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| **Smiley Elementary School** | **Location: Hallways** |
| **SWSW-PBIS Lesson Format** | **Implementation Date: August 2018** |
| **Step 1: Identify desired behavior & describe it in observable, measurable expectations.** | |

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| Be Safe  -Walk on Smiley Road  (You will always walk on the right side of the hallway) | Be Responsible  -Face Forward | Be Respectful  -Use Level 0 Voice |

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| **Step 2: List a rationale for teaching the behavior (Why is it important?)** | |
| It is It is important for students to learn to move within the school building efficiently with minimal disruption to others. The ability to be flexible, to adapt to changing situations and schedules is also important, and to recognize important safety concerns inherent in the hallways of the school building. Students need to be prepared for a variety of different and often unexpected situations that might arise when they are in transit from one area to another. | |
| **SteStep 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)** | |
| **Examples** | **Non-examples** |
| **Respectful**   * **Student** saw artwork on the bulletin board that had cool looking glitter on it. She really wanted to feel the glitter. She remembered the teacher had asked her to follow instructions and keep her hands to her side so Jane just looked at the glitter. * David’s class was walking to gym class. He wanted to talk with his friend Roger in front of him and thought about tapping him on his back, but he remembered the rule of walking quietly so he kept his hands to his side and walk in a line to gym. * Ann’s class was walking to music her favorite class. She couldn’t wait to get there so she walked quietly with hands at her side.   **Responsible:**   * Mrs. Anderson’s class is on their way to art class and they are walking quietly to the right in a straight line. * Mr. Anderson’s class is on their way to lunch. They are quietly walking on the right side of the hallway and a class is sitting on the floor outside the library taking turns using the restroom. They follow their teacher’s instructions and walk out of the   walk lane to not disturb the class using the | **Not Respectful**   * **Student** really likes the school secretary so when his class walked by the office he shouted “Hi, **Mrs. Deloach!” ?** * Amy was talking loudly in the hallway. Mr. Ward reminded her of the rule to be quiet in the hallway and she loudly replied, “That’s not fair teachers get to talk in the hallway!” * Peter was working on a makeup test in the hallway when Jane came out of her class to go to the bathroom she saw Peter and said, “Hey dude, what are you doing out here?”   **Not Responsible:**   * Mr. Lee’s class is on their way to lunch. They are quietly walking on the right side of the hallway and a class is sitting on the floor outside the library taking turns using the restroom. They follow their teacher’s instructions and walk out of the walk lane to not disturb the class using the restrooms. John snickers and makes faces at the students in the other class and several students push the water fountain button. * Kathy & Lisa were delivering library books from their class. They talked loudly as |

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| restrooms.   * Sydney is working on a test at a desk in the hallway. Her best friend Tiffany walks out of her class to go to the bathroom and then returns to her class. Neither girl talks to the other.   **Safe:**   * Mrs. Adams class is on their way to the buses; all the students are walking in a straight line and face forward. * Dave has a message to deliver to Mrs. Anderson from Mrs. Smith. He goes directly out of his classroom straight to Mrs. Anderson’s class and back to class. | they rolled the book wagon to the library. Mr. Miller had to shut his classroom door.   * Tom is working on a test at a desk in the hallway. His best friend Tim walks out of his class to go to the bathroom. Tom sees him and tells him to come over they talk for a few minutes before Tim goes to the bathroom.   **Not Safe:**   * Mr. Todd’s class is on their way to Outdoor PE Jacob turns around to show Angela how he can walk backward and not hit anything. * Gary has to go to the office to pick up the lunch he forgot, he decides to leave Mrs. Moody’s room and go over to the 3rd grade hall to see if Mrs. Jenkins is in her room to say hello. Then he heads up the stairs and over to the office to get his lunch. On his way back to his class he   goes to the bathroom in the kindergarten hallway. |
| **Step 4: Practice/Role Play Activities** | |
| **Mo Model expected behavior (I do):**  T The teacher will lead the classroom in an oral discussion about expectations in the hallways:  Say: “We have been talking about Smiley’s expectations for behavior. Now we are going to talk about being RESPECTFUL in our hallways.”  Ask, “Why do you think it is important to be respectful in the hallways at Smiley?”  Ask, “Who can demonstrate what it looks and sounds like to walk quietly? Does quietly mean we can talk? What should we do if we want to say something? Why is it okay for adults to talk in the hallway when students may not?” (need to give instructions and directions, keep order, etc…) “Why should we remain on the right side when walking in the hallway?”  Ask, “When does our class walk in the hallways?” (arrival, to specials, lunch, etc…) Discuss “When do we need to be respectful in our hallways by walking quietly and following directions? What does our school sound like if everyone walks quietly in the hallway?”  Ask, “Why should we keep our hands to our sides when walking in the hallways? Why would we not want to touch the walls in the hallway?”  Ask, “When do we work in the hallway? Why is it important to work quietly in the hallway?” Ask, “Why is following directions in the hallway respectful?”  Ask, “What can we do if a teacher asks us to do something and we have a question about how to do it? How can you say you need to ask a question first in a respectful way?”  Discuss, “What should your voice sound like when you say OK or I can do that? What should your body look like? What should your face look like?”  Ask, “Why is it hard to follow directions sometimes? Why is it important to follow directions even if we don’t want to?”  Say, “We have been talking about Smiley’s expectations for behavior. Now we are going to talk about being RESPONSIBLE in our hallways.”  Ask, “Why do you think it is important to be responsible in the hallways at Smiley?”  Ask, “Who can demonstrate what it looks and sounds like to be responsible in the hallway? | |

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| Does quietly mean we can walk wherever and however we want?  Why is it okay for adults to walk in the middle of the hallway when students may not?” “Why should we remain on the right side when walking in the hallway?”  Ask, “When our class in walking in the hallway should we be talking loud and running? Why is it important to remain quiet in the hallway?  Say, “We have been talking about Smiley’s expectations for behavior. Now we are going to talk about being SAFE in our hallways.”  Ask, “Why do you think it is important to be safe in the hallways at Smiley? Who can demonstrate what it looks and sounds like to walk face forward watching where you are going in the hallway? Why do you think walking face forward watching where you are going in the hallway is necessary rule for being safe?  Ask “Why do you think that it is important to g o directly to the place you need to be and take the most direct route? Why would this be an example of safe behavior?” | |
| **Lead students through behavior (We do):**  Teacher will use role play activities and the provided examples and non-examples with students to demonstrate both the correct and incorrect ways of behaving in the hallway. During role playing, students who are not acting out a scenario should observe and can be asked to do any of the following:   * List things I did that were not (respectful, responsible, safe, and ready in the hallway) * What should I have done differently? * Did we do it correctly that time? | |
| **Test to ensure students understand behavior (You do):**   * Following the teaching of the lesson give an oral (true/false) quiz to see that students remember what was taught. (You could have students stand up for true questions and sit for false questions) - If the answer is false call on a student to explain what makes the statement false. See if anyone can reword it to make it true. * Coach the students on key expectations and skills, as needed, e.g. “thinking out loud” * Use lots of encouragement and allow students a practice it as much as necessary – its better that the class sees that sometimes it takes a little practice to effectively learn a new behavior. * Practice being respectful, responsible and safe in the hallway during teaching and during actual planned hallway transitions (remind students of rules prior to leaving) * Provide specific verbal feedback as the rules are practiced. * Provide pre-corrects before entering the hallways after you have discussed and role played what it looks like and sounds like. (i.e. “We are going to the computer lab. Remember to be respectful, responsible, and safe in the hallway, walking and working quietly and following   directions. Colton why don’t you lead and be our model as we walk there.”) | |
| **SteStep 5: Provide opportunities for practice** | |
| * Play” Eagles Should” (version of Simon Says) with students - teacher says something and does something stating Eagles should...in the hallway. If it’s a behavior that is appropriate they are to do it. If it’s a behavior that is inappropriate they should not do it. Anyone that does what’s not appropriate would sit down and observe the remainder of the game. * Have students color or shade the hallway areas on a school map red to indicate where they would need to follow these rules. * Make a poster of hallway rules to post in the classroom and throughout the building. * Write a rhyme to help remember the rules like for example: 4S Line   o “Still, Straight, Silent, and Smiley Road” | |
| **Delivery Method:** | **Re-Teaching Date:** |
| **Notes to Improve:** | |

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| **Smiley Elementary School** | | **Location: Restroom** | |
| **SW-PBIS Lesson Format** | | **Implementation Date: August 2018** | |
| **Step 1: Identify the desired behavior and describe it in observable, measurable**  **expectations.** | | | |
| Be Safe  -Hush, Rush, Flush  (No talking, use the bathroom what it is intended for, flush the toilet) | Be Responsible  -Walk & Wash  (Use walking feet & wash your hands) | | Be Respectful  -Level 0 Voice  (So that you do not disrupt students who are in class and learning) |
| **Step 2: List a rationale for teaching the behavior (Why is it important?)** | | | |
| * Students will be safe, responsible, and respectful in the restroom. It is important for students to know how to behave when going to/from and using the restroom. | | | |
| **Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior *not* look/sound like?)** | | | |
| **Examples** | | **Non-examples** | |
| * Wait quietly on Smiley Road to the bathroom and in the bathroom * Wait quietly in line for your turn. * Flush the toilet. * Wash your hands: turn on the water, use 1 pump of soap, and wash for 15 seconds. Turn off the water and use one paper towel. * Dry hands and throw paper towel in the trash. * If you need to get water, do so quickly. Your mouth should not touch the water fountain. * When finished, stand in hallway with   your class or return to class by walking on Smiley road. | | * Standing in a group to get into restroom * Leaving paper towels in the sink or on the floor * Yelling * Running * Using the restroom in the wrong area | |
| **Step 4: Practice/Role Play Activities** | | | |
| **Model expected behavior (I do):**   1. You are walking to the bathroom and you see your friend coming down the hall. You want to talk to your friend so you wait for your friend and enter the bathroom. What should you do? The right thing to do is flush the toilet, then wash and dry your hands. 2. Two children are yelling and playing in the water when you enter the restroom. What   should you do? You should not enter the restroom and report the problem to the teacher. | | | |
| **Lead students through behavior (We do):**   * We walk on Smiley Road to the bathroom as a class using Level 0 Voices in the hallway. * We are respectful to each other at all times by keeping our hands and feet to ourselves and being nice. | | | |
| * Have students practice modeled behaviors | | | |
| **Step 5: Provide opportunities for practice** | | | |
| **Delivery Method** | | **Re-Teaching Date:** | |
| **NotNotes to Improve:** | | | |

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| **Smiley Elementary School** | | **Location: Playground** | |
| **SW-PBIS Lesson Format** | | **Implementation Date: August 2018** | |
| **Step 1: Identify the desired behavior and describe it in observable, measurable**  **expectations** | | | |
| Be Safe  -Use equipment properly | Be Responsible  -Take turns & share | | Be Respectful  -Use Level 0,1,2, or 3 Voice |
| **Step 2: List a rationale for teaching the behavior (Why is it important?)** | | | |
| * It is important to be responsible while on the playground. Students will be able to explain why it is important to report problems to staff and how they are showing responsible behavior | | | |
| **Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)** | | | |
| **Examples** | | **Non-examples** | |
| * Asking an adult to help when a conflict can’t be resolved. * Share and take turns * Follow playground rules * Be a positive role model | | * Not following game rules * Not using playground equipment properly * Not taking turns/ not sharing * Throwing sand * Teasing | |
| **Step 4: Practice/Role Play Activities** | | | |
| **Model expected behavior (I do):**  Teacher model or read following scenarios. The teacher discusses why second scenario is an example of responsible behavior.   * George gets angry during a football game. He throws the ball to the other side of the playground. Tony tells George to get to the ball. Tony yells, “I ‘m telling the teacher.” George calls Tony a tattle tale and refuses to get the ball. He continues to argue with the other students. * George gets angry during a football game. He throws the ball to the other side of playground. Tony reminds George of the football rules and asks George to get the ball. George is still upset and refuses to listen to listen to anyone, Tony decides to get the teacher on duty to help resolve the problem. | | | |
| **Lead students through behavior (We do):**  Students will discuss why the second scenario is an example of responsible behavior.   * Some students were playing football when Luis decides to make up a new rule. The other students get upset with Luis and won’t let him play. Luis decides to push the other students and call them names. Luis and George start shoving each other and Terry runs to get the teacher on duty. * Some students were playing football when Luis decides to make a new role. The other students start to get upset with Luis and won’t let him play. George goes over to talk to Luis and reminds him of the football rules. The teacher on duty sees the students and as she gets closer she notices George talking to Luis. George then explains to the teacher what has happened and ask them to help resolve the problem. | | | |
| **Step 5: Provide opportunities for practice** | | | |

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| * Weekly scenarios * Publicly recognizing students who display responsible behavior * Regularly model responsible behavior with examples and non-examples | |
| **Delivery Method:** | **Teaching Date:** |

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| **Smiley Elementary School** | | **Location: Classroom** | |
| **SW-PBIS Lesson Format** | | **Implementation Date: August 2018** | |
| **Step 1: Identify the desired behavior and describe it in observable, measurable expectations.** | | | |
| Be Safe  -Stay in Your Bubble | Be Responsible  -FoJYOIllow Directions & Ruless | | Be Respectful  -Use Level 0 or 1 Voice |
| **Step 2: List a rationale for teaching the behavior (Why is it important?)** | | | |
| It is important for students to learn to function in the classroom efficiently with minimal disruption to others. The ability to be flexible, to adapt to changing situations and schedules is also important, and to recognize important safety concerns inherent in the classrooms of the school building. Students need to be prepared to learn effectively and be productive each day in the classroom. | | | |
| **Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)** | | | |
| **Examples** | | **Non-examples** | |
| Respectful   * Layneigh was sitting in class and suddenly thought of something she wanted to say. She almost blurted it out but remembered she was to be respectful by listening to her teacher and others, so she raised her hand to share her thought. * Davey was working with his small group on a Social Studies project when he remembered something he wanted to tell James. James was working in another group, so David decided to wait to talk with him instead of getting out of his seat without permission   Responsible   * Amaya was looking forward to going to the Writing Center, so she was responsible and packed up her things carefully before moving to another spot in the room. * Mrs. Hall’s class is done with their Reading Centers for the day, so they pack their supplies up carefully before moving on to the next segment of class. * Sydney is working at her desk on a worksheet when Tiffany gets up to go to the pencil sharpener hanging on the wall by Sydney’s desk. Sydney remembers that their teacher said to remain quiet. Neither girl talks to the other.   Safe   * Mrs. Ashton has given her class a worksheet to complete before lunchtime. She tells everyone that if they need help, they may come to her desk and wait quietly. When Tyrell begins his worksheet, he immediately sees something he has a question about. Tyrell stands up quickly and starts to run. He stops when he remembers that he is supposed to use walking feet in the classroom. | | Not Respectful   * Omar really likes the teacher in the classroom down the hallway and when that teacher comes to the door to deliver a message, he shouts, “Hey Mrs. Anderson!” * Amanda was talking loudly in the classroom. Mr. Warren reminded her of the rule to use level 0 or 1 voices and she loudly replied, “That’s not fair! Why can’t I talk however I want to?” * Patrick gets out of his desk to ask the teacher a question and trips on someone’s chair. Instead of helping him up, Andrea points and laughs.   *Re*  NotNot Responsible   * Mr. Samson is ready for his class to get ready for a test. He tells everyone to get out their privacy folders and to sit quietly. Instead of following directions, Jayla walks to her friend’s table and starts to talk about what she watched on TV last night. * Miss Hampton had given everyone pastel crayons to use for their project in Art. Andrew begins to bang one of his pastel crayons on the table. The crayon breaks. * Mitchell and Elsie are chasing each other around the classroom playing tag. Mr. Grimes asks them to stop and reminds them of the classroom expectations. However, both students ignore Mr. Grimes and keep playing. * Joseph really likes to play tag. In PE class, Joseph starts to chase other students around the gym tagging them even when they don’t want to play. Audrey falls over when Joseph tags her. Coach Stock comes over and reminds Joseph that we keep our hands and feet to ourselves. | |

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| **Step 4: Practice/Role Play Activities** |
| **Model expected behavior (I do):**  The teacher will lead the classroom in an oral discussion about expectations in the classroom:  Say, “We have been talking about Smiley’s expectations for behavior. Now we are going to talk about being RESPECTFUL in our classrooms.”  Ask, “Why do you think it is important to be respectful in the classroom at Smiley?”  Ask, “Who can demonstrate what it looks and sounds like to speak quietly?  Does quietly mean we talk to someone across the room? What should we do if we want to say something someone far away? Why is it okay for adults to talk louder in the classroom when students may not?” (need to give instructions and directions, keep order, etc…) “Why should we speak quietly in the classroom?”  Ask, “When is it okay to talk in the classroom?” Discuss “When do we need to be respectful in our classrooms by speaking quietly and following directions? What does our school sound like if everyone speaks quietly in the classrooms?”  Ask, “Why is it important that we show care for others and treat them with kindness when we are in the classroom?”  Ask, “When do we need to show care for others? What are some examples of this in the classroom?” Say, “Another expectation at Smiley is that we are RESPONSIBLE in our classrooms.”  Ask, “Why do you think it is important to be responsible in the classrooms at Smiley?”  Ask, “Who can demonstrate what it looks and sounds like to follow directions and rules in the classroom? Does it mean we choose what directions and rules to follow? What should we do if we want to do something that is against the rules?“Why should we follow directions given by adults in the classroom?”  Ask, “When should you listen to adults in the classroom?  Discuss, “When are sometimes we need to make sure we are listening?”  Ask, “Why should we take care of the supplies we have in our classrooms?”  Discuss, “How can we take care of the supplies? Who can give me an example?”  Say, “We have been talking about Smiley’s expectations for behavior. Now we are going to talk about being SAFE in our classrooms.”  Ask, “Why do you think it is important to be safe in the classrooms at Smiley? Who can demonstrate what it looks and sounds like to use walking feet in the classroom? Why do you think walking feet are an important part of being safe in the classroom?”  Ask, “Why do you think that it is important to remain seated until you are told otherwise by an adult?” Ask, “Should we put our hands and feet on others? Why do you think it is important to keep your hands  and feet to yourself?” |
| **Lead students through behavior (We do)**  Teacher will use role play activities and the provided examples and non-examples with students to demonstrate both the correct and incorrect ways of behaving in the classroom. During role playing, students who are not acting out a scenario should observe and can be asked to do any of the following:  ∗ List things I did that were not (respectful, responsible, safe, and ready in the hallway)  ∗ What should I have done differently?  ∗ Did we do it correctly that time? |

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| **Test to ensure students understand behavior (You do):**   * Following the teaching of the lesson give an oral (true/false) quiz to see that students remember what was taught. (You could have students stand up for true questions and sit for false questions) - If the answer is false call on a student to explain what makes the statement false. See if anyone can reword it to make it true. * Coach the students on key expectations and skills, as needed, e.g. “thinking out loud” * Use lots of encouragement and allow students a practice it as much as necessary – its better that the class sees that sometimes it takes a little practice to effectively learn a new behavior. * Practice being respectful, responsible and safe in the classroom during teaching and during actual planned classroom transitions (remind students of expectations throughout the day). * Provide specific verbal feedback as the rules are practiced. * Provide pre-corrects before entering a new segment of class time after you have discussed and role played what it looks like and sounds like. (i.e. “We are going to start our Grammar segment for today. Remember to be respectful, responsible, and safe in the classroom, remaining seated unless told and taking care of our supplies. Colton why don’t you lead and be our model for any classroom expectation.”) | |
| **Step 5: Provide opportunities for practice** | |
| * Play” Eagles Should” (version of Simon Says) with students - teacher says something and does something stating Eagles should...in the classroom. If it’s a behavior that is appropriate they are to do it. If it’s a behavior that is inappropriate they should not do it. Anyone that does what’s not appropriate would sit down and observe the remainder of the game. * Have students color or shade the classroom areas on a school map green to indicate where they would need to follow these rules (art room, gym, etc.). * Make a poster of classroom expectations to post in the classroom. * Write a rhyme to help remember the expectations. | |
| **Delivery Method:** | **Re-Teaching Date:** |
| **Dates to Improve:** | |

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| **Smiley Elementary School** | | **Location:Cafeteria** | | | |
| **SW-PBIS Lesson Format** | | **Implementation Date: August 2018** | | | |
| **Step 1: Identify the desired behavior and describe it in observable, measurable expectations** | | | | | |
| Be Safe  -Seat to Seat  (Keep Your bottom in Your Chair) | Be Responsible  -Clean up after yourself | | | Be Respectful  -Use Level 0 or 1 Voice |
| **Step 2: List a rationale for teaching the behavior (Why is it important?)** | | | | |
| It is important to be safe, responsible, and respectful in the cafeteria. Students will use appropriate words and choose appropriate actions so that everyone can have an enjoyable experience in the cafeteria**.** | | | | |
| **Step 3: Identify examples and non examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)** | | | | |
| **Examples**  -Listening to staff’s instructions the first time they are given  -Following directions:   * Line up in a single file line for lunch and walk quietly to the cafeteria * Enter the cafeteria quietly and wait your turn (While waiting, keep your hands and feet to yourself) * Use “please” and “thank you” when speaking to cafeteria workers * Use “excuse me” when you bump into someone or they bump into you * Eat your food first, then talk in a level 1 voice * If you need to speak to an adult, raise your hand and a lunchroom monitor will help you. * When the trash can comes around, make sure you throw everything away. Do not leave anything on the table. * Wait to be dismissed, line up in a line with your class and use a Level 0 voice. * Ask an adult to help with a problem that you cannot solve * Keep your hands and feet to self. Sit with your bottom in your seat and your feet under the table. * Stay in your bubble | | | **Non-Examples**   * Pushing, shoving, kicking * Yelling and/or screaming * Getting in someone elses bubble * Not picking up all of your trash * “Breaking” or “Skipping” in line * Saving seats for your friends * Chewing with your mouth open * Throwing food * Getting up without permission * Using mean or unkind words to make another person feel bad about themselves | |
| **Step 4: Practice/Role Play Activities** | | | | |
| **Model expected behavior (I do):**  Teacher(s) model or read following scenarios. The teacher discusses why second scenario is the best example.  Mrs. Wilson’s class lined up to go to lunch. When they got in the lunchroom, Bella “skipped” Alexa in line. Alexa started yelling and screaming at Alexa. Alexa ignored Bella. After Alexa got her food, she ran to her lunch table. When Bella sat down by Alexa at the table, Alexa started kicking Bella under the table.  Mrs. Wilson’s class lined up quietly to go to lunch. When they got to the lunchroom, Bella “skipped” Alexa in the lunchline. Alexa raised her hand and waited patiently for a lunchroom monitor to come help. The lunchroom monitor made Bella go to the end of the line. After Alexa got her food, she carried her tray with both hands and walked to her seat. When she got to her seat, she sat down and ate her food quietly. | | | | |
| **Lead students through behavior (We do/practice):**  Students will discuss why second scenario is an example of respectful behavior  Several students were sitting togeth at a table eating lunch in the cafeteria. Denise spilled milk on Kim’s new dress. Kim yelled at Denise and said she was “stupid and dumb” and took her milk and poured it all over Denise’s food. Both girls began to scream at each other with teachers in their eyes. The lunchroom monitor witnessed this and reported the incident to one of the staff members on cafeteria duty. STOP……Ask students what they could do differently to stop this conflict from occurring.  Several students were sitting together eating lunch in the cafeteria. Denise spilled milk on Kim’s new dress. Denise apologized and got a wet paper towel from the lunchroom monitor and helped Kim clean her dress. Kim thanked Denise for helping her. The principal wintnessed this event and gave both girls “PBIS tickets” for resolving a potential conflict respectfully.  Ask, “Are there any questions you have about being respectful in the cafeteria? | | | | |