

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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(September, 2011)

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 bottom along with room number. The bottom part is cut off and turned in for a weekly school-wide drawing and opportunity to select a prize. The names of the students drawn are read during morning announcements on Violet Television. The top 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: _____

I was an All STAR and “I helped make Violet shine” by being:


Safe

Trustworthy

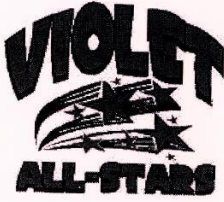
And

Respectful

COMMENTS: _____

 _____

NAME: _____ RM #: _____



Whole-School Activities

1. Beginning of school.....Introductory Assembly for Students
2. Weekly.....“Lifeskill Ticket” Reward
Drawing/Announcement
3. Monthly..... All-Star Celebration (Behavior Report
Free)

Violet Monthly Celebrations

Dates will be determined when the 2011-2012 calendar becomes available

September – Popsicle and Playground

October – Treat Walk

November – Board Game Day

December – Holiday Movie

January – Carnival/ Gym Games

February – Jump Team and Movie “Jump In”

March – Karaoke/ Dance Party

April – Minute to Win It assembly

May – Who’s your Tiger Day (wear Tiger’s gear and watch a portion of the game)

Criteria for attendance- based on Violet Elementary Behavior Guide.

Consequences for Problem Behavior



Safe

Trustworthy

And

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Problem Behavior Definitions

Problem Behavior	Definition
<p style="text-align: center;"><u>Bullying</u> <u>Intimidation</u></p> <p>*Falls under Teasing or Mild Harassment.</p>	<p>The repeated intimidation of others by real or threatening actions that cause emotional distress.</p>
<p style="text-align: center;"><u>Destruction of School</u> <u>Property</u></p> <p>*Falls under Violation of School Procedures.</p>	<p>The intentional or irresponsible damage of school or personal property.</p>
<p style="text-align: center;"><u>Disruptive</u> <u>Behavior</u></p> <p>*Falls under Disruptive Behavior.</p>	<p>Behavior that disrupts the classroom, creates disorder, or infringes on the rights of students to learn, and teachers to instruct.</p>
<p style="text-align: center;"><u>Fighting</u></p> <p>*Falls under Severe Physical Contact or Harassment</p>	<p>Deliberate actions involving physical contact on another person where injury may occur.</p>

Problem Behavior	Definition
<p align="center"><u>Harassment</u></p> <p>*Falls under Teasing or Mild Harassment or Severe Physical Contact or Harassment.</p>	<p>Deliberate actions that may cause emotional harm to another person.</p>
<p align="center"><u>Insubordination</u></p> <p>*Falls under Disruptive Behavior.</p>	<p>Refusal to follow directions, talking back, and/or being disrespectful to an adult.</p>
<p align="center"><u>Profanity</u></p> <p>*Falls under Violation of School Procedures.</p>	<p>Words not acceptable for school or using words to hurt others (similar to put-downs).</p>
<p align="center"><u>Theft</u></p> <p>*Falls under Violation of School Procedures.</p>	<p>Having property on yourself, in your desk, or locker that does not belong to you.</p>
<p align="center"><u>Unsafe/Dangerous Behavior</u></p> <p>*Falls under Mild Physical Contact/Unsafe Behavior.</p>	<p>Actions that cause or might cause harm to yourself or others.</p>
<p align="center"><u>Violation of School Rules</u></p> <p>*Falls under Violation of School Procedures.</p>	<p>Committing or participating in any behavior that is prohibited by the school rules and Lifeskills.</p>

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: _____

Prior intervention(s) by Verbal Warning Redirected Changed Seat Loss of Recess/Privilege

teacher or administrator: Classroom Behavior Plan Parent Contact Date: _____

Other _____

Reason for Current Report ¹	
<input type="checkbox"/> Teasing or Mild Harassment	<i>*Please see the Violet Elementary Behavior Guide on the back of this form for the consequence for this incident. Additional consequences for further reports are also listed.</i>
<input type="checkbox"/> Disruptive Behavior	
<input type="checkbox"/> Mild Physical Contact/Unsafe Behavior Disruption	
<input type="checkbox"/> Severe Physical Contact or Harassment	
<input type="checkbox"/> Violation of School Procedures	
<input type="checkbox"/> Other _____	

1. Age/development considered

Description of Incident/Comments:

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

Parent Contact: Name of person if contacted: _____ Date: _____

No Answer Message left Phone disconnected Referral sent home Referral mailed home

Home phone number: _____ Cell phone number: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Signature of Referring Staff: _____ Date: _____

Signature of Administrator: (if necessary) _____ Date: _____

Please return form to school after signatures at home.

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: