

“You just can’t hide our Golden Hawk pride. We show our pride through our actions.
 We will: *Be respectful, Be responsible, and Be safe*”

Lesson One: Introduction to PBIS

Total time: 30 minutes

Objective: Students will be able to describe the components of PBIS

Prep Work: Create a BIN for questions. An issue bin is a quality tool used to provide a forum for questions, issues, and/or concerns that may arise during a lesson that can be answered more appropriately at another time. It provides an opportunity for all students to comment without interrupting the established time frame of the lesson.

Time	What	How	Resources
7	Activator Whole group	1. Hold a whole class discussion focusing on the following questions: Why do we need rules? What would happen if we didn’t have rules? What could happen in a baseball game if the team didn’t have rules? What could happen if we did not have rules in schools?	
3	Frame the Lesson Whole group	1. Communicate the objective and agenda <u>Objective:</u> Students will be able to describe the components of PBIS <u>Agenda:</u> Activator What is PBIS? Summarizer 2. Introduce a BIN for questions. Questions that will be answered in future lessons can be held until that lesson.	BIN (created by the teacher)
10	What is PBIS? Groups of 2 Whole group	1. Put students in groups of two. 2. Handout: “Positive Behavioral Interventions & Supports” (one per group of 2) 3. Tell students: “Positive Behavior relates to: <u>School Wide Expectations and Rules</u> ” 4. Introduce the three school-wide expectations: Be respectful, be responsible, and be safe. 5. Tell students: “The entire school shows pride in themselves and their school by being respectful, being responsible, and being safe.” 6. Ask students: “What areas in the school do you need to be respectful, responsible, and safe?” Chart responses on a whiteboard, chalkboard, chart paper, or overhead. 7. Tell students: “Positive Behavior relates to: <u>Recognition</u> ”	PBIS Handout (one per group of 2) Chart paper, whiteboard, overhead or chalk board (supplied by the teacher)

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		<ol style="list-style-type: none"> 8. Tell students: “You will have the opportunity to be recognized for consistently demonstrating positive behavior.” 9. Tell students: “You will receive Clemente bucks for demonstrating positive behavior on a consistent basis. The Clemente bucks will be used to purchase things in the school store. (Variety of gift certificates, movie passes, passes for ice cream, food) More information will be given about recognition opportunities in a future lesson. Questions about recognition can be placed in the BIN.” 10. Tell students: “Grade level teams can earn rewards for Peace Days. A Peace Day is a day when no office referrals are given in which the incident disrupted the school community. For example, a student fight would disrupt the school community. Students will receive grade level rewards at 5, 15, 30, 50, 75, and 100 Peace Days. Some rewards are: free seating in the cafeteria, field time, movie and popcorn, dance, pizza party.” 11. Tell students: “You will have the opportunity to give input on recognition opportunities in a future lesson.” 12. Tell students: “Interventions and Supports relates to: <u>The Response System</u>” 13. Tell students: “Sometimes you do not demonstrate behavior that follows the expectations (be respectful, be responsible, and be safe) or you do not follow school rules. Teachers will implement interventions or strategies to help you get back on track. Students will also be asked to implement interventions or strategies to help themselves.” 14. Ask students: “What might be some things your teacher does to help you get back on track? “What could be some things that you do to get yourself back on track?” 15. Tell students: “If the inappropriate behavior continues, a sequence of responses will be implemented by adults” 16. Introduce The Response System and review the steps. 17. Tell students: “These responses will help you get back on track. You will learn more about The Response System in a future lesson.” 18. <u>Collect PBIS Introduction Sheet and keep for lesson 5.</u> 	
10	Summarizer Groups of 2	<ol style="list-style-type: none"> 1. Write these questions on the board or overhead: <ul style="list-style-type: none"> • What does PBIS mean to you? • What are our three school-wide expectations? • What is a way that you can remember the three school-wide expectations? 	

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	Whole group	<ol style="list-style-type: none"> 2. Ask students with a partner to discuss them. 3. Ask students to share some of their responses to the questions with the whole class. 	
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Lesson Two: Be Respectful, Be Responsible, and Be Safe (Part 1)

Total time: 33 minutes

Objective: Students will be able to describe examples and non-examples of respectful behaviors

Time	What	How	Resources
6	Activator Whole group	Hold a whole class discussion focusing on the following questions: <ul style="list-style-type: none"> • What do you think of when you hear the words positive behavior? • What words come to mind when you think about interventions and supports? • What are the three school-wide expectations that all staff and students are expected to demonstrate in their behavior? 	
1	Frame the Lesson Whole group	1. Communicate the objective and agenda Objective: Students will be able to describe examples and non-examples of respectful behaviors Agenda: Activator Definition of Respect Examples Summarizer	
10	Respect Groups of 2	<ol style="list-style-type: none"> 1. Put students in groups of two. 2. Ask the pairs to write a definition of respect. 3. Display the following definition of respect on the board or overhead. Realize that Each of us is Special. Provide Each other with Caring and Tolerance. 4. Ask students: “Compare your definition to the one on the board. What is similar 	Notebook Paper (provided by teacher or student)

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	Whole group	<p>and what is different?</p> <ol style="list-style-type: none"> 5. Ask students to share similarities and differences with the whole class. 6. Ask students: “Why it is important to have respect for him/her self and for others?” 7. Communicate these points about the importance of respect in RCMS: <ul style="list-style-type: none"> • Respect means different things to different people. • You need to be aware of how your words and actions impact others. • You need to give respect to get respect. • You need to respect yourself to respect others. <p>***Collect student definitions and give to Pam Lloyd.***</p>	
10	Examples Groups of 4	<ol style="list-style-type: none"> 1. Put students in groups of 4. 2. Handout: “Respect” (one per group of 4) 3. Ask students: “List ways students, teachers, administration, parents, and other staff members can show respect through their actions?” (5 minutes) 4. Ask each group to share the ways to show respect for <u>one</u> of the groups of people on the handout. As groups share, ask students to listen for any similarities? Discuss any similarities after all groups have shared. (5 minutes) 5. Collect group sheets and return to John Mangrum. 	Respect Handout (one per group of 4)
6	Summarizer Groups of 2	<ol style="list-style-type: none"> 1. Put students into groups of two. 2. Handout: “Can You See Respectful Behavior?” (one per pair) 3. Tell students: “Identify who will be partner A and partner B. Partner A will do the evens and partner B will do the odds. After your partner writes down his/her answer, you must first agree to the answer before you go onto the next action. If you disagree, discuss it.” 4. Collect the handout and recycle. 	Can You See Respectful Behavior? Handout (one per pair)

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Lesson Two: Be Respectful, Be Responsible, and Be Safe (Part 2)

Total time: 30 minutes

Objective: Students will be able to describe examples and non-examples of responsible behaviors

Time	What	How	Resources
5	Activator Groups of 2	1. Ask students: “Think of an example of a responsible behavior you demonstrated today or yesterday and share it with a partner.” 2. Ask for volunteers to share with the whole class.	
1	Frame the Lesson Whole group	1. Communicate the objective and agenda Objective: Students will be able to describe examples and non-examples of responsible behaviors Agenda: Activator Responsible Scenario My Job as a Student Summarizer	
10	Responsible Scenario Groups of 2	1. Put students in groups of two. 2. Handout: “Being Responsible” (one handout per pair) 3. As a class, have students read the prompt on the handout as you read it aloud. Use a cloze procedure. (when the teacher stops reading, the class says the next word) 4. Ask students to answer the two questions on the handout. (5 minutes) 5. Have a whole group discussion around the answers to the questions. (5 minutes) 6. Collect group sheets and recycle.	Responsible Handout (one handout per pair)
15	My Job as a Student Groups of 4	1. Put students into groups of 4. 2. Handout: “My Job as a Student” (one per group of 4) 3. Review directions on handout. Review brainstorming rules. (Accept all ideas. Do not judge or discuss ideas. Strive for quantity of ideas.) 4. Ask students to vote in their group by doing the following: Pass the paper around so that each student can place a check mark in the vote box. The 4 ideas with the most votes will be included in the class chart. 5. Ask each group to present their top 4 ideas to the class. Create a class chart including the top four choices from each group—combine duplicates as you go.	My Job as a Student Handout (one per group of 4) Chart (provided by the teacher)

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		6. Post chart in your room for reference in promoting positive behavior. (If this activity requires more time, you can return to it at the end of the week or collect the papers and create the class chart based on the votes and present it to the class later in the week to complete the summarizer) 7. Collect group sheets and recycle after class chart is created.	
4	Summarizer Individual	1. Ask students to look at the class chart and reflect on the following questions: Which behaviors do I currently demonstrate? Which behaviors can I improve? 2. Ask students to write two responsible behaviors they will focus on in their student assignment book in the notes section for the current date.	

Lesson Two: Be Respectful, Be Responsible, and Be Safe (Part 3)

Total time: 30 minutes

Objective: Students will be able to describe examples and non-examples of safe behaviors

Time	What	How	Resources
5	Activator Whole group	1. Tell students: “I am going to read a statement, if you agree, put thumbs up, if you disagree put thumbs down.” “It is important for kids to take responsibility for their unsafe behavior when accidents occur.” “Kids play fighting never get hurt.” “Most kids running in the hallway are not trying to hurt them self or others.” 2. Discuss why students agree or disagree with the statements. 3. Tell students: “Students do get hurt when other students are running. Even if it is an accident, you are responsible for your behavior”	
1	Frame the Lesson Whole group	1. Communicate the objective and agenda Objective: Students will be able to describe examples and non-examples of safe behaviors Agenda: Activator Safe or Not Safe Summarizer	
22	Safe or Not	1. Ask students: “Why is it important that our behaviors keep us safe and others	Safe Handout

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	Safe Whole group Group of 2	safe?” 2. Put students in groups of two. 3. Handout: “Safe or Not Safe” (one per pair) 3. Review directions on handout with students. 4. Give students 8 minutes to complete. 5. Share and discuss as whole class. 6. Collect papers and return to John Mangrum.	(one per pair)
2	Summarizer Whole group	1. Ask students: “What is one thing you want to remember about being safe at RCMS 2. Tell students to share with a partner. 3. Ask volunteers to share with the class.	

Lesson Three: Expectations in Specific Settings

Total time: 78 minutes

Objective: Students will be able to identify the rules for each school setting and demonstrate behavior to follow the rules.

Time	What	How	Resources
15	Activator Groups of 4 Whole group	1. Put students into groups of 4. (You need 7 groups of students) 2. Tell students: “ You will receive a location at RCMS and will need to come up with descriptors of what it means to be respectful, responsible, and safe.” (Locations: cafeteria, hallway, computer lab/media center, school grounds, bathrooms, buses, classroom) 3. Handout: Rules for a Specific Setting.” (one per group of 4) 4. Assign a location per group. 5. Tell students: “Identify rules for being respectful, responsible, and safe in the location assigned to your group. State rules positively.” (6 minutes) 6. Handout: “Clemente PBIS Expectation Matrix” (one per student) 7. Tell students: “Compare your list of rules to the ones listed in the RCMS expectations matrix. Circle rules on your sheet (Rules for a Specific Setting) that are similar to the ones in the RCMS matrix. (4 minutes) 8. Ask each group to share similarities with the whole class. (5 minutes) 9. Collect group sheet and recycle.	Rules for a Specific Setting (one per group of 4) Clemente PBIS Expectations Matrix (one per student)
1	Frame the Lesson	1. Communicate the objective and agenda	

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	Whole group	<p>Objective: Students will be able to identify the rules for each school setting and demonstrate behavior to follow the rules.</p> <p>Agenda: Activator Rules for Each Setting Summarizer</p> <p>2. Tell students: “Today we will be discussing what being respectful, responsible, and safe means in various locations of RCMS. We will be learning the rules for each location and practicing them. I will give you feedback on your behaviors.”</p>	
<p>NOTE:</p> <ul style="list-style-type: none"> • Library rules will be taught by the media specialist during orientation to the media center and computer lab rules will be taught during distribution of screen names and passwords by Carol Michaels. • Classroom, bathroom, and bus behavior will be taught in the classroom. • School grounds, cafeteria, and hallway behavior will be taught on location. • The schedule for teaching rules in different locations is part of the first week of school schedule packet 			
60	Teaching of the Rules Whole group	<ul style="list-style-type: none"> • Decide which location you will teach first following the opening week schedule. • You will have 10 minutes to teach the rules for each location. This includes getting to that location. Please try to stay on time. • Ask students to reference the rules on the expectations matrix for that setting. • If you are teaching school grounds, cafeteria, or hallway, walk students to the designated area (following the opening week schedule) to model and practice appropriate behaviors. • Follow the steps below to teach the rules. <p><u>Steps to teach the Rules in Specific Settings.</u> (10 minutes per location)</p> <ol style="list-style-type: none"> 1. <u>Explain the rule(s)</u> for a specific setting 2. <u>Rationale:</u> Discuss why the rule(s) is important. 3. <u>Instruction:</u> Show students what the behavior looks like and sounds like by modeling it step by step. Provide many examples of the appropriate 	

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		<p>behavior. Ask students to identify the expectation (respect, responsibility, or safety) that the example relates to.</p> <ol style="list-style-type: none"> 4. <u>Practice</u>: Guide students in practicing the behavior step by step with feedback from you. Guide students one step at a time. 5. <u>Re-teach</u>: If the rule is not being followed correctly, re-teach. 6. <u>Infractions</u>: Give examples of what an infraction looks like and sounds like. Ask students to identify the expectation (respect, responsibility, or safety) that the example relates to. 7. <u>Review Interventions/Response System</u>: Discuss what could happen if students did not follow a specific rule after the teacher has used several strategies to help the student get back on track. (The Response System will begin—explain we will talk about them in a future lesson) <p>Notes: <u>Cafeteria location</u>: Your whole team will be in the cafeteria at one time. Your team leader can teach the rules in this setting with support from their administrator. <u>Hallway location</u>: Your whole team will be in the hallway to teach hallway rules at the same time. Your grade level team leader will identify hallway locations for each team homeroom. <u>School grounds location</u>: Your whole team will be outside to teach rules for school grounds. Find a spot with your homeroom in which you do not interrupt other team homerooms. <u>*****Ask students to keep their expectations matrix in their binder. *****</u></p>	
2	<p>Summarizer Groups of 2</p>	<ol style="list-style-type: none"> 1. Ask student to discuss with a partner the following question: Describe what our school will look like and sound like, if all students and adults are demonstrating respectful, responsible, and safe behavior. 2. Ask students to share some responses with the class. 	

Lesson Four: Recognition

Total time: 30 minutes

Objective: Students will be able to identify and explain recognition processes for consistent positive behavior.

Time	What	How	Resources
8	Activator	1. Put students in pairs.	Recognition:

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	Groups of 2	<ol style="list-style-type: none"> 2. Handout “Recognition: Behavior in the workplace” (one sheet per pair) 3. Review directions. 4. Give students 4 minutes to complete. 5. Review as a whole group. 6. Collect and recycle. 	Behavior in the workplace handout (one sheet per pair)
1	<p>Frame the Lesson</p> <p>Whole group</p>	<ol style="list-style-type: none"> 1. Communicate the objective and agenda <p>Objective: Students will be able to identify and explain recognition processes for consistent positive behavior.</p> <p>Agenda: Activator Recognition Processes Clemente Bucks Peace Days Input on Recognition Summarizer</p>	
5	<p>Recognition</p> <p>Whole group</p>	<ol style="list-style-type: none"> 1. Tell students: “Consistent positive behavior will be recognized for being respectful, responsible, and safe.” 2. Ask students: “What might be some consistent behaviors that you can receive a Clemente Buck for?” 3. Tell students: “All staff including teachers, substitutes teachers, main office staff, cafeteria staff, custodians, and bus drivers will give out Clemente Bucks.” 4. Tell students: “Some possible rewards when being recognized for demonstrating respect, responsibility and safety on a consistent basis are gift certificates, movie passes, dances, school supplies, and food. You will have the opportunity to give input on how to be recognized in this lesson.” 	
10	<p>Clemente Bucks</p> <p>Whole group</p>	<ol style="list-style-type: none"> 1. Show students an example of a Clemente buck. (Teacher buck provided) 2. Review the value of each Clemente buck. (Super Sub bucks are worth 3, bus bucks are worth 2, and teacher bucks are worth 1.) 3. Explain how a Clemente buck is filled out for a student. (See directions on Clemente Buck) 4. Tell students: “Clemente will have a School Store. It will be open every Friday during lunch. You can use your Clemente Bucks in the school store to purchase things to recognize yourself for consistent positive behavior. You are responsible 	Clemente Teacher Buck (visual example)

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		for your Clemente bucks. You must keep them secure. If you loose them, they will not be replaced.” 5. Ask students: “What are some ways you can keep your Clemente Bucks secure?”	
1	Peace Days: Grade Level Rewards Whole group	Remind students that grade level recognition can be earned for Peace Days (discussed in Lesson 1)	
7	Input on Recognition	1. Put students in groups of 4. 2. Handout “Students We Want Your Input.” (one per group of 4) 3. Ask student to complete the handout. 4. Collect and return to John Mangrum.	Students We Want Your Input Handout(one per group of 4)
2	Summarizer Group of 2	1. Ask student to share with a partner, What is the purpose of Clemente buck? How does a student earn one? 2. Answer any questions.	

Lesson Five: The Response System

Total time: 30 minutes

Objective: Students will be able to identify and explain the response system for inappropriate behavior and the supports for helping to improve behavior.

Time	What	How	Resources
10	Activator Groups of 2	1. Put students in groups of 2. 2. Handout: “Consequences: Behavior in the Workplace.” (one per pair) 3. Ask students to complete the activator. (5 minutes) 4. Discuss as a whole group. (5 minutes) 5. Collect and recycle.	Consequences: Behavior in the Workplace handout (one per pair)
1	Frame the Lesson Whole group	1. Communicate the objective and agenda Objective: Students will be able to identify and explain the consequences for inappropriate behavior and the supports for helping to improve behavior. Agenda: Activator The Response System Staff Managed Behavior Form	

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		Office Referral Form Summarizer	
5	The Response System Groups of 2	<ol style="list-style-type: none"> 1. Handout: “Positive Behavioral Interventions & Supports” (one per group of 2) (Saved from lesson 1) 2. Tell students: “Look at the side of the handout with the Response System on it.” 3. Tell students: “Sometimes we do not demonstrate behavior that follows the expectations (be respectful, be responsible, and be safe) or we do not follow school rules. Teachers will implement strategies to help you get back on track. Students will also be asked to implement strategies to help themselves get back on track. Your teacher might speak to you privately, move your seat, remind you of the rules, stand next to you, or ask you if you need help. These are some things your teacher might do to help you get back on track. If the inappropriate behavior continues, a sequence of responses will be implemented by adults.” 	PBIS Intro-handout
5	Staff Managed Behavior Form Whole group	<ol style="list-style-type: none"> 1. Hold up a copy of the Staff Managed Behavior Form. 2. Tell students: “This form helps adults monitor your behavior so supports can be provided to you to help you change your behavior. It helps the adults know that a specific student needs support in demonstrating good behavior. When an adult fills this out, this means that teacher and student strategies are not working. This form is a signal to students that they need to improve. The goal is to intervene and provide support to the student to prevent an office referral.” 	Staff Managed Behavior Form-visual for students
5	Office Referral Form Whole group	<ol style="list-style-type: none"> 1. Hold up a copy of the Office Referral Form. 2. Tell students: “If the inappropriate behavior continues on a consistent basis, this form helps the principal, assistant principals, and the assistant school administrator know that the supports in place to help change your behavior are not working and further action needs to be taken.” 	Office Referral Form-visual for students
5	Summarizer Whole group	<ol style="list-style-type: none"> 1. Hold a class discussion around the following questions: What is the purpose of a Staff Managed Behavior Form? What is the purpose of an Office Referral? How does it differ from a Staff Managed Behavior Form? Do you think that completing a Staff Managed Behavior Form is a fair way to warn students that they are continuing to behaving inappropriately? Why? 2. Tell Students: “Since the PBIS Committee affects student as much as it affects adults, they are interested in knowing your ideas. If you are interested in becoming a part of the 	

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	committee, please see Mr. Mangrum. They would welcome your input!”	
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Lesson Six: Putting It All Together—PBIS

Total Time: 30 minutes

Objective: Students will be able to identify and describe behaviors that are examples and non-examples of the Golden Hawk Code of Conduct: Be Respectful, Be Responsible, and Be Safe.

NOTE: Please complete all parts of lessons 1-5 before implementing any of the options in this lesson for review.

Time	What	How	Resources
5	Activator Whole group	1. Read students the following examples and have them respond with thumbs up if the behavior is an example of the Golden Hawk Code of Conduct or thumbs down if it is not an example. 2. Ask students to identify the behavior as safe/unsafe; respectful/not respectful; responsible/not responsible. I walk into class late and I apologize to the teacher for being late. I walk around the cafeteria and visit my friends at all the tables. The teacher calls my name and I say “What do you want?” in a nasty tone. I throw my trash away in the cafeteria. I play a chasing game in the hallway with my friends. I say “I am sorry” and accept the consequences for my inappropriate behavior. (Add more of your own examples and use with students)	
1	Frame the Lesson Whole group	1. Communicate the objective and agenda Objective: Students will be able to identify and describe behaviors that are examples and non-examples of the Golden Hawk Code of Conduct: Be Respectful, Be Responsible, and Be Safe. Agenda: Activator Review (Option 1,2, and/or 3) Summarizer	
10	Review (Option 1) Groups of 2	1. Put students in groups of two. 2. Tell students: “Identify 3 examples of each of the school wide expectations: be respectful, be responsible, and be safe.” 3. Ask students to share their examples with the class. Ask the class to identify the example as respectful, responsible, or safe.	Notebook paper(provided by teacher or student)

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	Whole group		
10	Review (Option 2) Individual/ whole group	<ol style="list-style-type: none"> 1. Give each student three index cards. Ask students to write respectful on one card, responsible on another card, and safe on the last card. 2. Tell students: “You can reference your Expectations matrix to help you figure out if the rule is respectful, responsible, or safe. 3. Using the expectations matrix, give students a rule such as “Employ active listening” and ask them what type of rule it is: respectful, responsible, or safe. 4. After you state the rule, have the students hold up the card(s) corresponding to the correct expectation. 5. After the students understand the game, let each student have a turn to recite a rule and the other students guess the expectation. 6. Discuss the rules and the categories as the game is played. There is likely to be some debate as to whether something is “respectful, responsible, or ready” 	Index cards need to be supplied by the teacher
10	Review (Option 3)	<ol style="list-style-type: none"> 1. Read each scenario. Then, ask students: “what would you do next?” and “how is your response respectful, responsible, and/or safe?” <p>You walk into class late. You hear your friends talking about someone else. You see a student take someone else’s notebook. One of your friends wants to play fight. You see a student leave behind their purse. One person in class does not have a partner. You spill a bag of M&Ms in the hallway. (Add more of your own examples and use with students)</p>	
5	Summarizer Whole group or partners	<ol style="list-style-type: none"> 1. Ask students: “When your behaviors are respectful, responsible, and safe, how does that make you feel?” (Provide individual think time) 2. Share feelings whole group or with partners. 3. Answer any questions. (Questions that you cannot answer—forward to John Mangrum. 	