

Lely Elementary School

2007-2008



School-wide Positive Behavior Support

*Lely Lions
use*

- P** Positive Attitude
- A** Act Respectfully
- W** Work Responsibly
- S** Show Self-Control

Lely Elementary School
8125 Lely Cultural Parkway
Naples, FL 34113
239-377-7500

Karey Stewart, Principal
Geronimo Mulholland, Assistant Principal

Morning Meetings and Teaching the Expectations

This year, our school was committed to having morning meetings in each classroom. During that time, teachers had the opportunity to give lessons on class and school expectations ("PAWSitive" Behavior), as well as content curriculum. We used the concept of positive, negative, and almost there behaviors.

Teachers would model what all 3 kinds of behavior would look like, while students would only model the positive role. Reviewing and re-teaching the expectations were paramount to the success of this classroom tool.

Our discipline flow map has been updated, also, to help the teachers establish positive lines of communication with students, parents, and administration.



Time to Teach Ideas for Morning Meeting

10 minute sessions

Learning is often defined as an act, process or experience of gaining knowledge or skill. Learning allows a student to modify his or her behavior to suit a situation and to be more successful - academically and behaviorally. The first month, first week and first day of school are critical to classroom management. Instead of telling and posting your expectations, teach and practice crucial classroom routines just as you would academics. Here are some ideas of behavioral situations that will set the foundation of a structured environment all children need to learn and all teachers need to teach.

P	Teach-To	Students will be able to...
	Asking for help	... politely ask for help in such a way without disrupting others.
	Backpacks	... put away their backpacks in a timely manner so as to be prepared for learning.
	Bathroom	... safely use the restroom so as not to interfere with others' safety or instructional time.
	Bus Line	... line up for the bus safely and in an orderly manner.
	Coming from Recess	... prepare themselves to re-enter a learning environment in a timely and safe manner so as not to delay instruction.
	Communicating	... communicate with others in such a way that it is polite and appropriate.
	Drinking Fountain	... get a drink of water safely without disrupting the class.
	Encouraging Others	... encourage others while completing a task or learning new information
	Ending the Day	... clean up areas and prepare to go home properly.
	Entering the Classroom	... enter the classroom in an manner which will provide a safe environment and maximize instructional time.
	Following Directions	... follow directions the first time they are given in order to accomplish tasks and promptly and not take away from learning.
	Getting in Groups	... move quietly and quickly into designated groups in order to allow instruction to begin promptly.
	Greetings	... respectfully address others in morning and at the end of the day.
	Hallway	... walk in the hallway in a safe manner.
	Leaving the Classroom	... quietly exit the classroom in such a way that does not interfere with others working.
	Lining Up	... line up quickly and quietly.
	Listening	... listen attentively when someone is speaking or the teacher is teaching.
	Maintaining Your Area	... maintain their materials so that their area is neat and organized.
	Morning Routine	... enter the room quietly and begin working promptly.
	Partner Share	... work with a partner
	Problem Solving	... solve their own problems by using information around them and knowing how to ask for help.
P	Teach-To	Students will be able to...
	Raising Hand	... raise their hand in such a way that allows the teacher to teach and all students to learn.

How to Develop Your Own PAWSitive Behavior Plan

Before you begin:

Ask yourself these three questions

1. **Where** do I see my students having difficulty being successful?
2. **Why** are they experiencing difficulty in that situation?
3. **How** can I help them be successful?

Why do I want my students to behave in this area/ activity?	
What is the goal of this teaching this behavior?	

Choose one area of focus:

This will be your teaching focus

Do a mental walk-through focusing on the sequence of normal activities for this focus. Think about how students perform in these areas.

How would a **model** student behave in this activity? List those positive behaviors.

1.	4.
2.	5.
3.	6.

How would a student **misbehave** in this activity? List those negative behaviors.

1.	4.
2.	5.
3.	6.

What would an **Almost There** student be doing? List those "almost there" behaviors.

1.	4.
2.	5.
3.	6.

PAWSitive Behavior

Objective:	Communicating
Outcome:	Students will communicate with others in such a way that it is polite and appropriate



Procedure

“I DO”: Teacher models ‘Positive, Negative, and Almost There’ behaviors

“WE DO”: Entire class practices the Positive behavior while teacher demonstrates all three behaviors

“YOU DO”: Students practice only the positive aspects of the objective

Guidelines For Behaviors

Positive	Negative	Almost There
1. Use please, thank you, and excuse me	1. Bad words, rude language	1. Forgets to say please, thank you, and excuse me
2. Answer with a calm voice	2. Angry, mean voice; yelling	2. Excited voice; whispers
3. Face the other person	3. Looking away	3. Turned sideways or crooked
4. Stop to speak	4. Walking away; ignoring	4. Slows down but keeps walking
5. Wait your turn	5. Interrupts; ignores	5. Quick or slow to answer; making quiet noises while listening



How to Achieve Success

Students Help to select this concept as an important objective for the classroom community

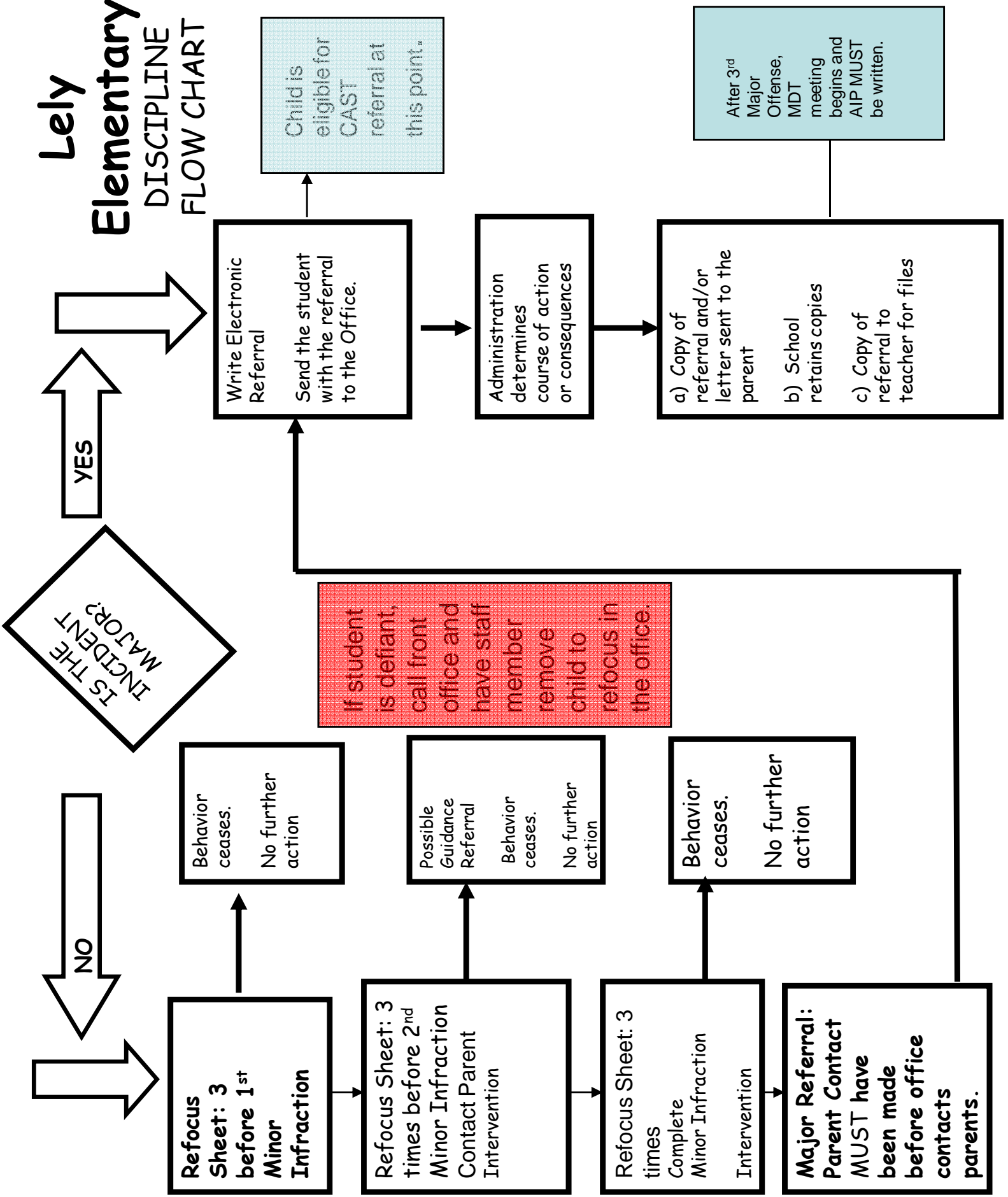
Students Provide examples (but do not practice) of all three behaviors

Teacher Models Positive, Negative, and Almost There behaviors

Students Model Positive behaviors only

Teacher Reviews and revisits objective as needed to ensure that this becomes permanent behavior

Lely Elementary DISCIPLINE FLOW CHART



IS THE INCIDENT MAJOR?

YES

NO

Write Electronic Referral
Send the student with the referral to the Office.

Administration determines course of action or consequences

- a) Copy of referral and/or letter sent to the parent
- b) School retains copies
- c) Copy of referral to teacher for files

Child is eligible for CAST referral at this point.

After 3rd Major Offense, MDT meeting begins and AIP MUST be written.

If student is defiant, call front office and have staff member remove child to refocus in the office.

Behavior ceases.
No further action

Possible Guidance Referral
Behavior ceases.
No further action

Behavior ceases.
No further action

Refocus Sheet: 3 before 1st Minor Infraction

Refocus Sheet: 3 times before 2nd Minor Infraction Contact Parent Intervention

Refocus Sheet: 3 times Complete Minor Infraction Intervention



Major Referral: Parent Contact MUST have been made before office contacts parents.

Take Time to PAWS

(or how to Reflect, Refocus ,and Rejoin)

One new school-wide strategy we have started this year is 'Take Time to PAWS'. Students who are not meeting an expectation within the classroom setting are asked by the teacher to PAWS (pause) and the student automatically walks to a pre-selected area of the room. There, the student reflects on the negative behavior, thinks about how he will change that behavior to become positive, and when ready, will rejoin the class with minimum interruption. Younger students draw pictures to show their thought process, while older children write about their situations. This has allowed the students to be in control of their own destinies with little distraction for teachers and other students. It has also stopped negative behavior from escalating into a more serious infraction.

Take time to "PAWS" to

Reflect  Refocus  Rejoin

Name: _____

Date: _____

Time "PAWS" Began: _____

Time Back: _____

Remember to respond in complete sentences or this form will not be accepted.

Reflect:

What was the behavior that caused the problem?

Refocus:

What should have I been doing, or how should have I been acting?

Rejoin:

Which PAWS will I use in order to rejoin the class?

P-Positive Attitude
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Student Orientation and Re-teaching

Our administrators scheduled time early in the year for staff to hold mini-classes for area-specific expectations. The hallway, playground, cafeteria, car rider area, and bus loop were turned into outdoor classrooms. Staff members showed the expectations for each area and students had the opportunity to practice positive behavior and ask any questions.

Later in the year, after looking over SWIS data, our PBS team decided that a refresher course was needed in 2 areas—playground and car rider line. Once again, classes were scheduled to come and review expectations.

Student Orientation PBS
Monday, November 5, 2007

Café/Playground

Presenters: Stewart/Crews

9:00-9:15	Noe/Simmons/Leeds/Hall
9:15-9:30	McEndree/Nolan/Goforth/Laviano
9:30-9:45	Carlson/Samek/Zizzo
9:45-10:00	Friedrick/Falkenberg/Charles
10:00-10:15	Heberle/Sweetland/Ambrose/Hoffman
10:15-10:30	Belzowski/Worton/Everhart/Rubel

Hallway/Car Rider

Presenters: Goldstein/Humberger

9:00-9:15	Caricato/Preston/Ruggerio/Ward
9:15-9:30	Costello/Sebold/Reisig/Sapp
9:30-9:45	Grossi/Bryant/Hood
9:45-10:00	DeBeers/Nazinitsky/Momberg/Barley
10:00-10:15	Johnessee/Malo/Clark/Graham/Mahan

Student Orientation PBS
Tuesday, November 6, 2007

Café/Playground

Presenters: Stewart/Crews

9:00-9:15	Caricato/Preston/Ruggerio/Ward
9:15-9:30	Costello/Sebold/Reisig/Sapp
9:30-9:45	Grossi/Bryant/Hood
9:45-10:00	DeBeers/Nazinitsky/Momberg/Barley
10:00-10:15	Johnessee/Malo/Clark/Graham/Mahan

Hallway/Car Rider

Presenters: Goldstein/Humberger

9:00-9:15	Noe/Simmons/Leeds/Hall
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Car Rider PAWS

P

Please wait for an adult to walk you to your car

A

Always be quiet and listen for your name to be called

W

We always sit criss-cross, facing forward and put our backpacks in our laps

S

Show how we will keep everything in our backpack

Playground PAWS

P

**Please follow all
directions**

A

**Always speak politely
and listen
to the adults**

W

**We walk in line nicely
and use the
equipment safely**

S

**Show how we will keep
our hands, feet, and
objects to ourselves**

Responding to SWIS data

Looking at our data on a monthly basis allowed us to be both reactive and proactive. Areas that show an increase in inappropriate behavior were carefully analyzed and tools for teachers/staff shared. On the other hand, rewards were given to individuals/classes/school for situations where LES is truly showing positive behavior.

One example has proven to have a great impact on our students. While the PBS team noted that bus referrals were on the rise, we also realized that one class had helped a 'repeat bus offender' change his ways. A video was created, using that class as the stars! They enjoyed the fame of being on film, while the rest of the school liked seeing other students teaching the expectations. Bus referrals took a dramatic drop after the release of the video.

Parent/Community Involvement

This year, we have been working on building a relationship with our parents and community. School-wide PBS has been added to our School Improvement Plan. We also created a brochure to send home with every child that informed the parent of the philosophy of PBS at Lely Elementary. Parents are greeted at the front office with their own set of expectations! It's a wonderful sight to see both adults and children responding to the call of 'PAWS up'!



School Expectations

Cafeteria PAWS

- Please use good manners at all times
- Always speak politely and listen to others at your table
- We clean our area before leaving the cafeteria
- Show how we will stay seated until our teacher comes

Playground PAWS

- Please follow all directions
- Always speak politely and listen to adults
- We walk in line nicely and use the equipment safely
- Show how we will keep our hands, feet, and objects to ourselves

Hallway PAWS

- Please walk facing forward at all times
- Always walk silently on campus
- We walk in a straight line while we are 'ZIPPED & FLIPPED'
- Show how we will keep our hands, feet, and objects to ourselves

Bus Rider PAWS

- Please remain seated in the assigned area
- Always speak quietly and listen to the bus driver
- We sit with our backpacks in our laps
- Show how we will keep hands, feet, and objects to ourselves

Car Rider PAWS

- Please wait for an adult to walk you to your car
- Always be quiet and listen for your name to be called
- We always sit criss-cross, facing forward, and put backpacks on lap
- Show how we will keep everything in our backpack

Bathroom PAWS

- Please ask permission from an adult
- Always flush when finished
- We wash our hands and throw paper in the trash can
- Show how we will walk when going into the bathroom

Parents we need you!

There are several things that you can do to help:

- Reinforce our school-wide expectations at home
- Catch your child "Doing the RIGHT thing" at home and reward the good behavior with verbal praise
- Become a member of the PTO and/or School Advisory Council
- Volunteer at our school



2007-2008 School-wide Positive Behavior Support Committee

Andee Reisig	Kristi Humberger
Geronimo Mulholland	Amy Sapp
Craig Greusel	Cliff Goldstein
Susan Thomasson	Janet Hoffman
Pamela Friedrich	Lindsey McEndree
Joanna De Beers	Michelle Caricato
Geraldine Malo	Holly Gasparino
Howard Elkins	Jana Csenger

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What is SWPBS?

School-wide Positive Behavior Support (SWPBS) replaces an undesired behavior with a new behavior or skill. It transforms the school environment into a positive place for all students to learn. PBS teaches students appropriate behaviors through the constant modeling of expectations. It rewards appropriate behavior through the use of classroom and/or school-wide recognition. It provides a positive and effective alternative to the traditional methods of discipline. PBS significantly reduces problem behaviors in the school, resulting in a more positive school climate. It is proactive!

We Pledge To Use PAWS

P Positive Attitude
A Act Respectfully
W Work Responsibly
S Show Self-Control

- **Positive Attitude:**

- Use positive language
- Help others
- Be kind to each other
- Use good manners

- **Act Respectfully**

- Respect school property
- Listen to others
- Accept others thoughts and ideas

- **Work Responsibly**

- Follow directions
- Complete tasks
- Be Prepared
- Use materials appropriately

- **Show Self-Control**

- Stop and think before reacting
- Hands, feet, and objects to self
- Walk *'zipped and flipped'* on campus
- Respond to "Give Me Five"

PBS Student Recognition

Classes have the opportunity to receive 2 Paw prints per day: one for their behavior during recess/lunch and the other for working well during Related Arts. When a class has received 20 paws, they are entered into a drawing for the "Golden Lion" which will remain in their classroom for the entire month. Students may also earn PAWS tickets. Four tickets are drawn daily to reward those students with either a special lunch or a spot on the morning announcements. Monthly rewards include becoming a Citizen of the Month, Principal for a half-hour, and Librarian for a Day.



Expectations for Different Areas on Campus

At LES, we have created specific PAWS expectations for all areas on campus. From the front office to the Media Center, students can find posters that define the expectations!



PAWS Slips

Students have opportunities to earn PAWS slips by following our school-wide expectations. Slips are placed in a mailbox, and winners are drawn on a daily basis to earn rewards. One of the most popular choices is to sit at the special lunch table with 2 friends.



<p>Name: _____ Teacher: _____</p> <p>Positive Attitude</p> <ul style="list-style-type: none"> Use positive language Help others Be kind to each other Show good manners <p>Act Respectfully</p> <ul style="list-style-type: none"> Respect school property Listen to others Accept others' thoughts and ideas <p>Work Responsibly</p> <ul style="list-style-type: none"> Follow directions Complete tasks Be prepared Use materials appropriately <p>Show Self-control</p> <ul style="list-style-type: none"> Stop and think before reacting Hands, feet, and objects to self Walk silently on campus "Give Me Five" 	<p>Name: _____ Teacher: _____</p> <p>Positive Attitude</p> <ul style="list-style-type: none"> Use positive language Help others Be kind to each other Show good manners <p>Act Respectfully</p> <ul style="list-style-type: none"> Respect school property Listen to others Accept others' thoughts and ideas <p>Work Responsibly</p> <ul style="list-style-type: none"> Follow directions Complete tasks Be prepared Use materials appropriately <p>Show Self-control</p> <ul style="list-style-type: none"> Stop and think before reacting Hands, feet, and objects to self Walk silently on campus "Give Me Five" 	<p>Name: _____ Teacher: _____</p> <p>Positive Attitude</p> <ul style="list-style-type: none"> Use positive language Help others Be kind to each other Show good manners <p>Act Respectfully</p> <ul style="list-style-type: none"> Respect school property Listen to others Accept others' thoughts and ideas <p>Work Responsibly</p> <ul style="list-style-type: none"> Follow directions Complete tasks Be prepared Use materials appropriately <p>Show Self-control</p> <ul style="list-style-type: none"> Stop and think before reacting Hands, feet, and objects to self Walk silently on campus "Give Me Five"
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