

SOUTHERN ELEMENTARY SCHOOL PBIS SYSTEMS

SYSTEM	Page Numbers
School Wide Expectations	2
Student Teaching Matrix	3
Formal Acknowledgement Plan	5
Problem Behavior Definitions	7
Behavioral Flowchart	14

School Wide Expectations	Acronym, Pledge, Song
1. Stay Safe	At Southern Elementary we SOAR: S-Stay Safe O-Outstanding Attitude A-Always Respectful R-Responsible
2. Outstanding Attitude	
3. Always Respectful	
4. Responsible	
Name of your School Wide Expectations:	Southern Standards

SCHOOL WIDE RULES AND SOCIAL SKILLS:

1.	Keep hands, feet, and objects to self while maintaining personal space.
2.	Have appropriate materials throughout the school day.
3.	Follow directions the first time given.
4.	Use polite and kind language.
5.	Help others.
6.	Apologize and problem solve disagreements.

Guilford County Schools – PBIS Tier I Team Training								
Name of Expectations	School-wide Expectations ↓	All Settings	Hallway	Cafeteria	Arrival/Dismissal	Bathrooms	Playground	Buses
	S tay Safe	<ul style="list-style-type: none"> - Keep hands, feet, and objects to self. - Use appropriate personal space. 	<ul style="list-style-type: none"> -Walk on the right hand side -Look forward. 	<ul style="list-style-type: none"> -Enter using the door on the right in a single file line. -Remain seated during lunch. 	<ul style="list-style-type: none"> -Walk on right hand side in a single file line. -Stay on the sidewalk until the student's name is called. 	<ul style="list-style-type: none"> -Only 1 person per stall 	<ul style="list-style-type: none"> -Play in areas above the back slope. -Climb up the ladder and slide down the slide. 	<ul style="list-style-type: none"> Remain seated at all times except to get on the bus or off the bus. Buckle up.
	O utstanding Attitude	<ul style="list-style-type: none"> -Help others. 	<ul style="list-style-type: none"> -Voice level 0. 	<ul style="list-style-type: none"> -Quietly ask supervising staff for help. 	<ul style="list-style-type: none"> -Say hello and wave in the morning. 	<ul style="list-style-type: none"> -Keep voice level at 0. 	<ul style="list-style-type: none"> -Include others in play. 	<ul style="list-style-type: none"> Follow the directions of the bus driver or safety assistant.
	A lways Respectful	<ul style="list-style-type: none"> -Use polite and kind language. - Apologize and problem solve disagreements. 	<ul style="list-style-type: none"> -Use quiet feet. 	<ul style="list-style-type: none"> -Speak on voice level 2 and use polite words. 	<ul style="list-style-type: none"> -Hold the door for the next person. 	<ul style="list-style-type: none"> -Give others privacy. 	<ul style="list-style-type: none"> -Use playground equipment safely and appropriately. -Stay away from the building and windows. 	<ul style="list-style-type: none"> Talk quietly and only with those in nearby seats.
	R esponsible	<ul style="list-style-type: none"> -Follow directions the first time given. -Have appropriate materials throughout the school day. 	<ul style="list-style-type: none"> -Keep hands by your side. 	<ul style="list-style-type: none"> -Students have lunch cards ready to scan. -Pick up your milk, utensils, and condiments before sitting down. -Your area should be clean before leaving the table. 	<ul style="list-style-type: none"> -Walk on the right hand side of the hallway. -Stay together with your class during dismissal. 	<ul style="list-style-type: none"> -Throw all trash away in the trash cans. -Turn off the water. -Use 1-2 pumps of soap and 2 pumps of paper towels. 	<ul style="list-style-type: none"> -Paper and trash should be placed in the trash can. 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself.

Model Classroom Procedures Matrix							
Model Classroom Procedures Matrix	School-wide Expectations↓	All Settings	Whole Group Instruction	Small Group Instruction	Independent Work	Entering the Classroom	End of Class
	Stay Safe	<ul style="list-style-type: none"> - Keep hands, feet, and objects to self. - Use appropriate personal space. 	<ul style="list-style-type: none"> -Keep chair flat on the floor. -Use pencils appropriately. -Keep your work area clean 	<ul style="list-style-type: none"> -Use center materials appropriately. 	<ul style="list-style-type: none"> -Stay on task. 	<ul style="list-style-type: none"> -Avoid tripping and falling by walking into your classroom with your hands by your side. 	<ul style="list-style-type: none"> -Walk to get book bags. -Pack up safely.
	Outstanding Attitude	<ul style="list-style-type: none"> -Help others. 	<ul style="list-style-type: none"> -Listen when others are talking. -Always give your best effort. 	<ul style="list-style-type: none"> -Participate in group activity/discussions. -Be ready to add ideas. 	<ul style="list-style-type: none"> -Complete your assignments on time. -Give your best effort (100%) 	<ul style="list-style-type: none"> -Smile! -Greet your teacher/peers with a Level 2 voice. 	<ul style="list-style-type: none"> -Pack up and be ready to walk out at dismissal.
	Always Respectful	<ul style="list-style-type: none"> -Use polite and kind language. - Apologize and problem solve disagreements. 	<ul style="list-style-type: none"> -Avoid distracting behavior. -Raise your hand permission to talk. 	<ul style="list-style-type: none"> -Use appropriate voice level 2. -Handle teacher materials with care. -Listen to teacher/peers discussion to add your ideas. 	<ul style="list-style-type: none"> -Voice level 0. 	<ul style="list-style-type: none"> -Greet teacher with a smile on Voice level 2. 	<ul style="list-style-type: none"> -Pack up for dismissal at voice level 0.
	Responsible	<ul style="list-style-type: none"> -Follow directions the first time given. -Have appropriate materials throughout the school day. 	<ul style="list-style-type: none"> -Keep your work area clean. -Listen when others are talking. 	<ul style="list-style-type: none"> -Stay on task. -Clean up your area when done. -Remain in your areas. -Keep materials center where they belong. 	<ul style="list-style-type: none"> -Stay on task. -Complete task in timely manner. 	<ul style="list-style-type: none"> -Unpack your materials. -Have all materials needed. -Complete morning work at voice level 0. -Write down homework assignments. 	<ul style="list-style-type: none"> -Pack up all materials needed to complete homework assignments. -Clean up your area and classroom.

School Wide Acknowledgement Systems for Students:

Component	Purpose	Title/ Name	Criteria for Earning	What Earned	Who Earns	Where Earned	When Earned/ Data Decision	Exchanged for	Exchange Logistics
High Frequency/ Immediate <i>Delivered at high rate for short period for teaching new behaviors and/or responding to problem behaviors</i>	Reinforce new learning of school wide expected behaviors.	SOAR	Demonstration of school-wide expected behaviors.	ClassDojo points, paired with positive feedback.	All Students	Common Areas and Classrooms	Daily for the first month after teaching; 80% of students demonstrate fluency daily, move to 3 days a week and then to intermittent in the common area. Teachers will focus on the expected behavior in their classroom that need the most work.	Reward Coupons	Students will turn in the coupons to the classroom teacher to use
Component	Purpose	Title/ Name	Criteria for Earning	What Earned	Who Earns	Where Earned	When Earned/ Data Decision	Exchanged for	Exchange Logistics
Intermittent/ Unexpected <i>Used to maintain taught behaviors, Bring "surprise" attention to certain behaviors or at scheduled intervals</i>	Reinforce new learning of school wide expected behaviors.	SOAR	Demonstration of school-wide expected behaviors.	ClassDojo points, paired with positive feedback.	All Students	Common Areas and Classrooms	After the first month, PBIS coach will email focus area(s) for the week.	Reward Coupon	Students will turn in the coupons to the classroom teacher to use
Component	Purpose	Title/ Name	Criteria for Earning	What Earned	Who Earns	Where Earned	When Earned/ Data Decision	Exchanged for	Exchange Logistics
Long-term Celebrations <i>Used to celebrate/ acknowledge achievement of goal by whole school, grade level, classroom, bus, or individual</i>	Ensure that school wide expectations are generalized across settings.	SOAR	Demonstration of school-wide expected behaviors as a class, grade level or school.	Class, grade level and school wide celebrations/ activity.	Classes, grade level, and school	Common Areas and Classrooms	Common areas	Surprise reward	Exchange eagle wings

MENU OF REINFORCERS FOR SCHOOL WIDE ACKNOWLEDGEMENT SYSTEMS - STUDENTS:

Earned by:	Types of Reinforcers		
	Activities or Privileges	Social Attention & Recognition	Tangible Items
Individual Students	Coupons for privileges: <ul style="list-style-type: none"> • Homework Pass • No Shoes • Hat Day • Bring Stuffed Animal • Use a Pen • Sit With a Buddy • Positive Note • Pick a Seat • 5 Bonus Points • Bring a Show & Tell Item 	<ul style="list-style-type: none"> • Student of the Week • Name on ticket drawn announced on morning announcements. 	<ul style="list-style-type: none"> • Reward Coupons
Whole Classrooms	<ul style="list-style-type: none"> • Extra recess • Popcorn party • Movie party 	<ul style="list-style-type: none"> • Eagle's wing 	<ul style="list-style-type: none"> • Buy supplies for popcorn party
Small Groups of Students (e.g., bus, walkers, 1st lunch, Team A, etc.)	<ul style="list-style-type: none"> • Connect-ed from Ms. Ashby 	<ul style="list-style-type: none"> • Ticket to earn Dojo point 	<ul style="list-style-type: none"> • Tickets made by Mr. Seagraves
Whole School	<ul style="list-style-type: none"> • Staff vs Student Basketball game • Principal challenge voted on by students • Dance 		

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
DEFIANCE	Student engages in brief or low-intensity failure to follow directions or talks back.	<ul style="list-style-type: none"> -refusals -argues with teachers -talking out -rolling eyes -leaving class -unnecessary movement 	DEFIANCE/ INSUBORDINATION / NON-COMPLIANCE	Student engages in refusal to follow directions or talks back.	<ul style="list-style-type: none"> -minor actions are repeated
DISRESPECT	Student delivers low-intensity, socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> -name calling -profanity -eye rolling 	DISRESPECT	Student delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> -stealing -cursing at teachers -hitting adults or other students

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
		-touching/invading touching space -not following directions -not respecting classroom, school, or other’s property	BULLYING (GCS)	The delivery of direct or technology-based messages that are intended to intimidate, discredit, injure or disturb a student/group of students to the extent that the behavior causes mental/physical harm and is sufficiently severe, persistent (happening frequently) and pervasive.	-repeated over time physical, social, and emotional exclusions specifically targeting a student
		-intentional, inappropriate noises	HARASSMENT	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.	-repeated over time physical, social, and emotional exclusions specifically targeting a student

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
DISRUPTION	Student engages in low-intensity, but inappropriate disruption.	<ul style="list-style-type: none"> -refusal to do work -intentional, inappropriate noises -blurting out -unnecessary movement -touching others -talking -arguing with teachers and peers 	DISRUPTION	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	<ul style="list-style-type: none"> -fighting -destroying property -verbal confrontation (yelling) -repeat offending behaviors
DRESS CODE VIOLATION	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.	<ul style="list-style-type: none"> -inappropriate shoes for PE and recess -hats worn inside building or on bus -shorts, skirts, and dresses not at proper length -exposing skin or underwear -inappropriate language/gestures on clothing 	DRESS CODE VIOLATION	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	<ul style="list-style-type: none"> -minor actions are repeated

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
INAPPROPRIATE LANGUAGE	Student engages in low-intensity instance of inappropriate language.	-cursing or unkind words in classroom	ABUSIVE LANGUAGE/ INAPPROPRIATE LANGUAGE/ PROFANITY	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	-minor actions are repeated

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
PHYSICAL CONTACT/ PHYSICAL AGGRESSION	Student engages in non-serious, but inappropriate physical contact.	-mutual pushing, shoving, and hitting	FIGHTING	Student is involved in mutual participation in an incident involving physical violence.	-mutual excessive pushing, shoving, and hitting in a “real” fight
		-kissing, hugging, holding hands	INAPPROPRIATE DISPLAY OF AFFECTION	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	-touching in inappropriate places
		- individual is pushing, shoving, and hitting	PHYSICAL AGGRESSION	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	- individual using excessive pushing, shoving, and hitting in a “real” fight
PROPERTY MISUSE	Student engages in low-intensity misuse of property.	-breaking pencils -coloring on desks	PROPERTY DAMAGE/VANDALISM	Student participates in an activity that results in destruction or disfigurement of property.	-carving on desks

Problem Behavior Definitions and Examples

STAFF MANAGED (MINOR)			ADMIN MANAGED (MAJOR)		
Problem Behavior	Definition	Looks Like / Sounds Like	Problem Behavior	Definition	Looks Like / Sounds Like
TARDY	Student arrives at class after the bell (or signal that class has started).		SKIP CLASS	Student leaves or misses class without permission.	-doesn't show up for class when at school
			TARDY	Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor problem behavior in the school).	
TECHNOLOGY VIOLATION	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	-showing electronic devices to others -listening to inappropriate music	TECHNOLOGY VIOLATION	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	-computers open to adult sites

Problem Behavior Definitions and Examples

Administrator Managed (Major) Problem Behaviors (without Minor versions):

Administrator Managed Problem Behavior	Definition	Looks Like / Sounds Like
ARSON	Student plans and/or participates in malicious burning of property.	
BOMB THREAT/ FALSE ALARM	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.	
FORGERY/ THEFT/PLAGIARISM	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.	
GANG AFFILIATION DISPLAY	Student uses gesture, dress, and/or speech to display affiliation with a gang.	
INAPPROPRIATE LOCATION/ OUT OF BOUNDS AREA	Student is in an area that is outside of school boundaries (as defined by school).	
LYING/CHEATING	Student delivers message that is untrue and/or deliberately violates rules.	
TRUANCY	Student receives an 'unexcused absence' for ½ day or more.	
USE/POSSESSION OF ALCOHOL	Student is in possession of or is using alcohol.	
USE/POSSESSION OF COMBUSTIBLES	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	
USE/POSSESSION OF DRUGS	Student is in possession of or is using illegal drugs/substances or imitations.	
USE/POSSESSION OF TOBACCO	Student is in possession of or is using tobacco.	
USE/POSSESSION OF WEAPONS	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.	



Note: 1st step is using actions to minimize, direct error corrections, etc. as you would for any student in your classroom. Does not require documentation.

2 nd Step:			3 rd Step:		
Date:	Time:	Location:	Date:	Time:	Location:
Behavioral Error:		Staff Response: (check all that apply)	Behavioral Error:		Staff Response: (check all that apply)
<input type="checkbox"/> Defiance		<input type="checkbox"/> Re-direction	<input type="checkbox"/> Defiance		<input type="checkbox"/> Re-direction <input type="checkbox"/> Time Owed
<input type="checkbox"/> Disrespect		<input type="checkbox"/> Re-teach the desired behavior	<input type="checkbox"/> Disrespect		<input type="checkbox"/> Re-teach the desired behavior <input type="checkbox"/> Restitution
<input type="checkbox"/> Disruption		<input type="checkbox"/> Guided Self-Correction	<input type="checkbox"/> Disruption		<input type="checkbox"/> Guided Self-Correction <input type="checkbox"/> Time Out
<input type="checkbox"/> Dress Code Violation		<input type="checkbox"/> Provide Choice	<input type="checkbox"/> Dress Code Violation		<input type="checkbox"/> Provide Choice <input type="checkbox"/> Problem solve with PLC
<input type="checkbox"/> Inappropriate Language		<input type="checkbox"/> Student Conference	<input type="checkbox"/> Inappropriate Language		<input type="checkbox"/> Student Conference <input type="checkbox"/> Other:
<input type="checkbox"/> Physical Aggression		<input type="checkbox"/> Other:	<input type="checkbox"/> Physical Aggression		<input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Other:
<input type="checkbox"/> Property Misuse		<input type="checkbox"/> Other:	<input type="checkbox"/> Property Misuse		<input type="checkbox"/> Brief Delay <input type="checkbox"/> Other:
		<input type="checkbox"/> Other:			<input type="checkbox"/> Positive Practice <input type="checkbox"/> Other:
		<input type="checkbox"/>			Family contact date (mandatory):
4 th Step:			5 th Step:		
Date:	Time:	Location:	Date:	Time:	Location:
Behavioral Error:		Staff Response: (check all that apply)	Behavioral Error:		Staff Response: (complete all steps or alternatives)
<input type="checkbox"/> Defiance		<input type="checkbox"/> Re-direction <input type="checkbox"/> Time Out	<input type="checkbox"/> Defiance		<input type="checkbox"/> Complete ODR form
<input type="checkbox"/> Disrespect		<input type="checkbox"/> Re-teach the desired behavior <input type="checkbox"/> Problem solve with PLC	<input type="checkbox"/> Disrespect		<input type="checkbox"/> Attach minor form
<input type="checkbox"/> Disruption		<input type="checkbox"/> Guided Self-Correction <input type="checkbox"/> Consult with counselor	<input type="checkbox"/> Disruption		<input type="checkbox"/> Contact office to escort student
<input type="checkbox"/> Dress Code Violation		<input type="checkbox"/> Provide Choice <input type="checkbox"/> Consult with admin	<input type="checkbox"/> Dress Code Violation		
<input type="checkbox"/> Inappropriate Language		<input type="checkbox"/> Student Conference <input type="checkbox"/> Other:	<input type="checkbox"/> Inappropriate Language		<input type="checkbox"/>
<input type="checkbox"/> Physical Aggression		<input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Other:	<input type="checkbox"/> Physical Aggression		
<input type="checkbox"/> Property Misuse		<input type="checkbox"/> Brief Delay <input type="checkbox"/> Other:	<input type="checkbox"/> Property Misuse		Alternative Responses instead of ODR (at Teacher Discretion):
		<input type="checkbox"/> Positive Practice <input type="checkbox"/> Other:			<input type="checkbox"/> Other:
		<input type="checkbox"/> Time Owed <input type="checkbox"/> Other:			<input type="checkbox"/> Other:
		<input type="checkbox"/> Restitution <input type="checkbox"/> Other:			<input type="checkbox"/> Other:
		Family contact date (mandatory):			Family contact date (mandatory):