

Bucksport High School

Positive Behavior
Supports
Teacher Handbook



2011-2012 School Year

Positive Behavior Supports Teacher Handbook

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Positive Behavior Supports Overview

Positive Behavior Supports Defined

Positive Behavior Supports (PBS) is rooted in the behavioral or behavioral analytical perspective in which it is assumed that behavior is learned, is related to immediate and social environmental factors, and can be changed. PBS is based on the idea that students learn appropriate behavior in the same way they learn to read-through instruction, practice feedback, and encouragement. Key features of PBS include: (1) administrative leadership, (2) team-based implementation, (3) a clear set of defined positive expectations and behaviors, (4) teaching of expected behaviors, (6) monitoring and correcting errors in behaviors, and (7) using data-based information for decision-making, monitoring, and evaluating building results.

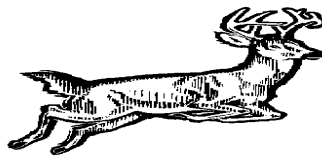
Why PBS?

Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

Bucksport High School Expectations and Goals

Building-Wide Expectations

In accordance with PBS universal guidelines, the PBS expectations at Bucksport High School are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations are defined as "The Golden Buck Code."



THE GOLDEN BUCK CODE

AS A STUDENT AT BHS I WILL BE:

- **SAFE**
- **RESPONSIBLE**
- **RESPECTFUL**
- **A LEARNER**

Positive Behavior Supports

Connection to BSIP Goals

Positive Behavior Supports promotes the accomplishment of BSIP (Behavior Support Improvement Plan) goal one, which aims to decrease behavioral infractions by 25% this school year. PBS assists towards this end as it is based upon the concept of teaching behaviors that will prevent noncompliance.

Positive Behavior Supports Teacher Responsibilities Guide

PBS School Goal

Students at Bucksport High School will meet the four building-wide expectations specified in The Golden Buck Code within both classroom and non-classroom settings at all times.

Building-Wide Expectations (The Golden Buck Code)

As a student at BHS, I will be

- Safe
- Responsible
- Respectful
- A Learner

Classroom Teacher Responsibilities

Teachers will teach, model, and practice each of the building-wide behavioral expectations and practice these expectations throughout the year as needed. (See Sample Lesson Plans on pages 23 to 27.)

Teachers will establish their own classroom expectations based upon the building-wide expectations by developing a classroom matrix that will be submitted to the building principal or assistant principal and posted in the teacher's classroom.

Teachers will help students settle academic problems by instructing students on how to be a learner.

Teachers will use the PBS team and the Rungs of Intervention when working with students who fail to meet building-wide and/or classroom expectations. (See "Interventions Handbook" and "Pyramid of Interventions" on pages 15-20.)

Teachers will develop and/or use PBS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations. (See "Recognizing Individuals Who Achieve Behavioral Expectations" on page 13.)

Supervisor Responsibilities

Supervisors are defined as all adults with supervisory authority, including those assigned to hall duty, lunch duty, and all teachers whose students are in attendance at assemblies. All classroom teachers are involved as supervisors at various points within the school day and/or school year.

Supervisors will circulate among students and observe students to see that they are meeting building-wide expectations in all non-classroom settings of the school.

Supervisors will talk with students and provide feedback based on building wide expectations.

Supervisors will follow instructional procedures for handling infractions of building-wide expectations. (See "Instructional Procedure for Dealing with Problem Behaviors" on page 18.)

Supervisors will help students settle problems safely, respectfully, and responsibly.

Supervisors will use the PBS Team and the Pyramid of Interventions when working with students who fail to meet building-wide expectations. (See Interventions Handbook" and "Pyramid of Interventions" on pages 15-20.)

Supervisors will develop and/or use PBS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations. (See "Recognizing Individuals Who Achieve Behavioral Expectations" on page 13.)

Positive Behavior Supports at Bucksport High School

What doe PBS look like at Bucksport High School?

- * Golden Bucks
- * Clifford Cash
- * Buck Grams
- * Tardy Sweep
- * STAR Awards

- * Privilege Time
- * Attendance Recognition
- * Student of the Week
- * Student PBS Panel
- * The Golden Buck Code



The PBS Team

The PBS Team at Bucksport High School consists of representatives from various areas of the building. The team members are here to serve the teachers at BHS in order to ensure student behavioral expectations are taught and reinforced so that behavioral incidents are kept at a minimum. If teachers ever have PBS questions or need assistance in regards to PBS, they should contact a PBS team member. 2011-2012 team members are:

Ed Hatch (administrator)
Chris Jones
Kim Laplant
Megan Lane
John Mannette
Heather Rawcliffe
Denise Smith

ed.hatch@rsu25.org
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Positive Behavior Supports Program Overview

Program Element	Description
Behavioral Expectations Curriculum	The Behavioral Expectations Curriculum is a school designed set of behavioral expectations with accompanying lesson plans. The lessons are planned around The Golden Buck Code and behavioral expectations matrix. They are taught within the first few weeks of school with continued application, practice, and feedback. All teachers also include these expectations in their policy statements and syllabi at the beginning of each school year.
Restorative Justice Behavioral Intervention Curriculum	Restorative Justice Behavioral Intervention Curriculum emphasizes empathy, impulse control, anger management, and other behavioral related skills through a problem solving approach. Students requiring secondary intervention are primarily those who make choices that result in an assignment to ISS, ASD, or OSS. Students will complete lessons when assigned to these settings. Select students will also be assigned to a check-in, check-out system.
Common Area Expectations and Procedures	Common Area Expectations and Procedures are specific for successful participation in those areas. Each procedure specifies expectations for beginning, participating in, and ending common area activities. The Common Area Expectations and Procedures are developed and designed for common areas (i.e. cafeteria, hallways, assemblies, school activities). Expectations and procedures are taught at the beginning of the year in each advisory classroom and at the grade level administrator assemblies; they are then practiced with individual students/classes as needed.
Classroom Expectations and Procedures	Classroom Expectations and Procedures are specific for successful participation in the classroom. The basic expectations are established on a building-wide basis, but teachers may adapt them to their own classroom procedures as appropriate. If assistance is needed in this area, teachers may contact the PBS team. Classroom procedures should be specified for such things as preparing for class, taking care of personal needs, turning in assignments, receiving and submitting make-up work. Requesting assistance, etc.; these procedures should be personalized for each classroom. Each classroom teacher determines if the routines will be teacher-defined and/or student-defined. Expectations and procedures are taught at the beginning of the year and are practiced with individual students/classes as needed. A classroom expectations matrix is developed by each teacher and submitted to his or her administrators.
Pyramid of Interventions	The Pyramid of Interventions is a hierarchy of programs teachers and the PBS team may access when selecting intervention methods for addressing student behavior concerns. The primary tier two intervention for behavior is a

	check-in check-out program while the primary tier three intervention is functional behavior assessments.
PBS Behavioral Recognition Programs	These programs are designed to recognize individuals who meet and/or exceed behavioral expectations.

Positive Behavior Supports Implementation Schedule

Task Description	Timeline	Responsible Individuals
Develop and/or revise classroom matrix expectations to be posted in classroom and submitted to administrator.	Prior to the fourth full week of school.	<u>ALL</u> teachers
Teach and reinforce memorization of The Golden Buck Code.	First two or three weeks of school; reinforce as needed; review in January	<u>ALL</u> teachers and administrators
Use PBS lesson plans to teach building-wide behavioral expectations (The Golden Buck Code)	First two to four days of each class; strongly emphasized in first two to four advisories	<u>ALL</u> teachers
Assemble each grade level and discuss building-wide expectations and goals for the school year.	First two days of school	Administrators and PBS team
Reinforce and practice building-wide behavioral expectations	Throughout the year as needed	<u>ALL</u> teachers
Undergo School Evaluation Tool (SET Evaluation)	Third quarter	PBS team and a sampling of <u>ALL</u> individuals at BHS
Complete PBS Self Assessment Survey online	Fourth quarter	<u>ALL</u> teachers and administrators
Analyze behavioral reporting data and report information to all faculty	monthly	PBS team
Develop secondary intervention lesson plans for students assigned ISS, ASD, or OSS	Beginning in September 2011; full implementation goal of January 2013	PBS team and administrators
Develop and implement a check-in, check-out system for secondary interventions	Planning beginning September 2011 with pilot program to begin in September 2012	PBS team and volunteer mentor teachers
Recognize students for meeting and/or exceeding building-wide behavioral expectations	Daily; teachers are encouraged to utilize one of the PBS recognition programs at least twice per month	<u>ALL</u> teachers and PBS team
Inform the public about progress in regards to PBS at the high school	Each semester	PBS team

Note: The above Implementation Schedule has been approved by the administration. All teachers are expected to uphold responsibilities and timelines. If assistance is required, teachers should contact a PBS team member (See page 9 for a list of team members).

Recognizing Students Who Achieve Behavioral Expectations

The Positive Behavior Supports team in conjunction with faculty members at Bucksport High School has devised key recognition programs as part of PBS within the building. These programs are designed to recognize those individuals who do the right thing in upholding The Golden Buck Code on a daily, weekly, and monthly basis. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations; these recognition programs are intended to compliment this direct response to positive student behavior.

Note: Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition may occur on an individual or whole group level. Many teachers will use the programs described below (especially The Golden Bucks) and adapt them to fit classroom applications (e.g. giving class Golden Bucks for 100% homework turned in and having a popcorn party after the class accrues a set number of Golden Bucks).

Golden Bucks

Golden Bucks are an incentive program designed to recognize positive behaviors in those individuals found to be upholding The Golden Buck Code as well as those going above and beyond what is expected of them. Students are allowed to redeem Golden Bucks for one of the following items: (1) one free item at concession stands during an extracurricular event (limit 1 per event), (2) one dollar off of a parking permit violation fine, (3) free admission into one home sporting event (an additional signature and date is required by the Athletic Director), (4) free admission into one other extracurricular event (ex. Drama production). Teachers and administrators are responsible for distributing Golden Bucks to students who meet or exceed the building-wide expectations set forth in The Golden Buck Code. Golden Bucks are only redeemable if signed and dated by the issuing teacher.

Clifford's Cash

Clifford's Cash is an incentive program designed to recognize positive behaviors in those faculty members found going above and beyond what is expected of them. Teachers are allowed to redeem Clifford's Cash for one of the following items: (1) leave twenty minutes early one day, (2) have an administrator cover a class for twenty minutes, (3) one free study hall coverage, (4) get out of a lunchroom duty. Teachers also enter their Clifford's Cash in a prize drawing each semester. Administrators are responsible for distributing Clifford's Cash. Teachers must arrange their options with an administrator and turn in their Clifford's Cash for the drawing. PBS team members may be asked to cover duties for teachers as needed.

Buck Grams

Buck Grams are a way to recognize special achievements of students. They can be sent home, personally delivered to the student, or presented as a special recognition in front of a class. Teachers who use Buck Grams typically give them to students who show vast improvements, who produce work that exceeds outlined expectations, or who receive top honors on a test or a project. Buck Grams are a great way to involve parents in the celebrations of their students' successes and can be a tremendous tool in building relationships with both students and parents. Teachers are encouraged to send at least one of these recognitions home each month.

Student Teacher Appreciation Recognition (STAR)

STAR recognitions are intended to publicly acknowledge those students who exceed building-wide expectations on a regular basis. Students appreciate being recognized. Students who are not normally acknowledged academically can be shown appreciation for what they do

as a BHS community member. STAR is also special in that it recognizes those teachers and staff who exceed the expectations set for them.

The process of STAR is begun with teacher nominations. The Student Council then selects recipients and conducts all awards ceremony and recognition tasks. One student is selected every month and acknowledged at an assembly. STAR award winners names are included in the announcements and will be sent in to the local paper.

Student of the Week

The student of the week must demonstrate (1) good citizenship, (2) strong attendance-95% or higher, (3) good academics-passing all classes, and (4) a positive attitude. Each Professional Learning Community will take turns selecting these students. PLC's will be asked to submit a "blurb" to an administrator that will be read when announcing the student of the week. These students will be in charge of leading the student body in the pledge of allegiance and recitation of The Golden Buck Code each day.

SWIS™ Office Referral Definitions As of June 30, 2011

Minor Problem Behavior Definitions (Classroom Managed Behaviors)

Defiance/Disrespect/Non-compliance (M-Disrespt)

Student engages in brief or low-intensity failure to respond to adult requests.

Defiance/Disrespect/Insubordination/Non-compliance (Disrespt)

Student engages in refusal to follow directions, uses derogatory tone of voice, talks back and/or delivers socially rude interactions (first offense).

Disruption (M-Disruption)

Student engages in low intensity, but inappropriate disruption.

Dress Code Violation (M-Dress)

Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district (first offense). Student fails to change up for phys. Ed. Class(es).

Inappropriate Display of Affection (Inapp Affection)

Student engages in inappropriate verbal and/or physical gestures/contact of a sexual nature to another student/adult, either consensual or non-consensual (first offense)

Inappropriate Language (M-Inapp Lan)

Student engages in low-intensity instance of inappropriate language with other students.

Lying/Cheating (Lying)

Student delivers message that is untrue and/or deliberately violates rules. Student copies the work of others on tests or homework assignments (first offense).

Physical Contact/Physical Aggression (M-Contact)

Student engages in non-serious, but inappropriate physical contact.

Property Misuse (M-Prpty Misuse)

Student engages in low-intensity misuse or damaging of property.

Tardy (M-Tardy)

Student arrives at class after the bell (or signal that class has started).

Technology Violation (M-Tech)

Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Other (M-Other)

Student engages in any other minor problem behaviors that do not fall within the above categories.

Major Problem Behavior Definitions (Office Managed Behaviors)

Abusive Language/Inappropriate Language/Profanity (Inapp Lan)

Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way, especially towards adults.

Arson (Arson)

Student plans and/or participates in malicious burning of property.

Bomb Threat/False Alarm (Bomb)

Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.

Defiance/Disrespect/Insubordination/Non-Compliance (Disrept)

Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions (multiple offenses).

Disruption (Disruption) Major

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.

Dress Code Violation (Dress)

Student wears clothing that does not fit the dress code guidelines practiced by the school/district and fails to comply after addressed by faculty or staff.

Fighting/Physical Aggression (Agg/Fight)

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.).

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.

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 gestured) to another person that includes threats and intimidation, obscene gestures, pictures or written notes. 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.

Inappropriate Display of Affection (Inapp affection)

Student engages in verbal and/or physical gestures/contact of a sexual nature to another student/adult, either consensual or non-consensual and fails to comply when addressed by faculty or staff (multiple offense).

Inappropriate Location/Out of Bounds Area (Out Bounds)

Student is in an area that is outside of school boundaries (as defined by school).

Lying/Cheating (Lying)

Student delivers message that is untrue and/or deliberately violates rules. Student plagiarizes. Student copies the work of others (multiple offenses).

Property Damage/Vandalism (Prop dam)

Student participates in an activity that results in severe destruction or disfigurement of property. Student damages school property in a minor way after being addressed by faculty or staff.

Skip Class/truancy (Skip)

Student leaves class/school without permission or stays out of class/school w/o permission.

Technology Violation (Tech)

Student engages in inappropriate use of cell phone, pager, music/video players, camera, and/or computer. (multiple offenses). Student engages in inappropriate access of Internet.

Use/Possession of Alcohol (Alcohol)

Student is in possession of or is using 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).

Use/Possession of Drugs (Drugs)

Student is in possession of or is using illegal drugs/substances or imitations.

Use/Possession of Tobacco (Tobacco)

Student is in possession of or is using tobacco.

Use/Possession of Weapons (Weapons)

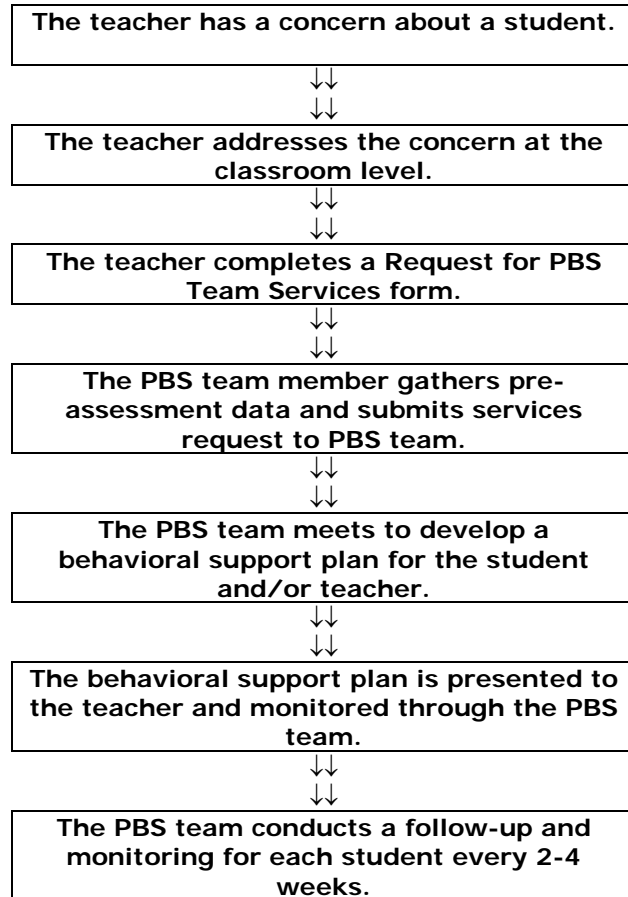
Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

Other Behavior (Other)

Student engages in problem behavior not listed.

PBS Individualized Student Support Process

When students display behavioral issues, teachers should follow the process specified below in addressing such concerns.



Evaluation and Monitoring of Positive Behavior Supports

Evaluation and monitoring of the Positive Behavior Supports activities are conducted regularly throughout the school year. Decisions for revisions in the program are based on an integration of the following information. The PBS team will manage all evaluation and monitoring activities.

1. Weekly, PBS team members will collect data on students participating in the check-in, check-out program "Buck Time" and will meet with participants.
2. Monthly summaries of office discipline referrals are shared with faculty through a monthly PBS newsletter.
3. Monthly, data will be collected and evaluated by the PBS team over the usage of Golden Bucks.
4. Monthly, the PBS team will present STAR awards to one male and one female student from each grade level as well as one faculty member.
5. Each semester, teacher feedback will be collected on PBS recognition programs.
6. Each semester, staff will assess current PBS programs and support needs.

7. Annually, all faculty will complete the Positive Behavior Supports Self Assessment Survey.
8. Annually, the School Safety Survey will be completed by a few selected staff members.

Teacher Resources

General Lesson Template for Teaching School Behavioral Expectations

When introducing school and/or classroom expectations, follow three basic steps.

Step 1: Introduce the Expectation

- A. Briefly outline what the focus of the lesson will be, what activities will be engaged in, and what your expectations are for the lesson.
- B. Check for understanding by asking students to tell you what they will be working on and doing during the lesson.
- C. State the expectation and its definition.

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of the expectation; emphasize the positive.
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks, such as:
 - a. "List all of the things that I/he/she did that were 'safe'"
 - b. "List all of the things that I/he/she did that were 'not safe'"
- E. Conduct a role-play: Choose one to three students to participate.
- F. Require one student to demonstrate the skill in response to an example.
- G. Have students fill out the blank "BHS Behavioral Expectations Matrix" with actions that would be required of each expectation in the various locations in the building.
- H. Coach students on key expectation (skills) as needed.
- I. Refer to the expectation and definition when giving feedback.

Step 3: Provide Monitoring and Feedback

- J. Discuss the role-play, focusing on the targeted skill for the lesson.
 - 3. Use key words when discussing the role-play.
Example: "That's right, she walked facing forward; this action was safe."
 - 4. Provide specific feedback to students during the discussion.
 - K. Use real situations throughout the day/class/quarter/year as needed for further examples to discuss and use for review.
-

The following four pages provide sample lesson plans for each of the four building-wide expectations. These lesson plans may be adapted to fit individual teacher needs and are also suitable for teaching specific expectations for common areas.

Note: Individual teachers are expected to teach the four building-wide expectations as applicable to their specific classroom needs. All advisory teachers are expected to teach these lesson plans during the first few advisory periods as they apply to all common areas (hallways, the cafeteria, assemblies, and school activities) as well as to the advisory classroom itself.

Sample Lesson Plan for "Be Safe"

Use and/or adapt this lesson plan to teach the "Be Safe" expectation.

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: "Today, we are going to learn about being safe at BHS."
 - B. Check for understanding.
Example: "What are we going to learn about?"
 - C. Define being safe.
Universal BHS Definition: Being safe means that no one gets hurt physically or emotionally.
-

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of "being safe"; emphasize the positive examples. Have students label the situations as "safe" or "not safe".
 - E. Ask two or three students to give an example of a situation in which they know how to be safe; you may want to provide the instances and ask the students to tell how they would be "safe" in such cases.
 - F. Role-plays: Procedure
 - 1. Use another adult or student to demonstrate these examples.
 - 2. Give students observation tasks during role-plays, such as:
 - a. "List all of the things that I/he/she did that were 'safe'."
 - b. "List all of the things that I/he/she did that were 'not safe'."
 - G. Role-plays: Some example scenarios to use include (others may used as well)
 - 1. The end of class bell rings and you need to get to your next class quickly. What is the safe thing to do?
 - 2. You have a disagreement with a friend in the hallway. What is the safe thing to do?
 - 3. You spill your beverage at lunch. What is the safe thing to do?
 - H. Have students fill out the blank "BHS Behavioral Expectations Matrix" with actions that would required to "be safe" in the various locations in the building.
 - I. Coach students on key aspects of being safe as needed; see the "Behavioral Expectations Matrix for Building Areas" for more examples.
 - J. Refer to the expectation and the definition when giving feedback.
-

Step 3: Provide Monitoring and Feedback

- K. Discuss role-play.
 - 1. Ask students to indicate how they could be safe in the examples used.
 - 2. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - 1. Just before students transition to another activity outside of the classroom, ask them to tell you how they can "Be Safe". (pre-correction)
 - 2. Throughout the school year, when you see students being safe, provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - 3. Throughout the school year, when you see students who are not being safe, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Sample Lesson Plan for “Be Responsible”

Use and/or adapt this lesson plan to teach the “Be Responsible” expectation.

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: “Now, we are going to learn about being responsible at BHS.”
- B. Check for student understanding.
Example: “What are we going to learn about today.”
- C. Define being responsible.
Universal BHS Definition: Being responsible means to be reliable and honorable at all times.
- D. Model at least two positive and negative examples of “being responsible”; emphasize the positive examples. Have students label the situations as “responsible” or “not responsible”.
- E. Ask two or three students to give an example of a situation in which they know how to be responsible; you may want to provide the instances and ask the students to tell how they would be “responsible” in each case.
- F. Role-plays: Procedure
 - 1. Use another adult or student to demonstrate these examples.
 - 2. Give students observation tasks during role-plays, such as:
 - a. “List all of the things that I/he/she did that were ‘responsible’.”
 - b. List all of the things that I/he/she did that were ‘not responsible’.”
- G. Role-plays: Some example scenarios to use include (others may be used, as well)
 - 1. You find a twenty-dollar bill on the classroom floor. What is the responsible thing to do?
 - 2. You need to use the restroom during class. What is the responsible thing to do?
 - 3. Read or act out the scenarios below and have students identify whether the behaviors are examples, “almost there”, or non-examples. Whenever possible, teachers can/should make a connection to their curricular area such as ties to a character from literature, current events (when appropriate), famous quotations, or to a content area (e.g. safety in industrial technology or science lab, plagiarism in any academic content area, etc.)
 - a. Larry drops by his teacher’s room early in the morning after being caught teasing another student by taking things from his desk and hiding them. He wants to give his teacher a note of apology and find out a way to fix the problem he caused yesterday.
 - b. Vanessa told the teacher she would stop laying on her desk and sleeping from today on. Hopefully, now the teacher would stay off her back about what happened earlier in class.
 - c. “Dude, shut up and get out of my face!” yelled a student as he walked away from the teacher who was urging him to get to class on time.
- H. Have students fill out the blank “BHS Behavioral Expectations Matrix” with actions that would be required to “be responsible” in the various locations in the building.
- I. Coach students on key aspects of being responsible as needed; see “Behavioral Expectations Matrix for Building Areas” for more examples.
- J. Refer to the expectation and the definition when giving feedback.

Step 3: Provide Monitoring and Feedback

- K. Discuss the role-play.
 - 1. Ask students to indicate how they could be responsible in the examples used.
 - 2. Encourage appropriate discussions/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - 1. Just before students transition to another activity outside of the classroom, ask them to tell you how they can “Be Responsible”. (pre-correction)
 - 2. Throughout the school year, when you see students being responsible, provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - 3. Throughout the school year, when you see students who are not being responsible, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Sample Lesson Plan for "Be Respectful"

Use and/or adapt this lesson plan to teach the "Be Respectful" expectation.

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: "Now, we are going to learn about being respectful at BHS."
 - B. Check for student understanding.
Example: "What are we going to learn about?"
 - C. Define being respectful.
Universal BHS Definition: Being respectful means to be polite and cooperative with others.
-

Step 2: Demonstrate the Expectation

- D. Model at least two positive examples of "being respectful"; emphasize the positive examples. Have students label the situations as "respectful" or "not respectful".
 - E. Ask two or three students to give an example of a situation in which they know how to be respectful. You may want to provide the instances and ask students to tell how they would be "respectful" in such cases.
 - F. Role-play: Procedure
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks during role-plays, such as:
 - a. "List all of the things that I/he/she did that were 'respectful'."
 - b. "List all of the things that I/he/she did that were 'not respectful'."
 - G. Role-plays: Some example scenarios to use include (others may be used, as well)
 - 1. You notice that someone in class has your pencil and you want it back. What is the respectful thing to do?
 - 2. Someone causes you to drop your lunch tray. What is the respectful thing to do?
 - 3. You do not agree with a classmates' response during a class discussion. What is the respectful thing to do?
 - 4. Read or act out the scenarios below and have students identify whether the behaviors are examples, "almost there", or non-examples. Whenever possible, teachers can/should make a connection to their curricular area, such as ties to a character, current events (when appropriate), famous quotations, or to a content area (e.g., safety in industrial technology or science lab, plagiarism in any academic content area, etc.)
 - a. The teacher is teaching a math lesson and Jill is busy cleaning out her binder.
 - b. The teacher asks Jake to move out of the middle of the hall and he says "OK!" in a loud and angry tone.
 - c. April chooses to sit near her best friend, Kelly, during the assembly. She wants to ask Kelly if Chris asked her out, even though she knows she should be giving the speaker her undivided attention.
 - H. Have students fill out the blank "BHS Behavioral Expectations Matrix with actions that would be required to "be respectful" in the various locations in the building.
 - I. Coach students on key aspects of being respectful as needed; see the "Behavioral Expectations Matrix for Building Areas" for more examples.
 - J. Refer to the expectation and the definition when giving feedback.
-

Step 3: Provide Monitoring and Feedback

- K. Discuss the role-play.
 - 1. Ask students to indicate how they could be respectful in the examples used.
 - 2. Encourage appropriate discussion/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - 1. Just before students transition to another activity outside of the classroom, ask them to tell you how they can "Be Respectful". (pre-correction)
 - 2. Throughout the school year, when you see students being respectful, provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - 3. Throughout the school year, when you see students who are not being respectful, stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
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Sample Lesson Plan for "Be a Learner"

Use and/or adapt this lesson plan to teach the "Be a Learner" expectation.

Step 1: Introduce the Expectation

- A. Outline the focus of the lesson.
Example: "Now, we are going to learn about being a learner at BHS."
 - B. Check for student understanding.
Example: "What are we going to learn about?"
 - C. Define being a learner.
Universal BHS Definition: Being a learner means being an active participant in one's own educational success through study and classroom instruction.
-

Step 2: Demonstrate the Expectation

- D. Model at least two positive and negative examples of "being a learner"; emphasize the positive examples. Have students label the situations as "being a learner" or "not being a learner".
 - E. Ask two or three students to give an example of a situation in which they know how to be a learner; you may want to provide the instances and ask the students to tell how they would "be a learner" in such cases.
 - F. Role-plays: Procedure
 - 1. Use another adult or a student to demonstrate these examples.
 - 2. Give students observation tasks during role-plays, such as:
 - a. "List all of the things that I/he/she did that involved 'being a learner'."
 - b. "List all of the things that I/he/she did not do that involved 'being a learner'."
 - G. Role-plays: Some example scenarios to include (others may be used as well)
 - 1. You have a journal assignment due in a week. What would a good learner do?
 - 2. You have a quiz in your math class in two weeks. What would a good learner do?
 - 3. You were given homework today, but you have to work tonight. What would a good learner do?
 - H. Have students fill out the blank "BHS Behavioral Expectations Matrix" with actions that would be required to "be a learner" in the various locations in the building.
 - I. I. Coach students on key aspects of being a learner as needed; see the "Behavioral Expectations Matrix for Building Areas" for more examples.
 - J. Refer to the expectation and definition when giving feedback.
-

Step 3: Provide Monitoring and Feedback

- K. Discuss the role-play.
 - 1. Ask students to indicate how they could be a learner in the examples used.
 - 2. Encourage appropriate discussions/responses. Minimize attention for inappropriate responses.
 - L. Use real situations as examples during class discussions.
 - 1. Just before students transition to another activity outside of the classroom, ask them to tell you how they can "Be a Learner". (pre-correction)
 - 2. Throughout the school year, when you see student(s) being learner(s), provide specific praise to the student(s), telling them exactly what you observe them doing correctly.
 - 3. Throughout the school year, when you see student(s) who are not being learner(s), stop them, state the expectation and redirect, ask the student(s) to state and demonstrate the expected behavior, watch the student(s), and give them immediate feedback.
-

Additional Suggested Application Activities

1. Write down three ways you have been safe, respectful, responsible, or a learner today or this week. Have students do the same.
2. Give homework assignments that give students opportunities to identify and talk about examples of being safe, responsible, respectful, and a learner.
3. Include a discussion about being safe, being responsible, being respectful, or being a learner when you have classroom conversations that lend their way to these topics.
4. Ask for two or three examples from students about being safe, responsible, respectful, and a learner in school, in the community, and at home.
5. Ask students to describe what being safe, responsible, respectful, and a learner looks, feels, and sounds like in various situations. (e.g. What does being responsible look like when leaving the cafeteria/ What does being respectful look like when attending an informational or pep assembly?)
6. Have groups create visual representations of being safe, responsible, respectful, and a learner in various school settings. Groups should then share and discuss their drawings.
7. Choose one expectation a day to practice in the classroom setting. Use students as demonstrators and have a classroom discussion on all of the ways to be safe, responsible, respectful, and a learner.

Positive Behavior Supports Teacher Tool Kit

Online Resources

Many online resources exist in regards to Positive Behavior Supports. Some major websites include:

Positive Behavioral Intervention and Supports	http://www.pbis.org/
Missouri School-wide Positive Behavior Supports	http://www.pbissmissouri.org
PBIS Maryland	http://pbismaryland.org
Florida PBS	http://pbssurveys.org/pages/Home.aspx
The Arc Link	http://www.thearc.org/news/article.asp?ID=537
University of Oregon Article	http://www.uoregon.edu/~ttobin/
Positive Behavior Support Project	http://www.delawarepbs.org/
Louisiana School-wide PBS	http://www.lapositivebehavior.com/
NASP Resources	http://www.nasponline.org/resources/factsheets/pbs_fs.aspx
PBS Surveys	http://www.pbssurveys.org/pages/Home.aspx
School-wide Information Systems (SWIS)	http://www.swis.org/

Classroom Documentation Forms

The following nine pages include resources that can be used to develop/revise classroom management plans and/or to document behavior in the classroom.

Classroom Expectations Matrix

Preparing for a successful school year involves more than making your classroom look nice and preparing glorious lesson plans. Teachers must be mentally prepared for every situation. We must know what we expect from our students before we even meet any of them. You must consider how you want your students to act in given situations to meet your expectations and develop a plan for how you want your classroom to look. Without a plan, behavioral magic does not take place. When students are not behaving according to expectations, learning is compromised. At Bucksport High School, we have four universal expectations of all students in every area of the building. As a classroom teacher, you need to decide what you expect in your own classroom for each of these categories. Now is the time to devise a plan! Use the BHS Behavioral Expectations Matrix and building-specific guidelines to direct you in this process and do not hesitate to talk with others to find out what they do to be successful with their own classroom management. Seek help from a Positive Behavior Supports team member for guidance if you need it. We're here to help you!

Be...	Safe	Responsible	Respectful	A learner
Teacher's Desk				
Students' Desk				
Classroom Materials				
Student Materials				
Entering And Exiting (Passing Time)				
Dismissal Bell				
Asking for help				

Be...	Safe	Responsible	Respectful	A Learner
Free Time				
Quiet Time (Independent Seat Work)				
Lunch Time (Dismissal to and Return from)				
Food & Drinks				
Hall Passes (Bathroom, Water Fountain, etc.)				
Office Passes (Administrator, Counselor, etc.)				
Announcements/ Interruptions				
Make-up Work				
Homework (Late Work)				

BUCKSPORT HIGH SCHOOL

Telephone: 469-6650 Fax: 469-2081

TEACHER INTERVENTION FORM

Student: Date: Time:

Student's Grade Level: Staff Member:

Specific location:

Description of (student choice) problem behavior: (Include possible motivation)

* Others involved: Y/N Peer(s) Staff

* Conference

- Verbal Correction
- Review of the Golden Buck Code
- Re-teach behavioral expectations

* Parent/Guardian Contact

* Detention (dates/times/location)

* Other

* Referred to an administrator

Time departing class:

Notes to administrator:

Teacher Signature:

Student Initials:

BUCKSPORT HIGH SCHOOL

Phone: 469-6650 Fax: 469-2081

BEHAVIOR REPORTING FORM

Student:

Date of Incident:

Time of Incident:

Student's Grade Level:

Staff Member Reporting Incident:

Specific Location Incident Occurred:

Administrator:

Reason For Referral:

Description of Incident:

Possible Motivation/Trigger of Behavior:

Others Involved:

Teacher Intervention Form:

Administrative Action:

- Conference with Student
 - Review of the Golden Buck Code
 - Re-teach behavioral expectations

Parent/Guardian Contact

Detention (dates/times/location)

In School Suspension (# of days)

Dates:

Out of School Suspension (# of days)

Dates:

Notes:

Administrator Signature:

Time Returning to Class:

Student Signature/Initials:

Any student assigned to ISS who is not in attendance at the beginning of the day will be assigned additional ISS time. Disruption during or absence from assigned ISS may result in OSS. Any 10 day suspension will result in an automatic referral to the Superintendent for further action.