

Be a
TROJAN



**PBIS Staff Handbook
Shirley Township Elementary
2025-2026**

Table of Contents

PBIS Overview 3

PBIS Team 3

Continuum of Support 4

Behavior Matrix 5

Acknowledgement System 6

Trojan Ticket 7

Behavior Flowchart 8

Think Sheet 9-10

Minor Discipline Definitions 11

Major Discipline Definitions 12-14

Cafeteria Lesson Plan 15-17

Hallway Lesson Plan 18-19

Playground/Recess Lesson Plan 20-21

Restroom Lesson Plan 22-23

Bus Lesson Plan 24-25

Assembly Lesson Plan 26-27

Voice Level Chart 28

School Wide Positive Behavior Support

Be Respectful. Be Responsible. Be Safe.

Mission Statement:

The Mount Union Area Elementary Schools will use a system of school-wide positive behavior interventions and supports. Through explicit modeling of behaviors and expectations, students and staff will be responsible, respectful, and safe.

The School Wide Positive Behavior Support system has been adopted by Shirley Township Elementary as a means to instill proper behavior within our students. Using the guided model approach to teach proper types of behavior; the faculty and staff of Shirley Township Elementary are constantly showing the students the types of behavior we hope to see from them. After team discussions and review of data it was determined that our “hot spots” include: the bathrooms, playground, cafeteria, and hallways/stairwells, and bussing. From here we developed our core expectations for each area. These expectations focus on our slogan: Be Responsible. Be Respectful. Be Safe. Throughout our school, at each “hot spot” location, students are reminded of our expectations for that particular area. Each student is encouraged to show better behavior by following these simple expectations in order to shape themselves into becoming better Trojans.

With this program we are able to acknowledge the students on various levels for showing proper behavior. Students can be acknowledged independently, as a class, and then as the school. To acknowledge the students independently, we have chosen to implement a system of Trojan Tickets. They may also be acknowledged independently within the classroom setting. Using Trojan Tickets to acknowledge students for displaying proper classroom behavior and following classroom expectations correctly, teacher are able to acknowledge students according to their own acknowledgement system. Finally, this program offers a chance for the entire school to celebrate proper behavior. Further explanations of each acknowledgement system follow.

If you should have any questions regarding the School Wide program, please do not hesitate to ask. The School Wide core team is your first “step”. The next “step” would be to the building coach, and finally to the principal. If there is something that you feel needs taken directly to the principal please do so. Thank you for your part you play in making this program a success.

Core Team Members:

Sandra Kay Rickabaugh – Principal

Christian McClure – Curriculum Director

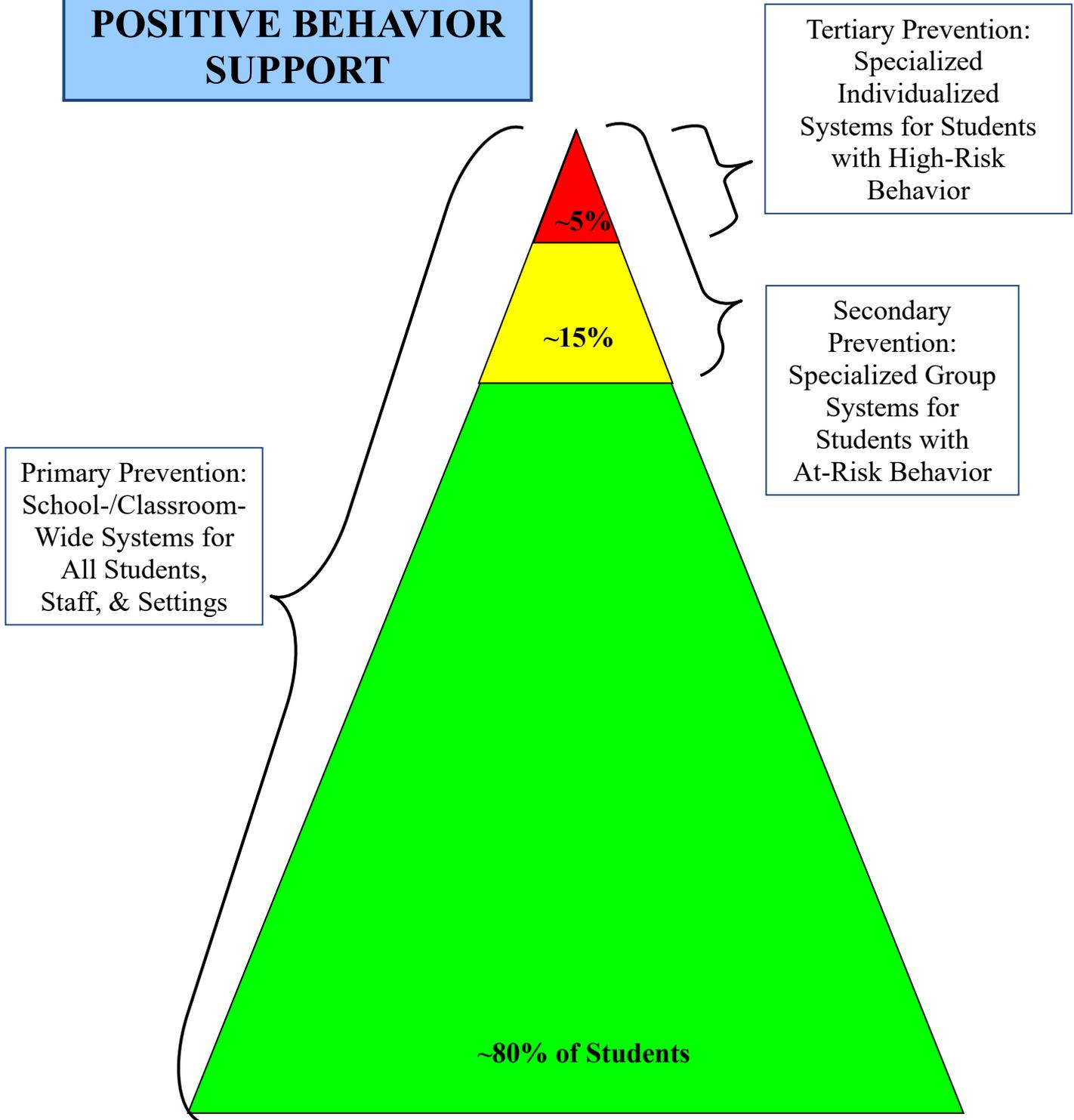
Nelisha Smith – 4th Grade Teacher

Kayla Vocco – 4th Grade Teacher

Trisha Grove – 4th Grade Teacher

Jessie Williams – 5th Grade Teacher

**CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT**



Expectations  Settings 	Respectful	Responsible	Safe
Restroom	<ul style="list-style-type: none"> • Give others privacy • Voice level 0 • Put paper towels in trash 	<ul style="list-style-type: none"> • go, flush, wash, leave • 1 pump of soap • 2 hands washed • 2 pushes on paper towel dispenser • Report incidents IMMEDIATELY to YOUR teacher 	<ul style="list-style-type: none"> • Use sinks, toilets, paper towel dispensers, dryers, and doors correctly • Keep water in the sinks
Cafeteria	<ul style="list-style-type: none"> • Use manners • Voice level 1, while seated or waiting • Voice level 0, upon entering lunch line & dumping 	<ul style="list-style-type: none"> • Raise your hand and wait for an adult • Keep your personal space clean • EAT! • Report incidents IMMEDIATELY to a monitor 	<ul style="list-style-type: none"> • Walk at all times • Report spills to an adult • Bottom on the seat, feet on the floor
Hallway	<ul style="list-style-type: none"> • 0 voice level • Keep hands and feet to yourself • Follow all adult directions 	<ul style="list-style-type: none"> • Maintain personal space 	<ul style="list-style-type: none"> • Eyes forward • Walk at all times on the right-hand side of hallway and stairwell • One step at a time • Hands on the rail
Playground	<ul style="list-style-type: none"> • Voices – 4 out the door • Include others • Share equipment 	<ul style="list-style-type: none"> • Dress for the weather • Line up at whistle, voice level 0 • Report incidents IMMEDIATELY to a monitor 	<ul style="list-style-type: none"> • Use equipment properly • Maintain personal space • Stay in assigned area • Follow ALL teacher directives
Assembly	<ul style="list-style-type: none"> • Enter at a voice level 0 • Use manners • Respect speaker 	<ul style="list-style-type: none"> • Watch for voice level 0 cue • Maintain personal space 	<ul style="list-style-type: none"> • Stay with assigned adult • Remain seated ON BOTTOM facing forward
Bus	<ul style="list-style-type: none"> • Voice level 1 • Follow all driver instructions and rules 	<ul style="list-style-type: none"> • Report incidents IMMEDIATELY to bus driver • Take personal items with you 	<ul style="list-style-type: none"> • Keep feet and body to yourself • NO feet in aisle • NO hands out window • Bottom on the seat, feet on the floor

Acknowledgement System

1. ALL school staff **should** hand out 20 points/tickets per day. This is tracked on PBIS Rewards App.
2. Students will be able to use their points to purchase prizes from the school store. School store prizes will “tentatively” be passed out to classroom teachers on Friday’s. Some weeks will be off schedule.
3. Trojan Tickets can be handed to students in place of points. Students will be responsible for giving their Homeroom teacher their Trojan Tickets BY THURSDAY of each week. Homeroom teachers will enter those tickets as points, BY 2:30 PM on THURSDAY’S.
4. Staff can acknowledge staff through the PBIS Rewards App. Teachers then redeem their points for entries into raffles. Teacher raffles will be run the last Friday of the month.
5. School Wide Celebrations will be held at the end or near the end of each marking period.

Process for New Hires

If there are any new hires within the building, a member of the PBIS Core Team will do the following

- Sit down and go over the PBIS Handbook, answering any questions
- Discuss Celebrations, Meetings, etc.
- Show how to use the PBIS Apps
- Show the Major/Minor Referral process
- Think Sheet Completion

Trojan Ticket

I was...



Respectful



Responsible



Safe



Student: _____

Given By: _____

Trojan Ticket

I was...



Respectful



Responsible



Safe



Student: _____

Given By: _____

Trojan Ticket

I was...



Respectful



Responsible



Safe



Student: _____

Given By: _____

Trojan Ticket

I was...



Respectful



Responsible



Safe



Student: _____

Given By: _____

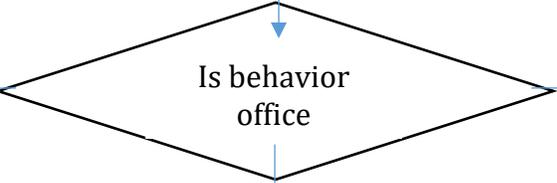
Observe Problem Behavior

- Ignore Behavior
- Physical Proximity

Refer to Minor/Major Definitions to determine if Classroom or Office managed

Warning/Conference with Student:
Ask 3 Questions:
1. What expectation are you not following?
2. Do you understand the expectation or should we work on it together?
3. Can you follow the expectation from now on?

Positive reinforcement when appropriate behavior



Office (Major)
Teacher submit major referral, administrator call parents

Administrator takes action and assigns consequences

Administrator follows through on consequences and

Administrator provides feedback to staff

If repeated majors:
Team meets to develop intervention plan (Tier 2 or 3)

Administrator finalizes submission of Major Referral

Classroom (Minor):
Write a referral for behavior

**Teacher takes action privately with student(s)
• Re-Teach behavior
• Assign consequence

Submit a minor behavioral referral

<u>Classroom Behavior</u>	<u>Office Behavior</u>
<ul style="list-style-type: none"> Defiance/Insubordination /Non-Compliance Disrespect Disruption Dress Code Violation Inappropriate Language Physical Contact/Aggression • Property Misuse/Minor Stealing • Technology Violation Wandering Other (cheating, lying, tattling, gum chewing, etc.) 	<ul style="list-style-type: none"> • Abusive Language/Inappropriate Language/Profanity • Arson • Bomb threat/False alarm • Bullying • Defiance/Insubordination /Non-Compliance • Disruption • Disrespect • Dress Code Violation • Fighting • Forgery/theft/plagiarism • Gang affiliation • Harassment • Inappropriate display of affection • Inappropriate location/out of bounds area • Lying/cheating • Physical aggression • Property damage/vandalism • Out of area • Technology violation • Use/possession of alcohol, combustibles, drugs, tobacco, & weapons • Other

- Crisis (School Handbook)
- Drugs and alcohol
 - Bomb threat or false alarm
 - Arson, weapons or explosives
 - Actively engaging in harm to self or others
 - Leaving school grounds

Immediately inform office and escort student to office

Think Sheet

I am here because I was not:

_____ Respectful

_____ Responsible

_____ Safe

because I

I wanted:

_____ Attention from an adult

_____ Attention from student(s)

_____ To challenge an adult

_____ To be sent home

_____ To be liked

_____ To be in control

_____ To avoid doing my work

_____ To get revenge

_____ To feel better inside

_____ Other _____

Minor Behavior Definitions

(After 3 Minor infractions of the same behavior within a 9 week period, will result in the 4th being a Major)

Minor Problem Behavior	Definition	Examples
Defiance/Insubordination/Non-Compliance	Student engages in brief or low-intensity failure to follow directions or talks back	Work refusal, not transitioning, not following rules/directives
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults and students.	Name calling (depending of severity), eye rolling
Disruption	Student engages in low-intensity, but inappropriate disruption.	Talking over others, making loud noises, wondering around and distracting others
Dress Code Violation	Student engages in low-intensity, but inappropriate disruption.	See handbook
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.	Swearing, but not directed at someone
Physical Contact/Physical Aggression	Student engages in non-serious, but inappropriate physical contact.	Horse-play or mutual play fighting
Property Misuse/Minor Stealing	Student engages in low-intensity misuse of property or stealing property that does not belong to them.	Firing staples from stapler, tearing up paper, misuse of school supplies.
Technology Violation	Student engages in off-task use of technology.	Playing unapproved games
Unassigned Area	Student is in school but not where they are supposed to be.	Roaming halls, unapproved restroom stop
Other	Student engages in any other minor problem behaviors that do not fall within the above categories	Cheating, lying, tattling, gum chewing, etc.

Major Problem Behaviors

Major Problem Behaviors	Definitions	Examples
Profanity directed at others	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Cursing directed at others
Arson	Student plans and/or participates in malicious burning of property.	Matches, lighters, firecrackers, gasoline, lighter fluid
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion. Student falsely triggers fire alarm.	Social media post, prank phone call, swatting, graffiti message on school property
Bullying	The repeated delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling, during school hours (Including FID schedule)	Ongoing teasing, repeated taunting, repeated name calling, leaving someone out on purpose and rumors
Defiance/Insubordination/Non-Compliance	Student engages in refusal to follow directions or talks back which results in disruption of instructional time.	Continued refusal to follow instruction, after repeated attempts. Continued refusal after offered support
Disruption	Student engages in behavior causing an interruption in a class or activity.	Disruption includes but is not limited to, sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Disrespect	Student delivers socially rude or dismissive messages to adults or students.	Insults directed at others

Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	Student repeatedly wears clothing that violates dress code guidelines
Fighting	Student is involved in mutual participation in an incident involving physical violence.	2 or more students punching or kicking each other
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.	See handbook
Gang Affiliation	Student uses gesture, dress, and/or speech to display affiliation with a gang.	Flashing gang signs, wearing prohibited colors to promote gang affiliation
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sexual content, race, religion, disability, physical features, or other protected class.	Racial slurs Unwanted sexual comments
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.	Physical contact beyond hand holding
Out of Assigned Area	Student is in an area that is outside of school boundaries (as defined by school). Student leaves or misses class without permission, or doesn't return to class in a timely manner.	Leaving school grounds during school hours Leaving group during field trip

Dishonesty/Cheating	Student delivers a message that is untrue and/or deliberately violates rules.	Repeated offenses that causes harm to others
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur	Hitting, punching, hitting with an object, kicking, hair pulling, scratching, biting, etc.
Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.	Graffiti, destruction to playground/building
Technology Violation	Student engages in inappropriate (as defined by school) use of electronic devices.	Being on inappropriate websites, having phone out during school day
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, etc.
Use/Possession of Drugs and/or Tobacco	Student is in possession of or is using illegal drugs/substances or tobacco	Vape/other illegal substances
Use/Possession of Weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Knives, guns, or other objects that can cause bodily harm...or toys that resemble mentioned above
Other	Student engages in any other major problem behaviors that do not fall within the above categories.	If you have a behavior not listed in the chart, seek administrative guidance

Lesson Plan to Address Behavior - Cafeteria

Step 1: Identify the desired behavior and describe in observable, measurable terms.

Respectful: Students will use a voice level 1 while seated and waiting.
Students will use a 0 voice level upon entering lunch line and dumping tray.
Students will always use manners.

Responsible: Students will raise their hands and wait for an adult.
Keep your personal space clean.
EAT!
Be aware of time, use it wisely.
Report incidents IMMEDIATELY to a monitor.

Safe: Students will walk at all times
Report spills to an adult.
Students will keep their bottoms on the seat and their feet on the floor.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to be respectful in the cafeteria so that the noise doesn't disrupt other students and cafeteria workers. Using proper manners is appropriate behavior when eating in the cafeteria.

It is important to be responsible in the cafeteria so that students learn how to clean up after themselves and keep the cafeteria clean, as well as waiting for directions from an adult so that they know what to do next.

It is important to be safe in the cafeteria so that students do not get hurt or hurt other students.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • Use a 1 voice level when seated or waiting • Use a 0 voice level when in the lunch line or dumping • Touch only their own food • Keep hands and feet to yourself • Use manners • Clean up after yourself • Walk at all times • Clean up your personal space • Raise hand and wait for an adult • Sitting with feet on the floor 	<ul style="list-style-type: none"> • Running • Unkind words/teasing • Anything above a 1 voice level • Leaving food on the table or floor • Getting out of line • Sitting down before getting all needed materials • Touching other people's food • Sitting on their knees

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Teacher will model examples of desired behaviors in the cafeteria and discuss why these behaviors are desired. Then teachers will model non-examples in the cafeteria and discuss why these behaviors are NOT desired.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Students will model desired behaviors and discuss why this scenario is desired.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Publically recognizing students who display respectful behavior
- Teacher regularly models respectful behavior

Lesson Plan to Address Behavior – Hallway/Stairways

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful: Students will use a 0 voice level at all times.

Students will follow all adult directions.

Students will keep hands and feet to themselves.

Responsible: Students will maintain personal space.

Safe: Students will walk at all times on the right-hand side of the hallway and stairwell.

Students will use one step at a time with hands on the rail.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to be respectful when in the hallway so anyone can be heard if needed, so other classes are not interrupted, and so that directions can be heard.

It is important to be responsible when in the hallway so we are always walking with a purpose and keeping hands and feet to themselves to maintain everyone's personal space.

It is important to be safe when in the hallway so that students are facing forward to be ready for anything that may come in front of them, and walking at all times so they are not injured and transitions are successful. Also, it is important to be safe when walking in the hallway to stay on the right-hand side of the hallway and stairwell, crossing over at your destination.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • Not talking or whispering (voice level 0) • Walking w/ quiet feet 	<ul style="list-style-type: none"> • Talking above a 0 voice level • Walking slow • Hands not at your side

<ul style="list-style-type: none"> • Walking with a steady pace to the next place • Hands at your side • Facing forward • Hand on rail when using the stairs • Talking one step at a time when going down the stairs • Staying to the right-hand side when transitioning from place to place 	<ul style="list-style-type: none"> • Looking around and behind one another • Not using the rail • Jumping down the stairs • Going from left to right or being on the left-hand side when transitioning from place to place
--	--

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Teacher will walk down the hallway modeling examples of desired behaviors and discuss why these behaviors are desired. Then teacher will walk down the hallway modeling non-examples and discuss why these behaviors are not desired. Teacher will then walk down the hallway modeling desired behaviors and discuss why these behaviors are desired.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Students will model desired behaviors and discuss why this scenario is desired.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Publically recognizing students who display respectful behavior
- Teacher regularly models respectful behavior

Lesson Plan to Address Behavior – Playground

Step 1: Identify the desired behavior and describe if in observable, measurable terms.

Respectful: Students will follow the 4 out the door rule for voice levels.
 Students will include others.
 Students will share equipment

Responsible: Students will dress appropriately for weather,
 Students will line up at the whistle with a voice level 0.
 Students will report incidents immediately to a monitor.

Safe: Students will use equipment properly.
 Students will maintain personal space.
 Students will stay in assigned areas.
 Students will follow all teachers directives.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to be respectful on the playground so everyone is being included, and also so that you are not disrupting classes on the way to recess.

It is important to be responsible on the playground so that you can be comfortable playing outdoors and so that lines are quiet and ready to reenter the building.

It is important to be safe on the playground so that students will always be in the teacher’s sight and using equipment properly will reduce the number of injuries on the playground.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • Using equipment properly • Waiting to take your turn • Using positive communication 	<ul style="list-style-type: none"> • Using equipment inappropriately • Pushing/pulling others • Yelling

<ul style="list-style-type: none"> • Line up quickly and quietly • Keep hands and feet to yourselves 	<ul style="list-style-type: none"> • Continuing to play after whistle • Voice level higher than 0 while in line
Step 4: Practice/Role Play Activities	
<p>Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)</p> <p>Teacher will model examples of desired behaviors on the playground and discuss why these behaviors are desired. Then teachers will model non-examples on the playground and discuss why these behaviors are NOT desired.</p>	
<p>Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.</p> <p>Students will model desired behaviors and discuss why this scenario is desired.</p>	
<p>Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.</p>	
Step 5: Provide opportunities for practice	
<ul style="list-style-type: none"> • Publically recognizing students who display respectful behavior • Teacher regularly models respectful behavior 	

Lesson Plan to Address Behavior - Bathroom

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful: Students will talk in a 0 voice level.
 Students will give others privacy.
 Students will put paper towels in the trashcan.

Responsible: Students will go, flush, wash, and leave.
 Students will also follow the following steps:
 1 pump of soap
 2 hands washed
 3 pushes on the paper towel dispenser.
 Students will report problems immediately to your homeroom teacher.

Safe: Students will use sinks, toilets, towel dispensers, dryers, and doors properly.
 Students will keep water in the sink.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to be respectful in the bathroom. They need to be quite and do their business and respect other student's privacy.

It important to be responsible in the bathroom so that students are doing what they need to do and leaving and to follow the 1-2-3 steps.

It important to be safe in the bathroom so that problems can be solves quickly and facilities are being used as intended.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<ul style="list-style-type: none"> • Voice level 0 • Paper towels in trash can • Water in sink • Giving students privacy 	<ul style="list-style-type: none"> • Screaming • Paper towels on floor • Water on floor • Looking under bathroom door

Step 4: Practice/Role Play Activities

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Teacher will model examples of desired behaviors in the bathroom and discuss why these behaviors are desired. Then teachers will model non-examples in the bathroom and discuss why these behaviors are NOT desired.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Students will model desired behaviors and discuss why this scenario is desired.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Publically recognizing students who display respectful behavior
- Teacher regularly models respectful behavior

Lesson Plan to Address Bus Behavior

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful- Students will maintain a voice level 1.

Students will follow all bus driver directions and rules.

Responsible- Students will report incidents IMMEDIATELY to the bus driver.

Students will take all personal items with them.

Safe- Students will keep feet and body to yourself.

Students will not have feet in the aisle.

Students will not have hands out the window.

Students will keep feet on the floor and bottom on the seat.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important for students to arrive home safely from school. By implementing these simple strategies/expectations students will limit the distractions to the bus drive. A clean environment should be left after students depart the bus. This shows respect and responsibility.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<p>Seated 0-2 Voice level Use trash can Seat-Seat; Back-Back Stay seated until your stop Keep hands to yourself Get seated quickly</p>	<p>Standing Yelling Leaving items on the floor Turning around Switch seats at a bus stop Touching another person taking their items Walking past your seat</p>

Step 4: Practice/Role Play Activities (Students **NEVER** model non-behaviors!)

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

A bus will be brought in and students will be escorted to the bus. Once at the bus, the presenter will go through examples and non-example of proper bus behavior. Presenter will present the information, repeating the phrase respectful, responsible, and safe. Presenters will notice and acknowledge positive behaviors as students are presenting them on the bus.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

A brief trip in the school bus will take place. Students will participate in a simulation on the way out and the presenter/teacher want a few students will get off the bus and properly get on the bus to reinforce proper entering/exit behaviors. Students will be prompted to notice how the entrance and exit take place.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

While on the way back to the school, students will be informed that we are practicing our bus dismissal. Students on the left hand side of the bus, as facing the front of the bus, will be allowed to dismiss first. Students on the right hand side will practice waiting and will depart.

Step 5: Provide opportunities for practice

In order to practice proper bus behavior, booster lessons will be offered, as needed, once data shows that students are in need of a refresher. Teachers can model these strategies while on field trips with students.

Lesson Plan to Address Behavior in the Assembly

Step 1: Identify the desired behavior and describe it in observable, measurable terms.

Respectful- Students will enter at a voice level 0.

Students will use manners.

Students will respect speaker.

Responsible- Students will watch for voice level 0 cue.

Students will maintain personal space.

Safe- Students will stay with assigned adult.

Students will remain seated on bottom, facing forward.

Step 2: List a rationale for teaching the behavior (Why is it important?)

It is important to be respectful to the presenter(s) when in the auditorium. Using voices and not sitting still when seated will prevent others from being able to hear, see, and enjoy the presentation.

It is important to be responsible in the auditorium in order to keep our bodies and voices under control.

It is important to be ready in the auditorium so that the presenter(s) know we are prepared to listen to their presentation. If we are not ready, the presentation may not begin on time and we may not be able to enjoy it in its entirety.

It is important to be safe in the auditorium so that others can enter and leave quickly. Being safe will also prevent student accidents.

Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)

Examples	Non-examples
<p>Seated 0 Voice level Stay Seated Keep hands to yourself Listen to presenter Remain seated</p>	<p>Standing Yelling Turning around Switch seats Touching another person taking their items</p>

Step 4: Practice/Role Play Activities (Students **NEVER** model non-behaviors!)

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Kevin was not excited about today's assembly. He was very upset that he would have to sit through either minutes of musical presentations. Because of this, he decided to turn around and talk to his friend, Sam, about their upcoming baseball practice. Kevin was not excited about today's assembly. He was very upset that he would have to sit through eighty minutes of musical presentations. However, he realized that although he did not enjoy the topic, he would be respectful to those performing onstage. Kevin's teacher acknowledged his respectful behavior with a "Trojan Trait".

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Emily, Jenn, and Courtney chose to sit next to each other for the band assembly in the auditorium. They did not like the two students who were performing a routine on stage. They decided to lean back in their seats and "boo" the performers using a (1) voice and giggle afterwards. The performers onstage noticed the girls' behavior.

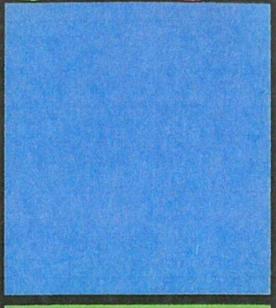
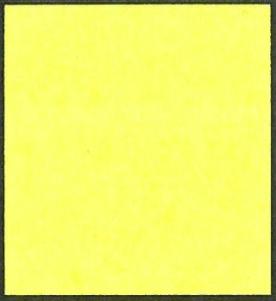
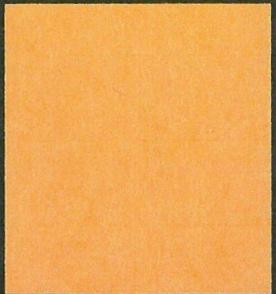
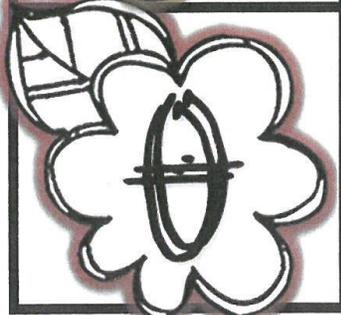
Emily, Jenn, and Courtney chose to sit next to each other for the band assembly in the auditorium. They did not like the two students who were performing a routine onstage; but they chose to applaud for the students at the end of the performance. The students onstage felt good about their performance.

Test to ensure students understand behavior (You do): With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- Reminders prior to the beginning of everyday assembly
- Individually recognize students who display respectful behavior
- Music teachers regularly model respectful auditorium behavior.

Voice Levels

	Recess Voice	
	Teacher Voice	
	Inside Voice	
	Whisper Voice	
	No Voice	

© Kristina Grant 2015