
The Leader in Me

and

*Positive Behavior Interventions and
Supports*

Hickman Elementary Behavior Plan



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Introduction to The Leader in Me and Positive Behavior Interventions and Supports

The positive approach of PBIS in support of The Leader in Me and the 7 Habits of Highly Effective People ensures that our students will be taught the behaviors we expect. They will be rewarded when they succeed, corrected when they make mistakes, always under the overarching ideal that Leadership is doing what is right even when no one is looking.

This manual is for Hickman Parents and families. Its purpose is to explain the school wide positive behavioral expectations, interventions, and supports the school, with staff input, have developed. This is a living document, which means that it will be updated and adjusted as staff sees the need for changes and/or additions to our systems.

For a school wide system to work effectively, it is important that all staff members and our families read and understand this manual of support.

How Does PBIS Support The Leader in Me?

The Leader in Me addresses the whole child with an emphasis and focus on fostering a strong intrinsic motivation to do what is right. The common language of The Leader in Me helps children learn to take responsibility for their actions and choices, to make more positive choices and to work on all areas of their lives, not just behavior.

PBIS is a process of positive behavioral reinforcement to change behavior that will enable the staff at Hickman to proactively teach and reinforce expectations for student behavior. PBIS is a compliment to The Leader in Me.

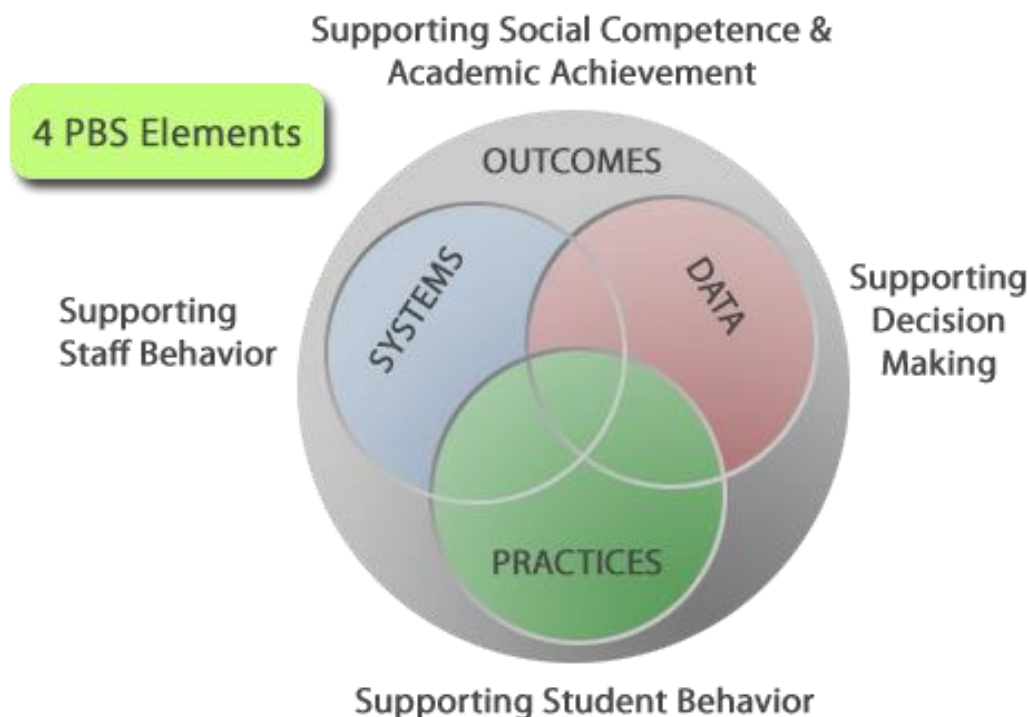
What is School-wide PBIS?

Definition

School-wide positive behavior intervention and supports (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

There are four main elements in SW-PBIS:

- Customized practices to support student behavior, such as defining and teaching appropriate behavior
- Systems of support for educators in the school; such as school-wide behavioral expectations, indicators, and coaching
- Data-based decision making, which is the corner stone of the behavior problem-solving process
- And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success.



Multi-Tiered System of Supports (MTSS)

School wide means that all staff support appropriate behavior in the classroom and non-classroom (Bathrooms, assemblies, cafeteria, etc.) areas. This support happens along a continuum from Tier 1 instruction and support for all students. Tier 1 support refers to best first instruction for all. Tier 2 supports focus on the smaller group of students who need more instruction and modeling for learning to elicit positive outcomes. Tier 2 supports might include additional instruction in one area of behavioral need, participation in social skills groups. Tier 3 support is focused on the few students who require intensive support. Tier 3 supports could include a behavior intervention plan developed by teacher, IEP team, and/or district behavioral support staff.

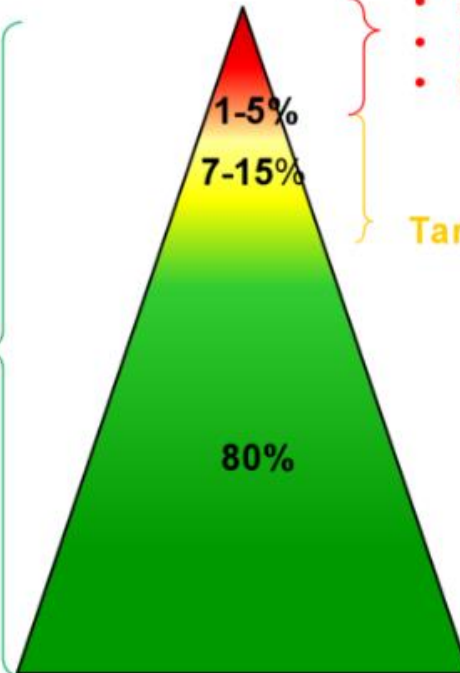
Continuum of School Wide Instruction & Positive Behavior Support

PBIS Framework

Universal Prevention

All Students

- Core Instruction
- Preventive
- Proactive
- Common expectations and Expectations
- Common Referral System
- Acknowledgment Based Behavior System



Intensive Intervention

- Individualized
- Function-based
- High intensity

Targeted Intervention Groups with similar needs

- Preventative
- Easily Accessible
- Academic or Behavioral

An important aspect of PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct instruction just like math and reading. There is no assumption in PBIS that students will learn social behavior automatically or pick it up as they go through life. This critical feature leads to its effectiveness.

For more information:

<http://www.pbis.org/school/swpbis-for-beginners>

Behavior Expectations

Behavioral expectations: Hickman Elementary School has four behavioral expectations for all students that support The 7 Habits of Highly Effective People in maintaining a safe and respectful environment.

Be Respectful ~ Be Responsible ~ Be Safe ~ Be Kind
Are you LEADing?

Behavior matrix: a matrix with settings, events, or classroom routines along the top with the behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.

Behavior indicators: what the behavioral expectations look like in a particular school-wide setting, event, or classroom routine.

Procedures: specific ways for students to complete tasks. An example of this is how to behave responsibly during transitions: 1. Clean up your area, 2. Stand and push in your chair, 3. Eyes are on me.

Why do we have School-Wide Behavior Expectations?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 4 simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

Teaching Expectations and Routines

One of the most important reasons to teach behavioral expectations and routines across settings is that so all students know what is expected by all adults on campus. This will improve consistency across staff in holding students accountable for their behavior.

During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. Our success depends on the participation and support from the entire staff.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines is a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines are to be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

Code of Conduct

GREAT LEADERS ARE				
AREA	RESPECTFUL	RESPONSIBLE	SAFE	KIND
Arrival/ Dismissal	<ul style="list-style-type: none"> •Voice level 2 •Use appropriate language •Follow directions •Be aware of other's space and personal belongings in the hallway 	<ul style="list-style-type: none"> •Use cell phones after 2:20 dismissal •Follow directions at all times •Arrive on campus after 7:45am •Leave campus at 12:25/2:20 	<ul style="list-style-type: none"> •Use crosswalk and sidewalk •Walk at all times •Walk bike and scooters while on campus •Keep hands, feet and objects to self •Wear or carry your backpack 	<ul style="list-style-type: none"> •Use kind, positive words •Walk with someone who is alone •Say "Hi", "Goodbye", "Have a good day" or "See you tomorrow" to students and staff
Bathrooms	<ul style="list-style-type: none"> •Voice Level 1 •Give people privacy •Respect property- yours and others •Use only the amount needed of paper towels 	<ul style="list-style-type: none"> •Flush toilet •Wash Hands •Put paper towels in garbage 	<ul style="list-style-type: none"> •Keep water in sink •Walk at all times •Get back to class as soon as you can •Report problems to the staff 	<ul style="list-style-type: none"> •Use appropriate language •Use kind words and actions
Bike Rack	<ul style="list-style-type: none"> •Respect other's property •Walk bikes and scooters 	<ul style="list-style-type: none"> •Walk bikes and scooters anywhere on campus •Lock your bike •Leave bikes and scooters at bike rack 	<ul style="list-style-type: none"> •Walk bike across campus 	<ul style="list-style-type: none"> •Use kind words and appropriate language. •Assist someone in need.
Lunch Arbor/ Cafeteria	<ul style="list-style-type: none"> •Voice Level 2 •Eat your own lunch •Raise a quiet hand for help •Respect others' space 	<ul style="list-style-type: none"> •Walk into the cafeteria in a quiet line •Sit at your designated table •Clean up after yourself, throw away garbage 	<ul style="list-style-type: none"> •Walk at all times •Stand quietly in line, with hands at your side •Sit while eating •Hold tray with both hands 	<ul style="list-style-type: none"> •Use kind words and actions •Be patient while waiting for noon duty to dismiss
Nest/ Hickman Hall (Assemblies)	<ul style="list-style-type: none"> •Voice Level 0 •Eyes on speaker/performer •Respond only when prompted •Applaud at appropriate times 	<ul style="list-style-type: none"> •Follow staff directions •Stay with your class •Face forward 	<ul style="list-style-type: none"> •Walk at all times •Hands, feet and objects to self 	<ul style="list-style-type: none"> •Use good manners •Use appropriate language •Use kinds words and actions
Fire Drill	<ul style="list-style-type: none"> •Voice Level 0 •Listen for directions •Single line, arm length apart 	<ul style="list-style-type: none"> •Stop activity when alarm sounds •Leave material possessions behind 	<ul style="list-style-type: none"> •Follow designated leader to safe area •Walk at all times •Hands, feet and objects to self 	<ul style="list-style-type: none"> •Assist someone in need •Be patient
Hallways	<ul style="list-style-type: none"> •Voice Level 0 •Walk single file 	<ul style="list-style-type: none"> •Face forward in line •Listen to staff directions 	<ul style="list-style-type: none"> •Hands, feet and objects to self •Maintain an arm length distance 	<ul style="list-style-type: none"> •Use kind words and appropriate language •Assist someone in need
Library	<ul style="list-style-type: none"> •Voice Level 0 or 1 •Take care of and handle books carefully. •Follow rules for library. 	<ul style="list-style-type: none"> •Return materials to proper places. •Take care of library property. •Push your chair in, take belongings with you. 	<ul style="list-style-type: none"> •Hands, feet and objects to self. •Sit on chairs, push in chair when not using. 	<ul style="list-style-type: none"> •Use kind words and actions •Use appropriate language

Lining-Up	<ul style="list-style-type: none"> •Voice level 0 •Listen for directions 	<ul style="list-style-type: none"> •Shoulders face forward •Line up quickly and quietly 	<ul style="list-style-type: none"> •Walk to line •Hands and feet to yourself 	<ul style="list-style-type: none"> •Be patient
Office	<ul style="list-style-type: none"> •Voice Level 1 or 2 •Wait patiently to be acknowledged and helped •Sit up straight if seated 	<ul style="list-style-type: none"> •Walk into the office quietly and wait at front counter 	<ul style="list-style-type: none"> •Hands, feet and objects to self 	<ul style="list-style-type: none"> •Say please and thank you
Playground	<ul style="list-style-type: none"> •Voice Level 2 or 3 •Solve problems “Using your WITT” (Walk away, Ignore, Talk it out, Tell and adult) •Take care of equipment. •Share equipment. •Follow game rules. 	<ul style="list-style-type: none"> •Follow game rules. •Hold and walk equipment to cart •Stay on the playground 	<ul style="list-style-type: none"> •Hands, feet and objects to self •Freeze when you hear the whistle •Walk to your line •Report concerns to an adult •Use equipment properly 	<ul style="list-style-type: none"> •Use appropriate language •Use kind words and actions •Include all in games •Ask others to play
Nest	<ul style="list-style-type: none"> •Voice level 2 •Respect Nature •Stay on sidewalks 	<ul style="list-style-type: none"> •Walk at all times •Clean up after yourself 	<ul style="list-style-type: none"> •Walk at all times •Keep feet on the ground 	<ul style="list-style-type: none"> •Respect nature •Use kind words

Lesson: Arrival & Dismissal

Skill and Critical Behavior Indicator: How to Lead when Arriving at and Leaving School

“Today we are going to talk about behavior expectations during Arrival and Dismissal times. What are some ways to LEAD when arriving at school? When being dismissed from school? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind) (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play)

Today we are going to focus on:

Expectation	Example	Non-Example
Be Respectful	Voice level 1 or 2 Using appropriate language Following directions Being aware of other’s space and personal belongings in the hallway	Arriving on campus before 7:4 5am Loitering on campus after 2:20pm Hanging out in the hallways
Be Responsible	Using cell phones after 2:20 dismissal Following directions at all times Arriving on campus after 7:45am Leave campus at 12:25/2:20	Using electronic devices after the bell Arriving before 7:45 Playing in the hallways Hanging out on the playground after school Riding bikes or scooters Walking bikes on the lawn
Be Safe	Using crosswalk and sidewalk Walking at all times Walking bikes and scooters while on campus Keeping hands, feet and objects to self Wearing or carrying your backpack	Jaywalking Running on sidewalks or across campus Riding bike or scooters on campus Pushing, grabbing Swinging backpack or lunch box at others
Be Kind	Using kind, positive words Walking with someone who is alone Saying “Hi”, “Goodbye”, “Have a good day” or “See you tomorrow” to students and staff	Rushing past others on the sidewalks Yelling at each other Not acknowledging others as you walk by Spreading gossip about others

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to hang out in the hallways?
- Is it okay to use kind and positive words?
- Is it okay to freeze on the bell?
- Is it okay to play games before school?

(You can do unison response or individual turns or a combination thereof. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing before and after school. I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible playground behavior; appropriate and responsible playground behavior.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting intensive needs.

Lesson: Bathroom

Skill and Critical Behavior Indicator: How to Lead in the Bathroom

“Today we are going to talk about behavior expectations in the bathroom. What are some ways to LEAD in the bathroom? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind) (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play)

Today we are going to focus on:

Expectation	Example	Non-Example
Be Respectful	Voice Level 1 Give people privacy Respect property- your and others Use only the amount needed of paper towels	Looking under stalls, standing on toilets Writing on walls, slamming stall doors Playing with soap dispenser Taking more paper towels than needed
Be Responsible	Carry a Hall pass Flush toilet Wash Hands Put paper towels in garbage	Don't flush toilet Leave without washing hands Throwing trash on the floor, in the sink or toilet
Be Safe	Keep water in sink Walk at all times Get back to class as soon as you can Report problems to the staff	Splashing and playing with water Running in and out of bathroom Playing in bathroom Hanging out and visiting
Be Kind	Use appropriate language Use kind words and actions	Using inappropriate language Yelling at others Banging on doors

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to use one or two pumps of soap?
- Is it okay to splash the water?
- Is it okay to use one or two paper towels?
- Is it okay to flush the toilet?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing in the bathroom. I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible bathroom behavior; appropriate and responsible bathroom behavior.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Lesson: Bike Rack

Skill and Critical Behavior Indicator: How to be responsible in the Bike Rack

"Today we are going to talk about ways to be safe in the Bike Rack. What are some ways to LEAD in the Bike Rack? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind)(e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on Appropriate Bike Rack Behavior:

Expectation	Example	Non-Example
Be Respectful	Respect other's property	Touching anyone's property
Be Responsible	Walk bike, scooter, skateboard anywhere on campus Lock your bike Leave bikes and scooters at bike rack	Riding bike, scooter, skateboard on campus Crossing planting areas or lawn with bikes and scooters
Be Safe	Stay on the sidewalks when walking bike across campus	Riding anywhere on campus Crossing the lawn with bikes
Be Kind	Use kind words and appropriate language. Assisting someone in need.	Ignoring someone who needs help Yelling at each other Not acknowledging others as you walk by

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to walk to the Bike Rack?
- Where should you begin to walk your bike?
- Is it OK to walk your bike on the grass?
- When/where is it okay to begin riding your bike after dismissal?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing in the Bike Rack. I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe Bike Rack behavior; appropriate and safe Bike Rack behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Lesson: Cafeteria/Lunch Arbor at Lunch

Skill and Critical Behavior Indicator: How to Lead at Lunch

“Today we are going to talk about behavior expectations for lunchtime. What are some ways to LEAD in the cafeteria and lunch arbor? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind) (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play)

Today we are going to focus on Appropriate Behavior in the LUNCH AREA

Expectation	Example	Non-Example
Be Respectful	Voice Level 2 Eat your own lunch Raise a quiet hand for help Respect others' space	Share food with others Leave your table without permission Yelling loudly Touching others and their food
Be Responsible	Walk into the cafeteria in a quiet line Sit at your designated table Clean up after yourself, throw away garbage	Come into the cafeteria or lunch arbor with loud voices Sit anywhere you want Leave a mess on the table and floor
Be Safe	Walk at all times Stand quietly in line, with hands at your side Sit while eating Hold tray with both hands	Run into the cafeteria and cut in line Touching others and moving around
Be Kind	Use kind words and actions Be patient while waiting	Laugh at and be rude to others Telling someone they can't sit by you

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)
For example, it should sound like this:

- Is it okay to walk in the cafeteria?
- Is it okay to have voice level 0, 1, or 2?
- Is it okay to raise your hand and wait for help?
- Is it okay to cut in line?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing in the cafeteria. I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible cafeteria behavior; appropriate and responsible cafeteria Behavior.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Lesson: Hickman Hall or Nest for an Assembly

Skill and Critical Behavior Indicator: How to Lead during an Assembly

“Today we are going to talk about behavior expectations during an Assembly. What are some ways to LEAD in Hickman Hall or the Nest? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind) (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play)

Today we are going to focus on Appropriate Behavior in the Den.

Expectation	Example	Non-Example
Be Respectful	Voice Level 0 Eyes on speaker/performer Respond only when prompted Applaud at appropriate times	Leave your table without permission Yelling loudly Touching others
Be Responsible	Follow staff directions Stay with your class Facing forward	Talking at inappropriate times Turning around and talking Booing/laughing at the performer
Be Safe	Walk at all times Hands, feet and objects to self	Running. Sitting on heels Pushing, shoving
Be Kind	Use good manners Use appropriate language Use kinds words and actions	Booing/talking during presentation

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to enter in a single line?
- Is it okay to enter like a mob?
- Is it okay to follow directions?
- Is it okay to keep your hands and feet to yourself?

(You can do unison response or individual turns or a combination thereof. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing in the Den during an Assembly. I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible assembly behavior; appropriate and responsible assembly behavior.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Lesson: Fire Drill

Skill and Critical Behavior Indicator: How to Lead during a Fire Drill

“Today we are going to talk about behavior expectations during a Fire Drill. What are some ways to LEAD during a Fire Drill? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind) (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play)

Today we are going to focus on:

Expectation	Example	Non-Example
Be Respectful	Voice Level 0 Listen for directions IN A LINE arm length apart	Talking Continuing to work
Be Responsible	Stop activity when alarm sounds Leave material possessions behind	Running across playground Hiding in classroom
Be Safe	Follow designated leader to safe area Walk at all times Keep hands and feet to self	Running Playing in line Hiding in classroom
Be Kind	Assist someone in need Be patient	Being impatient- pushing, shoving

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to line up quickly and quietly?
- Is it okay to hold the door for others?
- Is it okay to walk across the playground?
- Is it okay to Wait Quietly for directions?

(You can do unison response or individual turns or a combination thereof. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing during a Fire Drill. I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible Fire Drill behavior; appropriate and responsible Fire Drill behavior.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Lesson: Hallways

Skill and Critical Behavior Indicator: How to be responsible in the hallway

"Today we are going to talk about ways to be safe in the hallway. What are some ways to LEAD in the Hallway? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind)(e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play, taking turns...)

Today we are going to focus on Appropriate Hallway Behavior:

Expectation	Example	Non-Example
Be Respectful	Voice Level 0 Walk single file	Talking loudly (yelling, laughing, whistling)
Be Responsible	Face forward in line, stay to the right	Turning and talking to people around you
Be Safe	Walk on the right hand side Keep hands and feet to self Maintain an arm length distance	Running, skipping, jumping, bouncing balls, pushing or shoving Walking too close to person in front of you
Be Kind	Use kind words and appropriate language Assisting someone in need	Ignoring someone who needs help

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to walk in the hallway?
- Is it okay to walk on the left?
- Is it OK to whisper to a friend?
- Is it okay to keep your hands and feet to yourself?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing in the hallways. I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and unsafe hallway behavior; appropriate and safe hallway behavior

Assignments:

Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Lesson: Library

Skill and Critical Behavior Indicator: How to Lead in the Library

“Today we are going to talk about behavior expectations in the Library. What are some ways to LEAD in the library? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind) (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play)

Today we are going to focus on:

Expectation	Example	Non-Example
Be Respectful	Voice Level 0 or 1 Take care of and handle books carefully. Follow rules for library.	Yell or talk loudly with others. Throw books on the counter or floor.
Be Responsible	Return materials to proper places. Take care of library property. Push your chair in, take belongings with you.	Put books away anywhere you want. Leave your chair out, leave a mess on the table.
Be Safe	Keep hands and feet to yourself. Sit on chairs, push in chair when not using.	Touching others or their books. Standing/kneeling on chairs and tables.
Be Kind	Use kind words and actions Use appropriate language	Laugh at and be rude to others. Telling someone they can't sit by you.

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to walk in the library?
- Is it okay to touch others with objects like the shelf markers?
- Is it okay to keep your hands and feet to yourself?
- Is it okay to whisper (voice level 1)?
- Is it okay to read a book?
- Is it okay to stay in your personal space?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing in the library. I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible library behavior; appropriate and responsible library behavior.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Lesson: Lining Up

Skill and Critical Behavior Indicator: How to Lead when lining up.

“Today we are going to talk about behavior expectations when lining up. What are some ways to LEAD when lining up? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind) (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play)

Today we are going to focus on:

Expectation	Example	Non-Example
Be Respectful	Voice level 0 Listen for directions	Talking loudly (yelling, laughing, whistling)
Be Responsible	Shoulders facing forward Line up quickly and quietly	Turning and talking to people around you
Be Safe	Walk to line Hands and feet to yourself	Running, skipping, jumping, bouncing balls Standing anywhere In a group with friends
Be Kind	Be patient	Pushing, shoving, grabbing, kicking

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to run to line and bounce balls?
- Is it okay to stand quietly with hands to self
- Is it okay to ignore the whistle to freeze?
- Is it okay to push?
- Is it okay to wait quietly for the teacher?
- Is it okay to continue talking in line?

(You can do unison response or individual turns or a combination thereof. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing when lining up I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible line behavior; appropriate and responsible line Behavior.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Lesson: Office

Skill and Critical Behavior Indicator: How to Lead in the Office.

“Today we are going to talk about behavior expectations in the Office. What are some ways to LEAD when in the Office? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind) (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play)

Today we are going to focus on:

Expectation	Example	Non-Example
Be Respectful	Voice Level 1 Wait patiently to be acknowledged and helped Sit up straight if seated	Demanding help Slouching or laying down on the bench
Be Responsible	Walk into the office quietly and wait at front counter	Talking as you enter the office Not waiting your turn for help
Be Safe	Keep hands, feet and objects to self	Touching others property
Be Kind	Say please and thank you	Lack of manners- interrupting Playing, loud talk

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to ask a teacher to go to the office?
- Is it okay to run to the office?
- Is it okay to be polite and say “Please” and “Thank You?”
- Is it okay to sit nicely and wait patiently?

(You can do unison response or individual turns or a combination thereof. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing when in the office. I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible office behavior; appropriate and responsible office Behavior.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Lesson: Playground

Skill and Critical Behavior Indicator: How to Lead on the Playground

“Today we are going to talk about behavior expectations on the playground. What are some ways to LEAD when on the playground? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind) (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play)

Today we are going to focus on:

Expectation	Example	Non-Example
Be Respectful	Solve problems with “WITT” (Walk away, Ignore, Talk it out, Tell an Adult) Take care of equipment. Share equipment. Follow game rules.	Fighting/arguing. Using equipment in the wrong way. Not sharing or excluding others. Making up own game rules.
Be Responsible	Hold and walk equipment to cart Stay on the playground	Leaving equipment on playground. Playing outside of designated area. Leaving jacket or sweatshirt on playground.
Be Safe	Keep hands and feet to self Freeze when you hear the whistle Walk to your line Report concerns to an adult Use equipment properly	Continue to play, running to line. Pushing, shoving, or playing in line. Physical body contact, pushing shoving, slapping,
Be Kind	Use appropriate language Use kind words and actions Include all in games Ask others to play	Swearing. Ignoring and excluding others.

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to solve problems with Rock-Papers-Scissors?
- Is it okay to freeze when you hear the whistle?
- Is it okay to wait patiently for the equipment?
- Is it okay to exclude others?

(You can do unison response or individual turns or a combination thereof. It’s important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing on the playground. I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible playground behavior; appropriate and responsible playground Behavior.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting intensive needs.

Lesson: Nest

Skill and Critical Behavior Indicator: How to Lead in the Nest

“Today we are going to talk about behavior expectations in the Nest. What are some ways to LEAD in the Nest? Shape student responses into observable behaviors around Respectful, Responsible, Safe, Kind) (e.g. if they say to be nice, ask for examples of being nice that equate to observable skills such as asking someone to play)

Today we are going to focus on:

Expectation	Example	Non-Example
Be Respectful	Voice level 2 Respect nature Stay on sidewalks	Pulling on tree branches Standing in planting areas Picking leaves and flowers off of trees and plants
Be Responsible	Walk at all times Clean up after yourself	Running across the campus Littering trash on the ground
Be Safe	Walk at all times Keep feet on the ground	Running across campus Jumping on steps and benches
Be Kind	Respect nature Use kind words	Yelling Rough play

Check for understanding:

(Three positive examples for every one negative example. Be sure to end with two positive examples.)

For example, it should sound like this:

- Is it okay to walk through the quad?
- Is it okay to cross campus with a hall pass?
- Is it okay to climb trees at school?
- Is it okay to walk in the Quad?

(You can do unison response or individual turns or a combination thereof. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding.)

Demonstrate and Role Play:

Demonstrations: I am going to show you some ways of LEADing in the Quad. I want you to watch and tell if I am being Respectful, Responsible, Safe, or Kind. Then you will get a turn to demonstrate as well (students only demonstrate appropriate behavior).

Role Plays: Inappropriate and irresponsible Nest behavior; appropriate and responsible Nest behavior.

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

System for Acknowledging Behavior

At the individual student level:

- Adults in the building acknowledge appropriate student behavior with Hickman Bucks and/or positive, specific verbal praise

At the classroom level:

- Students can earn Hickman Bucks in any classroom.
- Rewards for Hickman Bucks will be provided in the Hickman Store
- Classroom teachers will decide how and where students will keep their Hickman Bucks

At the school level:

- At the monthly school-wide Leadership assembly, ten Caught You Being A Leader tickets will be drawn from a Bin
- The students whose Habit Grams are drawn from the box will receive Lunch With the Principal invitations

Acknowledgment Guidelines

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (**4:1 ratio**). The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Hickman Elementary School we use The Leader in Me and PBIS to acknowledge students for appropriate behavior. When recognizing students with a Hickman Dollar, it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule.

Adult behavior when providing acknowledgement is:

- Positive
- Specific, clear
- Applied immediately
- Teacher initiated
- Focused on improvement

Examples of strategies to acknowledge behavior:

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise	Token Economy	Lunch with the Principal
Smile	Phone calls	Class Parties
Stickers	Special Privileges	Special Project
Rubber Stamp	1:1 Time with Staff	Recognition
Thumbs Up	Social/Free Time	Award Ceremonies
Home Notes	Special Seat	Dress Up Day

System for Correcting Behavior

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, teach expectations and routines, provide incentives for positive behavior, and establish clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

Active Supervision Guidelines

Active Supervision is a monitoring procedure that uses three components: moving, scanning and interacting frequently.

Moving Effectively

- Constantly roam throughout the zone
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to students requiring extra support
- Randomized
- Targets Problem Areas

Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

Interacting Frequently

- Positive contacts
- Friendly, helpful, open demeanor
- Proactive, non-contingent reinforcement
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistently

Behavior Referral Form

Hickman Elementary School Behavior Incident Form

<i>Be Respectful - Be Responsible - Be Safe - Be Kind</i>	Location
Name: _____ Date: _____ Time: _____ Grade: TK K 1 2 3 4 5 Teacher: _____ Referring Staff: _____	<input type="checkbox"/> Bathroom <input type="checkbox"/> Campus <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Classroom <input type="checkbox"/> Nest <input type="checkbox"/> Other _____

Level 1 Behavior (Handle within Classroom)	Level 2 Behavior (Handle within Classroom)	Level 3 Behavior (Refer to Principal)	Perceived Motivation
<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive/ Inapp. Language <input type="checkbox"/> Teasing <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Leaving Classroom <input type="checkbox"/> Other _____	<input type="checkbox"/> Alcohol <input type="checkbox"/> Weapons <input type="checkbox"/> Drugs <input type="checkbox"/> Tobacco <input type="checkbox"/> Property Damage <input type="checkbox"/> Physical Fighting <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Persistent Lying/Cheating <input type="checkbox"/> Bullying <input type="checkbox"/> Theft	Function of Behavior <input type="checkbox"/> Tangible (wants) <input type="checkbox"/> Attention (+ / -) <input type="checkbox"/> Escape/Avoidance

Action Taken by Staff

<input type="checkbox"/> Conference with Student <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Parent Contact <input type="checkbox"/> Restitution/Community Service (describe): _____	<input type="checkbox"/> Referred to Principal <input type="checkbox"/> Calm down area <input type="checkbox"/> Time in the Office <input type="checkbox"/> Conference with Principal <input type="checkbox"/> Reflection Interview <input type="checkbox"/> Other _____	Others Involved: <input type="checkbox"/> None <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute Teacher <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Unknown <input type="checkbox"/> Other
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Comments: _____

Signatures:

_____ Student

_____ Parent

Levels of Offenses Defined

Bullying/ Harassment	Level 1	Always a Level 3 offense.
	Level 2	Always a Level 3 offense.
	Level 3	Student delivers disrespectful messages to another person that includes threats or intimidation, obscene gestures, pictures, or written notes. <i>* Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.</i>
Lying/ Cheating	Level 1	Student engages in white lie that doesn't cause any physical or emotional harm to others
	Level 2	Student delivers message that is untrue and/or deliberately violates rules.
	Level 3	Student continuously lies and/or cheats on multiple occasions.
Defiance, Disrespect, Noncompliance	Level 1	Student engages in brief or low-intensity failure to respond to adult requests (teacher discretion)
	Level 2	Student engages in brief or low-intensity failure to respond to adult requests (teacher discretion)
	Level 3	Student repeatedly engages in sustained (or high-intensity) failure to respond to adult requests (for verbal disrespect, see Inappropriate Language).
Disruption	Level 1	Student engages in low-intensity, but inappropriate, disruption
	Level 2	Student engages in sustained or high intensity disruption. Behavior causing an interruption in a class activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
	Level 3	Always a LEVEL1 or LEVEL 2 offense.
Fighting	Level 1	Student engages in low—intensity, verbal dispute with student or staff
	Level 2	Student engages in high-intensity, verbal dispute with student or staff.
	Level 3	Student is involved in mutual participation in an incident involving physical violence.
Inappropriate Language	Level 1	Student delivers low-intensity verbal messages/gestures that include swearing, name calling, or use of words in an inappropriate way.
	Level 2	Student delivers abusive, profane verbal messages/gestures that includes swearing, name calling, or use of words in an inappropriate way and directed at others.
	Level 3	Student continuously engages in abusive, profane verbal messages/gestures that includes swearing, name calling, or use of words in an inappropriate way and directed at others.
Out of Area	Level 1	Student leaves their designated area but remains within classroom boundaries
	Level 2	Student leaves classroom but remains on campus.
	Level 3	Leaving campus is always a Level 3 offense
Physical Contact or Aggression	Level 1	Always a Level 2 behavior at minimum.
	Level 2	Student engages in non-serious, but inappropriate physical contact. Student touches another student or gets in another student's space without permission and in such a manner that makes the other student uncomfortable.
	Level 3	Student engages in actions involving serious physical contact where injury may occur, such as hitting, punching, hitting with an object, kicking, hair pulling. Student touches another person's private areas or displays own private areas.

Property Misuse/Damage	Level 1	Student engages in low-intensity misuse of property that can be easily reversed (i.e., rips paper)
	Level 2	Student engages in low-intensity misuse of property that can't be easily reversed (i.e., uses permanent marker on desk).
	Level 3	Student engages in an activity that results in damage, disfigurement, destruction of property.
Sexual Harassment	Level 1	Always a Level 3 offense.
	Level 2	Always a Level 3 offense.
	Level 3	Student engages in inappropriate, non-consensual verbal and/or physical gestures/contact, of a sexual nature to another student/adult
Technology Violation	Level 1	Student engages in non-serious, but inappropriate use of cell phone, computer, camera, or other technology device (per teacher discretion).
	Level 2	Student engages in non-serious, but inappropriate use of cell phone, computer, camera, or other technology device (per teacher discretion).
	Level 3	Student engages in serious and inappropriate use of cell phone, computer, camera, or other technology device.
Theft	Level 1	Always a Level 3 offense.
	Level 2	Always a Level 3 offense.
	Level 3	Student is in possession of, having passed on, or being responsible for removing someone else's property.

EMERGENCY: BOMB THREAT, SEXUAL TOUCHING, POSSESSION OF ALCOHOL, DRUGS, WEAPONS

Reflection Interview

Hickman Elementary School Reflection Interview

Student: _____ Teacher/Grade: _____

Date: _____ Time: _____ Interviewing Staff: _____

1. What did you do? (Start with "I" and be as specific as you can.)

2. How did your actions affect others students and/or adults?

3. What did you want and why?

4. Did you get what you wanted; why or why not?

5. What could you have done differently to have avoided this situation?

6. What is your next step and how will you handle it appropriately?