

Positive Behavior Support

Violet Elementary



*"If a student doesn't know how to read, we teach
If a student doesn't know how to swim, we teach
If a student doesn't know how to multiply, we teach
If a student doesn't know how to behave, we punish?"*



Violet Elementary School

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Table of Contents

Positive Behavior Support

Positive Behavior Support at Violet.....	4
LIFESKILLS and Lifelong Guidelines.....	5

Teaching Positive Behavioral Expectations

Violet All Star Pledge.....	8
All-Star Anthem (Responsible Song)	9
Behavioral Expectations Matrix.....	10

Acknowledging and Rewarding

All-Star Tickets	13
Whole School Activities.....	14

Consequences for Problem Behavior

Problem Behavior Definitions.....	16
Script for Parent Phone Call.....	18

Appendix

Behavior Report (home to parents).....	19
Later Elementary Reflection Form (for 3rd-5th grade student).....	20
Violet Elementary Behavior Guide.....	21

(September, 2013)

Positive Behavioral Support at Violet



Safe

Trustworthy

And

Respectful

Positive Behavior Support at Violet Elementary School

Positive Behavior Support will allow us the opportunity to provide a consistent and fair behavior plan. The original theories behind this approach to discipline were developed by special education instructors. However, the benefits of this type of a plan are beneficial to ALL students.

Research shows us that students achieve at a higher level when they know the expectations and feel safe. Positive Behavior Support will help us improve both of these areas. Our plan provides detailed expectations in every area of the school while putting an extreme emphasis on safety.

The success of our plan will improve with time and with the participation of our families. Research also shows that school behavior plans that are followed in the home greatly improve their effectiveness in the school.

Our plan will focus on three goals for our students:

1. Safe,
2. Trustworthy,
- and
3. Respectful



Lifelong Guidelines

TRUSTWORTHINESS: To act in a manner that makes one worthy of trust and confidence.

TRUTHFULNESS: To act with personal responsibility and mental accountability.

ACTIVE LISTENING: To listen with the intention of understanding what the speaker means to communicate.

PUT-UPS: Use kind and caring words and actions.

PERSONAL BEST: To do one's best given the circumstances and available resources.

The LIFESKILLS explain in detail the meaning of doing one's personal best:

INTEGRITY: To act according to a sense of what's right and wrong.

INITIATIVE: To do something, of one's own free will, because it needs to be done.

FLEXIBILITY: To be willing to alter plans when necessary.

PERSEVERANCE: To keep at it.

ORGANIZATION: To plan and implement in an orderly way; to keep things orderly and ready to use.

SENSE OF HUMOR: To laugh and be playful without harming others.

EFFORT: To do your best.

COMMON SENSE: To use good judgment.

PROBLEM-SOLVING: To create solutions in difficult situations and everyday problems.

RESPONSIBILITY: To respond when appropriate, to be accountable for your actions.

PATIENCE: To wait calmly for someone or something.

FRIENDSHIP: To make and keep a friend through mutual trust and caring.

CURIOSITY: A desire to investigate and seek understanding of one's world.

COOPERATION: To work together toward a common goal.

CARING: To feel and show concern for others.

COURAGE: To act according to one's beliefs.

PRIDE: Satisfaction from doing your Personal Best.

Safe Trustworthy Respectful

Teaching Positive Behavioral Expectations



Safe

Trustworthy

And

Respectful

Violet All Star Pledge

**I pledge to be a Violet All-Star
Student**

**I promise to be Safe, Trustworthy,
and Respectful**

**I will show care and concern for
others**

**I will take responsibility for my
actions and act with integrity**

I will make Violet SHINE!

S T A R

You are a shining star!

Shining star for you to see,

What your life can truly be!

RESPONSIBLE

I'm able to respond. I'm able.

I'm able, yeah. Response able.

I'm able to respond. I'm able.

I'm able, yeah. Response able.

No matter what the outside throws at me,

I'm choosin' to react responsibly with

Decency, fairness, honesty, respect. Discipline,

justice, courage and respect.

Integrity, compassion, morality, respect. Humility, kindness.

And did I say respect?

Yeah, yeah, yeah –

All Stars! 😊

VIOLET ELEMENTARY BEHAVIOR EXPECTATIONS

Location	Bathrooms	Cafeteria	Classroom and Instructional Areas (PE, Art, Lab, etc)	Hallways and Common Areas
Expectations				
Safe	<ul style="list-style-type: none"> *Be quick, clean & quiet *Wash hands properly 	<ul style="list-style-type: none"> *Keep all food to self *Be in control of your body and voice *Sit on pockets facing the table 	<ul style="list-style-type: none"> *Follow class procedures *Be in control of your body and voice 	<ul style="list-style-type: none"> *Walk always *Be in control of your body and voice *Use the message
Trustworthy	<ul style="list-style-type: none"> *Follow adult directions *Return to room promptly *Report problems to an adult 	<ul style="list-style-type: none"> *Follow adult directions *Be on time *Take only what you pay for 	<ul style="list-style-type: none"> *Follow adult directions *Return borrowed items *Take care of all property *Be on time 	<ul style="list-style-type: none"> *Follow adult directions *Use the message *Indoor voice *Go directly to location
Respectful	<ul style="list-style-type: none"> *Respect privacy of others *Knock before opening door *Clean up after yourself *Respect personal space 	<ul style="list-style-type: none"> *Indoor voices *Stand patiently in line *Clean up after yourself *Respect personal space *Hands, feet and body to self 	<ul style="list-style-type: none"> *Respect personal space *Use active listening *Use put-ups not put-downs *Clean up after yourself *Hands, feet and body to self 	<ul style="list-style-type: none"> *Hallway message! *Hands, feet and body to self *Indoor voices, silent wave and quiet lockers *Respect personal space

Location	Playground	Special Events, Assemblies, Field Trips, Extra-Curricular
Expectations		
Safe	<ul style="list-style-type: none"> *Walk to and from playground *Be in control of your body and voice *Stay within boundaries and in sight of adults *Use equipment correctly *Keep rocks on ground 	<ul style="list-style-type: none"> *Follow adult directions *Be in control of your body and voice
Trustworthy	<ul style="list-style-type: none"> *Follow adult directions *Play fair, follow rules *Include everyone *Return equipment *Line-up when asked 	<ul style="list-style-type: none"> *Follow adult directions *Use audience manners *Use good sportsmanship *Be on time *Stay with your group
Respectful	<ul style="list-style-type: none"> *Good Sportsmanship <ul style="list-style-type: none"> -Include everyone -Share equipment -No Put-Downs *Hands, feet and body to self *Respect personal space 	<ul style="list-style-type: none"> *Follow adult directions *Use active listening *Appropriate applause *Encourage & support others *Respect personal space

Acknowledging and Rewarding Appropriate Behavior



Safe

Trustworthy

And

Respectful

“Violet All-Star” Tickets

“Violet All-Star” Tickets are immediate recognition rewards given by Violet staff to students who are “caught” using our Lifelong Guidelines and/or our LIFESKILLS. The student writes down his or her name at the side along with room number. The side part is cut off and turned in so that student’s name gets posted on the “Wall of Fame”. The side part goes home with the student to share with parents. The intent of the Violet All-Star Ticket program is to recognize and reward students for using their LIFESKILLS and showing “All-Star” behavior- in a Safe, Trustworthy, and Respectful manner.

Name _____ Issued by _____ Date ____ - ____ - ____ Name _____

VIOLET ALL STAR! Safe, Trustworthy And Respectful Homeroom Teacher _____

Caring Common Sense Cooperation Courage

Curiosity Effort Flexibility Friendship

Initiative Integrity Organization Patience

Perseverance Pride Problem Solve Resourceful

Responsible Sense of Humor

TO VIOLET ALL STAR BUCKET!

TO VIOLET ALL STAR BUCKET!

TO VIOLET ALL STAR BUCKET!

TO VIOLET ALL STAR BUCKET!

I was a Violet All STAR an “I helped make Violet shine by showing the above. ----->

Whole-School Activities

1. Beginning of school.....Introductory Assembly for Students
2. Weekly.....“Lifeskill/All-Star Ticket” Recognition
Name on the “Wall of Fame”
3. Monthly..... Grade Level or Whole School All-Star
Celebration (Behavior Report Free)

Violet Monthly Celebrations

September – Grade Level

October – Grade Level

November – Whole School- TBD (Trinket Walk?)

December – Grade Level

January – Jump Team/Jump In

February – Grade Level

March – Grade Level

April – Grade Level (Optional Tiger Game)

(wear Tiger’s gear and watch a portion of the game)

May – Popsicle on Playground

Criteria for attendance- based on Violet Elementary Behavior Guide.

Consequences for Problem Behavior



Safe

Trustworthy

And

Respectful

Problem Behavior Definitions

Minor Problem Behavior	Definition
Defiance/Disrespect/ Non-compliance (M-Disrespt)	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.

Major Problem Behavior	Definition
Defiance/Disrespect/ Insubordination/ Non-Compliance (Disrespt)	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Harassment/Bullying (Harass)	Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and 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 (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Physical Aggression (PAgg)	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.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Other Behavior (Other)	Student engages in problem behavior not listed.

Phone Call Home Procedures

When a phone call is necessary according to the Behavior Guide, the following procedures should be implemented:

1. The Student Behavior Report needs to be completed (stick to the facts, avoid reflection).
2. Prepare student to describe his/her behavior (e.g. “I kicked Steven, I am going to miss a recess.”)
3. Any teaching staff in the building may initiate the phone call to the parent. Phone call should be made immediately in a private setting.
4. The adult follows the Phone Script below.
5. Student takes responsibility for the incident and describes what he/she did.
6. The adult ends the phone call on a positive note.

Violet Elementary Parent Call Script

Hi, this is (Staff Name) from Violet Elementary.

(Student Name) was involved in an incident today and we thought you would like to know. Here she/he is to tell you about it:

(Child explains-Needs to include their action(s) done and consequence(s) earned.)

Thank you for listening. I want you to know your child:

-was truthful in reporting what he/she did today.

-cooperated in discussing the incident.

(State something positive about how the child handled the situation.)

A Student Behavior report will be coming home today.

Have a good day!

**Violet Elementary School
Student Behavior Report**

Name: _____ Date: _____ Time: _____

Teacher/Grade: _____ Referring Staff: _____

Location: Playground Classroom Cafeteria Bathroom Hallway
 Arrival/Dismissal Library Gym Music/Art Other _____

Prior intervention(s) by Verbal Warning Redirected Changed Seat Loss of Recess/Privilege
 teacher or administrator: Classroom Behavior Plan Parent Contact Date: _____ Other _____

Minor Problem Behavior ¹	Major Problem Behavior ¹	Possible Motivation
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Mild Teasing/Harassment <input type="checkbox"/> Property misuse <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting <input type="checkbox"/> Physical aggression <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Property Damage <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____
Teacher/Administrative Decision ¹		
<input type="checkbox"/> Loss of privilege: _____ <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact	<input type="checkbox"/> Individualized instruction <input type="checkbox"/> In-school suspension (____ hours/ days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____	

1. Age/development considered

Others involved in incident: None Peers Staff Teacher Substitute Unknown Other

Description of Incident/Comments: _____

Parent Contact: No Answer Message left Phone disconnected Referral sent home

Name/number of person if contacted: _____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Signature of Referring Staff: _____ Date: _____

Signature of Administrator: _____ Date: _____

(if necessary) ***Please return form to school after signatures at home.*** (December, 2012)

Violet Later Elementary Reflection Form (in-school use only)

Student Name: _____ Teacher/Grade: _____

Date of Incident: _____ Date Form Completed: _____ Assisting Staff: _____

1) What did you do? (Please start with "I" and be specific.)

2) What's wrong with what you did? (Who did it hurt? How do you know it hurt him/her?)

3) Why did you make this choice? (Were you trying to impress somebody? Did you want to be left alone? Were you already upset about something else?)

4) What are 3 different actions you could do next time? (Please list 3 ways to reach your goal or solve the problem.)

1. _____

2. _____

3. _____

Additional thoughts:

Violet Elementary Behavior Guide

Behavior	First Report	Second Report	Third Report
<p><u>Minor Problem</u> Mild Teasing, Harassment (name-calling or other actions that may cause physical or emotional harm to another)</p>	<ul style="list-style-type: none"> • Student calls parent • Verbal warning¹ 	<ul style="list-style-type: none"> • Student calls parent • 1 lost recess 	<ul style="list-style-type: none"> • Student calls parent • 2 lost recesses • Loss of monthly celebration • Reflection • Optional parent conference • Consider development of individual behavior plan
<p><u>Minor Problem</u> Inapprop. language, Disruptive, Defiant/ Disrespectful Behavior (intentional behavior disrespectful to others or that interferes with the learning process)</p>	<ul style="list-style-type: none"> • Student calls parent • Verbal warning¹ 	<ul style="list-style-type: none"> • Student calls parent • 1 lost recess 	<ul style="list-style-type: none"> • Student calls parent • 2 lost recesses • Loss of monthly celebration • Reflection • Optional parent conference • Consider development of individual behavior plan
<p><u>Minor Problem</u> Physical Contact, Property misuse (actions that cause or may cause harm to self or others)</p>	<ul style="list-style-type: none"> • Student calls parent • 1 lost recess • Reflection 	<ul style="list-style-type: none"> • Student calls parent • 2 lost recesses • Loss of monthly celebration • Reflection 	<ul style="list-style-type: none"> • Student calls parent • 3 lost recesses • Reflection • Parent conference • Consider development of individual behavior plan
<p><u>Major Problem</u> Abusive language, Fighting, Physical aggression, Defiance/Disrespect, Harassment/Bullying (deliberate actions that may cause severe physical or emotional harm to another person)</p>	<ul style="list-style-type: none"> • Student calls parent • 3 lost recesses • Possible loss of monthly celebration • Reflection • Optional parent conference 	<ul style="list-style-type: none"> • Student calls parent • 5 lost recesses • Loss of celebration • Reflection • Parent conference 	<ul style="list-style-type: none"> • Student calls parent • OSS, ISS or Classes Only • Reflection • Parent conference • Develop individual behavior plan
<p><u>Major Problem</u> Lying/Cheating, Property Damage, other behaviors (committing or participating in any behavior prohibited by school procedures or Lifelong Guidelines)</p>	<ul style="list-style-type: none"> • Student calls parent • 1 lost recess • Reflection 	<ul style="list-style-type: none"> • Student calls parent • 2 lost recesses • Loss of monthly celebration • Reflection 	<ul style="list-style-type: none"> • Student calls parent • 3 lost recesses • Reflection • Parent conference • Consider development of individual behavior plan

Notes: ¹K-3 students may receive one additional warning and/or more immediate, brief consequences.

Consequences may vary based upon severity of actual behavior, circumstances, and requirements of board policies and state or federal laws. **After a third incident of behavior in a category school staff and parent(s) meet to discuss concerns and develop or modify individualized behavior plan.**

(December, 2012)