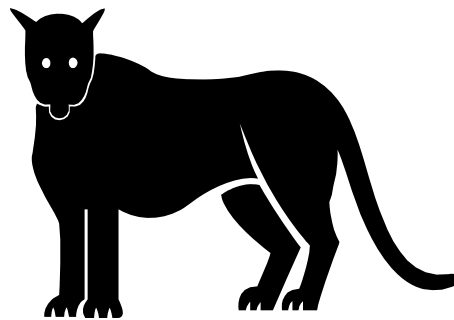


**PIONEER
ELEMENTARY**



PBIS Behavior
Matrix and
Lesson Formats

Bathroom Expectations

Objective:

Students will be able to behave appropriately in the restroom.

Teach:

Brainstorm

- When is the best time to use the restrooms?
- How much time does it take to use the restrooms?
- How much soap do you need?
- How much paper do you need to use?
- Do you know how to report a restroom problem?

Explain

- What does it look like to be **Respectful** in the bathroom?
 - Give people privacy
 - Use quiet voices
 - Stand and wait your turn
- What does it look like to be **On Task** in the bathroom?
 - Go 1-2-3
 - One flush
 - Two squirts of soap
 - 3 pumps on the paper
 - No trace
 - Leave
- What does it look like to be **Safe** in the bathroom?
 - Walk directly to and from the restroom-return immediately to the classroom or playground
 - Wait quietly for your turn
 - Keep water in the sinks
 - Respect privacy
 - Report problems to an adult (sink or toilet)
- What does it look like to be **Responsible** in the bathroom?
 - Flush toilet
 - Wash hands
 - Throw trash in the garbage cans
 - Leave no trace that you were in the bathroom

Role-Play Positive Example:

- Teacher: Create a pseudo bathroom in the classroom.
- Model for students what they should look like in the bathroom by themselves
 - Model for students what they should look like in the bathroom with other students

Students: Practice expected behaviors in pseudo bathroom, and if possible practice in the bathrooms with appropriate adult supervision.

Summary:

1. Review with the class the reasons why it is important to behave appropriately in the restroom.
2. Review: Go 1-2-3, no trace, leave

End of Day Dismissal Expectations

Objective:

Students will be able to walk appropriately through the hallway behind the teacher at the designated times. East Hall Dismissal 2:55, South Hall Dismissal 2:55, West Hall Dismissal 3:00.

Teach:

Brainstorm

- What would happen if everyone left their room and just walked down the hallway at the end of the day?
- What would happen if students went out any door they wanted to?
- What would happen if you didn't get to where you were supposed to be?

Explain

- What does it look like to be **Respectful** walking out of the building?
 - Do not leave the room until you are excused by the teacher
 - Walk in line with your class
 - Use quiet, appropriate voice
- What does it look like to be **On Task** in the walking out of the building?
 - Walk
 - Watch
 - Whisper
- What does it look like to be **Always Safe** walking out of the building?
 - Walk on the right side of the hallways
 - hands and feet to yourself
 - Arms, coats, backpacks in your control
- What does it look like to be **Responsible** walking out of the building?
 - Go designated area
 - Stay in the area and wait patiently

Role-Play Positive Example:

- Teacher:
- Walk the students out to the hallway nearest you.
 - Model for students what they should look like as they walk in the hallway behind the teacher.
 - Model how students keep their bodies and personal belongings in control
 - Show students where students walking to the parent pick up area will go.
 - Show students where students walking home go.
 - Show students

Students: Practicing walking to designated areas.

Role-Play Negative Example: Do not role play negative example. Somebody could get hurt. Instead have students go back to their room and brainstorm other reasons why it is a good idea to exit the building in an appropriate way.

Summary:

1. Why it is a good idea to walk out of the building in an appropriate way.
2. Review: walk, watch, whisper

Playground Expectations

Objective:

Students will understand how to behave appropriately on the playground

Teach:

Brainstorm

- What do you like best about the playground?
- What do you like the least about the playground?
- Which adults have the right to remind you to be respectful on task, safe, and responsible on the playground?
- Who is available to assist if you need help while on the playground?
- Do you know how to report a playground problem?
- When can you leave the playground?

Explain

- What does it look like to be **Respectful** on the playground?
 - Wait your turn in line, no cutting or "saving spots"
 - Share equipment with others
 - Be a good sport- win or lose
- What does it look like to be **On Task** on the playground?
 - Play
 - Participate
 - Patience
 - Prompt
- What does it look like to be **Safe** on the playground?
 - Stay in designated areas
 - Avoid play fighting
 - Tell an adult on the playground if someone gets hurt or is having a problem.
- What does it look like to be **Responsible** on the playground?
 - Follow the rules of all games
 - Return all equipment to the designated location
 - Listen to the instructions of All adults

Role-Play Positive Example:

Teachers: Have discussion and brainstorming with students prior or right after bringing them to the playground for direct instruction of the playground areas.

Para-Professionals: students will rotate through each playground area for specific instruction on how to use the playground equipment.

Students: Students will rotate among playground areas to receive instructions on how to utilize playground equipment.

Role-Play Negative Example:

Para-Professionals will include non-examples in explanations of each playground area.

Summary:

1. Review with the class why it is important to behave appropriately on the playground.

Cafeteria Expectations

Objective:

Students will understand how to behave appropriately in the cafeteria.

Teach:

Brainstorm

- What do you like best about going to the cafeteria?
- What is your least favorite part of going to the cafeteria?
- Which adults are responsible for making sure you are safe in the cafeteria?
- Who may you ask for help if you have trouble in the cafeteria?
- What happens if you spill your tray?
- Do you know how to get dismissed from the table?
- If you need to use the bathroom, do you know who to ask?
- What kind of voice do you use in the cafeteria?
- How do you sit at the tables in the cafeteria?
 - Not kicking the wheels
 - Not tapping the bar

Explain

- What does it look like to be **Respectful** in the cafeteria?
 - Respect other people's food by not touching it
 - follow directions given by adults
 - number 2 voices
 - use please and thank you
- What does it look like to be **On Task** in the cafeteria?
 - Sit
 - Eat
 - No trace
 - Wait to be excused
 - Leave through the appropriate door
- What does it look like to be **Safe** in the cafeteria?
 - All food on the tray and off the floor
 - Walk at all times
 - For other's safety, do not share food-allergies
- What does it look like to be **Responsible** in the cafeteria?
 - Wait your turn
 - Use the utensils appropriately
 - clean up your area
 - Wait to be dismissed
 - Keep food in the cafeteria

Role-Play Positive Example:

Third Grade Teacher:

Model for students what they should and sound look like in the cafeteria.

Summary:

1. Review the reasons why it is important to behave appropriate in the cafeteria.
2. Sit, Eat, Clean up, no trace, leave using the appropriate door.

Hallway Expectations-Independent

Objective:

Students will be able to walk appropriate through the hallways during transition times.

Teach:

Brainstorm times when students may be walking in the halls by themselves.

Explain

- What does it look like to be **Respectful** in the?
 - Stand quietly in lines
 - No stops on the way
 - First person in the line holds the door
- What does it look like to be **On Task** in the?
 - Walk
 - Watch
 - Whisper
 - Stay on the train
- What does it look like to be **Safe** in the?
 - Walk on the right side of the hallways
 - Hands and feet to yourself
- What does it look like to be **Responsible** in the?
 - Getting to class on time
 - Going directly to destination

Role-Play Positive Example:

Teacher: Create a pseudo hallway in your classroom OR walk the student out to a hallway nearest you.

- Model for students what they should look like as they walk in the hallway by themselves. (no touching other people or the walls)
- Demonstrate the appropriate pace to walk
- Remind students to using whisper voices as they move to the next classroom or return to their classroom.

Students: Practice walking as shown by the teacher

Role-Play Negative Example:

Do not role play non-example. Somebody could get hurt. Instead have students go back to their seats and brainstorm other reasons why it is a good idea to walk appropriately in the hallways.

Summary:

1. Review with students why it is important to return immediately to class without disturbing others or acting inappropriately.
2. Walk, Watch, Whisper, Stay on the train.

Exiting to the Playground Expectations

Objective:

Students will be able to walk appropriately to the playground.

Teach:

Explain

- What does it look like to be **Respectful** going to recess?
 - Watch where you are going so you don't cut others off or bump into them.
 - Keep quiet until you reach the playground-don't disturb other classes.
- What does it look like to be **On Task** going to recess?
 - Walking
 - Quiet Voices
 - Hands and Feet to yourselves
 - Using the bathroom if needed
- What does it look like to be **Safe** going to recess?
 - walk out of the building without touching anyone or the walls.
- What does it look like to be **Responsible** going to recess?
 - Make sure you pay attention to all directions given by the teach.
 - Use the bathroom before you leave for recess.

Role-Play Po the behavior until understand that they will do this independently, stopping to use the bathroom if necessary.

Teacher: "Class after you finish cleaning your area, get up, push in your chair, and line up-remember quiet voices.

Class: Follow the directions, lining up as directed by teacher.

Teacher: Walk up to the line, "Thank you for waiting in line quietly now follow me out to the playground. Remember, we are going to use quiet voices until we have reached the playground area. If you need to use the restroom, please walk to the restroom and then go directly to the playground."

Class: Walk in a straight line and listen for teacher directions.

Teacher: Students are led to the door and students dismissed to the playground. Students who need to use the bathroom go to the restroom before exiting to the playground.

Role-Play Negative Example:

Practice this routine, but having students demonstrate what would be inappropriate behaviors when being dismissed to the playground.

Summary:

1. Review with the class why it is important to walk appropriately to the playground and to use the bathroom before leaving for recess.
2. Walking, Quiet voices, Hands and feet to yourselves, using the bathroom when needed before going to the playground.

Morning Meeting Expectations

Objective:

Students will wait quietly and participate appropriately in the morning meetings.

Teach:

Brainstorm

- What do you do when you first come to school?
- What things should you bring when you first come to school?
- Why can't you go right to the playground when you first come to school?
- What do you do when you get done eating your breakfast?
- What do you do while you are waiting for the morning meeting?
- How will you know when to stop talking?

Explain

- What does it look like to be **Respectful** in the?
 - Quiet number 2 voices
 - Respecting people's property
 - Asking permission to leave the gym
- What does it look like to be **On Task** in the?
 - Sitting quietly
 - Doing reading or homework
 - Participating in the fun activities
- What does it look like to be **Safe** in the?
 - Walking
 - Asking permission to leave the gym
 - Staying in control of hands, feet, and backpacks
- What does it look like to be **Responsible** in the?
 - Bringing books or homework with you to do
 - Following the directions of the adults in charge

Role-Play Positive Example:

Principal: Explains how students will enter gym in the mornings. Students will practice: quiet voices, leaving table to come to the floor to sit, leaving for the library or walk the halls, the chant

Students: Will practice expected behaviors

Summary:

1. Review with the class why it is important to use good behavior in the gym during the morning meetings.
2. Sitting quietly, reading or doing homework, participating in fun activities.