and settings.

### HULET ELEMENTARY SCHOOL MATRIX

<table>
<thead>
<tr>
<th></th>
<th>Cafeteria</th>
<th>Hallway</th>
<th>Bathroom</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>• Speak softly/visit quietly</td>
<td>• Follow reasonable request</td>
<td>• Respect privacy and property</td>
<td>• Use positive words</td>
</tr>
<tr>
<td></td>
<td>• Feet on floor</td>
<td>• Quiet voices and feet</td>
<td>• Wait your turn</td>
<td>• Respect other people’s choices</td>
</tr>
<tr>
<td></td>
<td>• Use manners</td>
<td>• Be considerate of others</td>
<td>• Use appropriate amounts of soap/water/and paper</td>
<td>• Be an example</td>
</tr>
<tr>
<td></td>
<td>• Respect allergies/boundaries</td>
<td>• Walk around adults in discussion</td>
<td>•</td>
<td>• Follow reasonable requests</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>• Take only what you will eat</td>
<td>• Stay on your path</td>
<td>• Be quick</td>
<td>• Line up promptly when bell rings</td>
</tr>
<tr>
<td></td>
<td>• Clean your messes</td>
<td>• Be prompt</td>
<td>• Go and Flush</td>
<td>• Put equipment away</td>
</tr>
<tr>
<td></td>
<td>• Follow reasonable requests</td>
<td>• Keep hands and feet to yourself when waiting your turn</td>
<td>• Use time wisely (drinks, restroom, etc)</td>
<td>• Use time wisely (drinks, restroom, etc)</td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>• Eat only your food</td>
<td>• Walk only</td>
<td>• Keep water in the sink</td>
<td>• Watch for others</td>
</tr>
<tr>
<td></td>
<td>• Look out for spills and others</td>
<td>• Watch where you are going</td>
<td>• Keep feet on the floor</td>
<td>• Use equipment correctly</td>
</tr>
<tr>
<td></td>
<td>• Hold onto your recess equipment until you get outside</td>
<td>• Adults only answer outside doors</td>
<td>• Wash your hands</td>
<td>• Walk to lines, stand in line quickly and listen for instructions</td>
</tr>
<tr>
<td><strong>Be Kind</strong></td>
<td>• Allow others to sit if they come</td>
<td>• Use manners</td>
<td>• Report concerns to teacher</td>
<td>• Report concerns to duty teachers</td>
</tr>
<tr>
<td></td>
<td>• Help others</td>
<td>• Respect others personal space</td>
<td>•</td>
<td>• •</td>
</tr>
<tr>
<td></td>
<td>• Be grateful and say, “Thank you,” “Please,” and “You’re welcome.”</td>
<td>• Respect bulletin boards</td>
<td>• Keep lights off at appropriate times</td>
<td>• Take turns</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>• Include others</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>•</td>
<td>• Agree to rules, then play by them</td>
<td>• Share and be fair</td>
</tr>
</tbody>
</table>

- 17 -
Consequence System

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

- We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.
- A primary focus of responses for problem behavior is the instruction of the expected behavior.
- Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting.

Primary goals in responding to problem behavior are to identify minor problem behavior early, then quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirects pre-planned consequences may be required.
When a behavior needs to be modified, staff should utilize the matrix and the following script:

1. Identify the student "(Student Name), "
2. Identify the rule...Respectful, Responsible, Be Safe, and/or Be Kind
   "you did not show responsibility"
3. Reteach the expectation
   "You should have your work out and be prepared."
4. Acknowledge positive behavior in the classroom to reinforce identified behavior. Note: This does not have to be the same student.

**Level 1:**
Staff is encouraged to deal with minor problem behavior in the classroom. The response to many behaviors will be a simple redirection and return to instruction (e.g. redirect to task, a calm response to engage in the expected behavior, or recognizing a neighboring peer for the expected behavior).

**Level 2:**
For student behavior that persists beyond a warning or repeated redirection, disrupts instruction, or recurring student behavior a teacher redirection may be paired with an “Beeper Reset” slip. When delivering a “Beeper Reset”, staff members should clearly identify the behavior of concern, link it to violation of a school-wide rule; Be Respectful, Be Responsible, Be Safe, and Be kind. Then use the opportunity to have the student practice the appropriate response whenever possible. Staff may pair with a classroom consequence; however, take precautions to reduce the loss of instructional time.
Behaviors that are given a “Beeper Reset” frequently warrant communication with parents. Behaviors that indicate a “Beeper Reset” are more serious than a Level 1 offense and may result in disciplinary action. Students may also receive an “Beeper Reset” for repeated redirections for the same behavior.

**Level 3:**
Serious student offenses for which the school principal will be involved requires an Office Discipline Referral. Such offenses will merit parent communication and may result in some disciplinary action. A student may also receive a Discipline Referral for receiving 3 Beeper Resets for the same offense. Disciplinary responses for
Level 3 offenses will focus on minimizing the loss of instructional time and focus on returning the student to the classroom as quickly as possible when it is safe to do so. Once again instruction of the expected behavior, including student practice, should be a consistent component of all disciplinary responses.

A progressive series of consequences may be levied. As much as possible natural consequences for behavior will be issued (e.g. writing an apology, making up missed instructional time), which may include restitution for damaged property. Out of school suspension may be warranted in the most extreme cases, but only when the physical safety of the student, peers or staff are of concern. In some cases, in-school suspension may be utilized to redirect the negative behavior and maintain access to instructional activities to the greatest extent possible.

**Individual Student Behavioral Supports**

Hulet Elementary Schools will regularly review discipline referral data to identify areas for intervention and students who are at-risk. For students who engage in repeated, chronic behavior, additional supports will be addressed on an individual basis. Research has found that 10-15% of students will require additional support to be successful socially in school. Some of these students will respond to simple levels of intervention, while others will require more intensive individualized support. Hulet Elementary Schools will implement a continuum of supports for those students who engage in repeated problem behavior and whose behavior fails to respond to the normal school-wide disciplinary consequences.
Behavioral Flowchart

Is the behavior teacher or office managed?

Intervention 1:
- Redirect student
- Re-teach behavior
- Document minor
- Appropriate Intervention

Intervention 2:
- Reteach/verbal reflection
- Document minor
- Appropriate intervention

Intervention 3:
- Reteach/Written Think Sheet
- Contact Home
- Document Minor
- Appropriate intervention

Intervention 4:
- Complete ODR for 3 minors
- Send paperwork to office

Office Intervention
- Complete ODR form
- Conference with student
- Communicate with parent

Administrative Response:
- Administrator investigates written report
- Student conduct record is consulted
- Administrator determines intervention
- Administrative staff provides feedback to staff member

Every week starts with a fresh slate

Possible Interventions:
- Time out in classroom/buddy room
- Private conversation
- Other natural intervention
- Time out in buddy classroom
- Community Service
- Additional reflection form
- Earned privilege/buddy
- Picking up trash
- Apology note/journaling
- Verbal warning/redirect
- Cleaning cafeteria
- Taking a walk
- Call/note to parent
- Working for teacher
- Quiet corner/Relaxation
### Major and Minor Clarifications

<table>
<thead>
<tr>
<th>Minor Behavior</th>
<th>Major Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inappropriate Language:</strong> Disruptive language and/or gestures not suited for use i.e. swearing, slangs such as sucks or pissed, using the middle finger, sticking out tongue, eye rolling</td>
<td><strong>Major Inappropriate Language:</strong> Use of obscene or foul language including racial slurs or minor inappropriate language infractions after following the flow chart process 3 times.</td>
</tr>
<tr>
<td><strong>Noncompliance:</strong> Not following directions as they are intended</td>
<td><strong>Inappropriate Sexual Behaviors:</strong> Thrusting, touching private parts, sexual comments or language</td>
</tr>
<tr>
<td><strong>Minor Dishonesty:</strong> Student delivers messages that are untrue and/or deliberately violates a rule.</td>
<td><strong>Major Dishonesty:</strong> This dishonesty continues after following the flow chart process 3 times and/or impacts the learning and safety of others.</td>
</tr>
<tr>
<td><strong>Disruption:</strong> Student engages in low intensity, but inappropriate disruption. i.e. getting out of seat, yelling out, sharpening pencils</td>
<td><strong>Major Disruption:</strong> The disruption continues following the flow chart process 3 times.</td>
</tr>
<tr>
<td><strong>Teasing/Name Calling:</strong> Gossip, Rumors about others, calling each other boyfriend and girlfriend, or names such as stupid, dumb, idiot, or making negative comments about appearance, size, or weight.</td>
<td></td>
</tr>
<tr>
<td><strong>Minor AUP Violation:</strong> YouTube, listening to music, visiting websites not assigned (CoolMath, Google Images), changing computer settings without permission, Chatting within Google Account.</td>
<td><strong>Major AUP Violation:</strong> Pornography, sexually explicit images or nudity, dangerous items such as guns or weapons, racist comments/pictures, suggestive comments/pictures or when three minor AUP Violations are accrued.</td>
</tr>
</tbody>
</table>
Major Office Discipline Referral

SWIS Office Discipline Referral Form

Student ____________________  Grade ___  Staff ________________  Date _____  Time __:___

**Location**
- Classroom
- Hallway
- Playground
- Cafeteria
- Bus
- Loading Zone
- Restroom
- Common areas
- Library
- Special Event/Field Trip
- Classroom
- Cafeteria
- Restroom
- Library
- Hallway
- Bus
- Loading Zone
- Restroom
- Common areas
- Library
- Special Event/Field Trip

**Problem Behaviors** Circle the most intrusive. Check one to three secondary behaviors if applicable.

**MINOR**
- Inappropriate Language
- Calling out
- Teasing/name calling
- Refusal to work
- Non-compliance
- Running
- Minor dishonesty
- Inappropriate clothing
- Minor disruption
- Minor aggression
- Unsafe or rough play
- Disrespectful
- Disrespect towards property

**MAJOR**
- Aggressive Physical contact
- Bullying
- Inappropriate sexual behaviors
- Credible threats
- Use/possession of alcohol/drugs
- Fighting
- Property Destruction
- Weapons
- Leaving school property
- Pattern of aggressive profane language
- Harassment
- disability
- race
- ethnicity
- religion
- gender
- sexual
- physical
- other
- Chronic minor infractions
- Theft
- Cheating
- Other: ______________________

**Possible Motivation**
- Obtain Peer Attention
- Obtain Items/activities
- Obtain Adult Attention
- Other
- Avoid Peer Attention
- Avoid Tasks/activities
- Avoid Adult Attention
- Unknown

**Others involved:**
- None
- Peers
- Teacher
- Staff
- Substitute
- Unknown
- Other: ______________________

**Restraint/ Seclusion:**
- None
- Restraint
- Seclusion
- Restraint & Seclusion

**Action(s) Taken** Circle the most severe. Check one to three secondary behaviors, if applicable.
- Time out/ detention
- Out-of-sch. Susp. _____ days
- Expulsion _____ days
- Loss of privileges
- Confer. w/ student
- Parent contact
- Bus suspension
- Community service
- In-sch. susp. _____ days
- Time in office
- Restitution
- Other: ______
Positive Responses to Student Misbehaviors

“You want your responses to take the least amount of planning, the least amount of effort, the least amount of time, and the least amount of paperwork.” ~ Fred Jones ~

**NON-VERBAL RESPONSES**

<table>
<thead>
<tr>
<th>Positive Teacher Responses</th>
<th>Looks Like/Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Withitness:</strong> Know what is happening at all times in the classroom</td>
<td>Walk around the room. Make sure you spend time in each quadrant. Scan the faces of students, making eye contact with as many as possible. Look for behavior that can turn into problems-make eye contact, move toward student, and/or say something.</td>
</tr>
<tr>
<td><strong>Signaling:</strong> eye contact and facial expressions</td>
<td>Look at the student in a way that sends the message: “I know what you are doing.” Use your teacher look.</td>
</tr>
<tr>
<td><strong>Signaling:</strong> gestures</td>
<td>Gestures include: pointing to the rules posted in the room, holding up your hand (Zero Noise or Active Listening), shaking your head, leaning in toward a student, placing your index finger to your lips, placing hands on hips and folding arms.</td>
</tr>
<tr>
<td><strong>Proximity</strong></td>
<td>Move around the classroom. Stand next to a student who is misbehaving. Arrange seats so that you can get to any student quickly.</td>
</tr>
</tbody>
</table>
| Planned Positioning | Stand next to the classroom door.  
|                     | Sit between two students.  
|                     | Never turn your back to the students. |
| Waiting             | Stop Talking. Stand quietly and wait. Wait until all students are doing what they are supposed to be doing. |
| Behavior Records    | Look at the student to get their attention or move to the student. Say nothing. Record the behavior. |

**VERBAL RESPONSES**

<table>
<thead>
<tr>
<th>Positive Teacher Responses</th>
<th>Looks Like/Sounds Like</th>
</tr>
</thead>
</table>
| **Names**: Using a student’s name in a positive way | “Jazaria, will you act as our recorder for us during the next activity?”
| | “Tyshawn, I’ll be asking you to share your thoughts on the next question.” |
| **Reminders, prompts, and cues** | Quietly walk over to the student, state the reminder privately, and move away. |
| | Keep a Post-It note on the student’s desk. Add a mark to it each time the student displays the inappropriate behavior. |
| | Place a Post-It when the rule is being consistently followed. |
| **Descriptive Statements** | “It’s almost time for break” |
| | Papers are due in 7 minutes” |
| | “It’s nearly time to change classes.” |
| **Enforceable Statements** | “I listen to people who raise their hand.” |
| | “When everything is cleaned up, we will go to lunch.” |
| | “When everyone is quiet, I will begin reading.” |
### Questions

- “Alfredo, are you aware that your pencil tapping is disturbing others?”
- “Lexi, would you read silently. Your voice is distracting to people sitting near you.”
- “Poncho, do you realize your humming is distracting to others in the class?”

### Choices

- “Would you rather work alone or with your group?”
- “Feel free to do the first 10 problems or the last 10.”

### Removing Distractions

- Remove the item of distraction. Return the item when the student is back on task.
- Ask the student to put the item away.
- Pass materials out after you give directions.

### Positive Interactions

- Aim for 5 positive to 1 negative teacher to student interaction.

### Whole Class Reminders

- “Safety please”
- “Respect quiet time”
- “I see a few students off task. Let me repeat the directions”

### Positive Teacher Responses

<table>
<thead>
<tr>
<th>Looks Like/Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>“We have this rule because…”</td>
</tr>
</tbody>
</table>

### Whole Class Assessment: Post rules and ask students to self-assess periodically.

- “Let’s review our class rules and assess how we did today.”

### Redirection: Remind student of the task without commenting on the off task behavior.

- “What is your job right now?”
- “You need to get to class.”

### Problem Solving

- “Let’s figure out how you can get to class on time”

### Seating: Change seat (student choice or teacher choice)

- “Michael please choose another seat where you can focus better.”
- “Michael, please move your seat next to me.”
| Offer Assistance | “Emma, how can I help you?”  
| | “Juan, what can I do to help you be successful today?”  
| | “Maria, what can I do to help you get started?”  
| **Active Listening:** Listen to the student and paraphrase back. | “So you are upset because...”  
| **Verbal Praise:** Used to recognize other students doing the right thing which will in turn encourage other students to demonstrate positive behavior. | “Group 3 is reading the directions together and identifying roles in the group”  
| **Verbal Praise:** Used to encourage students and reinforce positive behavior. | “Marcus, you are doing a great job walking quietly in the hallway”  
| **Differential Reinforcement:** Catch them being good and reinforce. | Two or 3 times in a class speak to the student softly and privately. Tell the student: “I like the way you are paying attention and asking questions in the class that are thought provoking.”  
| **Preemptive:** Remind student(s) of appropriate behavior before the activity takes place. | “Carmen, remember that during independent work time I expect you to remain in your seat, work on your assignment and not talk. If you have questions, raise your hand and I’ll help you.”  
| State the appropriate behavior. Identify the incorrect behavior. | “We respect other in this room and that means not using put downs”  
| **Smile, give feedback, pause, state name, say please + your request, pause, say thank you, and state name.** | (Smile and say) “Christopher, please stop talking to Freddie and get to work on your assignment. Thank you, Christopher. (Smile again).”  
| Respond in a positive way with a reminder to the rule. | “Thank you for sharing. Can you remember to raise your hand please?”  
<p>| Ask for an alternative appropriate response. | “How can you show respect and still get your point across?” |</p>
<table>
<thead>
<tr>
<th><strong>Provide and opportunity to practice the skill and provide verbal feedback.</strong></th>
<th>“That’s much better, thank you for showing respect towards others”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Ignoring</strong></td>
<td>Ignore the undesired behavior. Go on with business and wait to catch the student being good. Recognize the positive behavior of other students.</td>
</tr>
<tr>
<td><strong>Time Delay:</strong> Wait the student out. Give the student time to think it through.</td>
<td>“Let me give you 5 minutes to think it through and I’ll come back and we will talk more.”</td>
</tr>
<tr>
<td><strong>Premacking:</strong> Withhold something the student desires until he does what you have asked.</td>
<td>“You can play the game, after you finish your math problems.”</td>
</tr>
<tr>
<td><strong>Hurdle Help:</strong> Provide help to the student in order to overcome difficulty in completing the assignment, thereby removing the hurdle.</td>
<td>“Nina, you seem stuck. Let’s see if I can help you figure out what you need to do next and how you can help yourself the next time.”</td>
</tr>
</tbody>
</table>
| **Antiseptic Bouncing:** Removing the student from the situation. | “Let’s take a walk”  
“Please go next door to complete your work. I’ll check on you in 5 minute.”  
“Please go get a drink and come back and we will talk.” |
| **Logical Consequences:** Strategies designed to help the student consider the possible consequences of his actions. | “If you run in the hallways, you might hurt yourself.” |
| **Restructure:** shifting gears | Abandon the activity or switch to an alternative activity. |
Direct Appeal to Values:  
Apex to the values of student(s) when intervening in a problem.

| “You seem angry with me. Have I been unfair to you?” |
| “I know you are angry, but if you break that, you will have to replace it with your own money.” |
| “Your classmates will be angry with you if you continue to interrupt the lesson.” |
| “I care about you and I cannot let your behavior continue” |
| “I know you will be mad at yourself if I tear up that paper you’ve work on all period.” |