

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, 2021)

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.

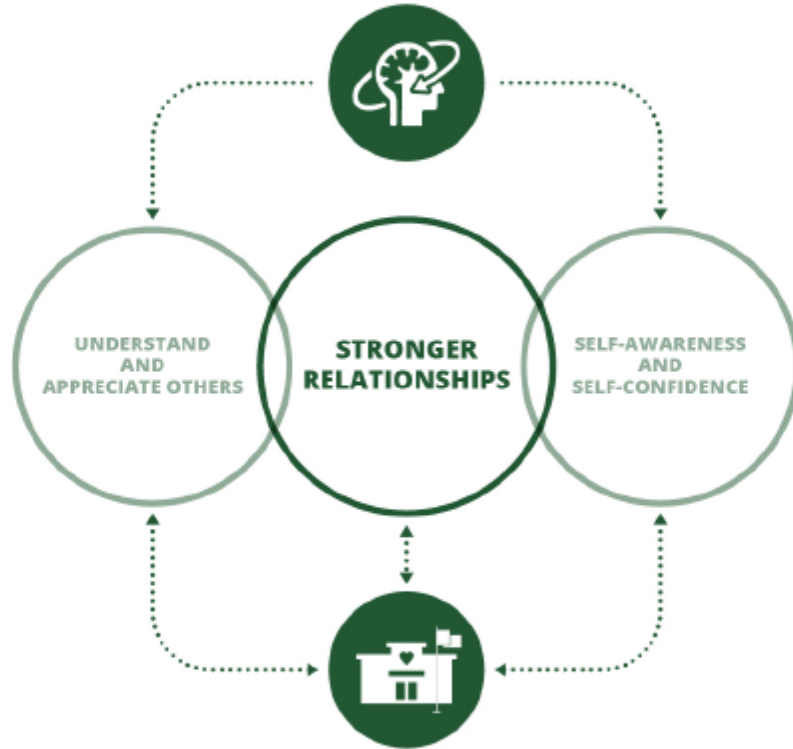
Our plan will focus on three goals for our students:

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



OUR MODEL

Consistent exposure to character strengths vocabulary and concepts



Enhanced classroom and school-wide community

Design by Rule29 Creative



posproject.org

Sai



CHARACTER STRENGTHS DEFINITIONS

- | | |
|---|---|
| <p> Appreciation of Beauty & Excellence
You notice and value the world's beauty and people's skills. You don't take things for granted.</p> <p> Bravery
You act with mental, moral, or physical strength even when you know things are difficult or scary.</p> <p> Connection/Purpose
You have beliefs about the meaning of life and your life's purpose. You seek to be part of something greater than yourself.</p> <p> Creativity
You come up new and original ways to think about and do things.</p> <p> Curiosity
You like exploration and discovery. You ask lots of questions because you want to learn more about anything and everything.</p> <p> Fairness
You believe that all people have value. You approach situations with an unbiased mindset and treat everyone with respect.</p> <p> Forgiveness
You forgive those who have done wrong. You accept that people make mistakes.</p> <p> Gratitude
You are aware of and thankful for good things that happen.</p> <p> Hope/Optimism
You expect the best from the future and work to achieve it.</p> <p> Humility/Modesty
You do not seek the spotlight. You let your actions speak for themselves.</p> <p> Humor
You like to laugh and bring smiles to other people.</p> <p> Integrity
You are honest and speak the truth. You present yourself genuinely and sincerely.</p> | <p> Kindness
You are generous to others and you are never too busy to help out. You enjoy doing good deeds for other people.</p> <p> Leadership
You value each member of your group and inspire people to do their best.</p> <p> Love
You value close relationships with others and being close to people.</p> <p> Love of Learning
You master new skills and topics on your own or in school.</p> <p> Open-Mindedness
You like to consider new ideas and try new things. You examine things from all sides and don't jump to conclusions.</p> <p> Perspective
You appreciate that people see things in different ways. You have the ability to understand the world from multiple points of view.</p> <p> Perseverance
You complete what you start despite obstacles. You never give up.</p> <p> Prudence
You plan for the future and achieve your goals by making careful everyday choices.</p> <p> Self-Control
You have the ability to control your emotions and behaviors. You think before you act.</p> <p> Social Intelligence
You are aware of other people's thoughts and feelings. You understand why they do things.</p> <p> Teamwork/Citizenship
You work well as a member of a group or team. You are loyal and sacrifice your individual desires for the greater good.</p> <p> Zest/Enthusiasm
You approach life with excitement and energy. You energize people around you.</p> |
|---|---|

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

“Caught being a Violet All-Star” Tickets

“Violet All-Star” Tickets are immediate recognition rewards given by Violet staff to students who are “caught” demonstrating our P2 Character Strengths, Mindsets, or being Safe, Trustworthy or Respectful. The student writes down his or her name at the side along with room number. The left side part is cut off and turned in so that student’s name is read on VTV. The right side part goes home with the student to share with parents. There is also a weekly drawing of tickets with winners getting an All-Star pencil. The intent of the Violet All-Star Ticket program is to recognize and reward students for demonstrating their Character Strengths 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: _____

- | | | | |
|---------------------------------------|---|------------------------------------|--|
| <input type="checkbox"/> Bravery | <input type="checkbox"/> Creativity | <input type="checkbox"/> Curiosity | <input type="checkbox"/> Enthusiasm |
| <input type="checkbox"/> Fairness | <input type="checkbox"/> Forgiveness | <input type="checkbox"/> Gratitude | <input type="checkbox"/> Humility |
| <input type="checkbox"/> Humor | <input type="checkbox"/> Integrity | <input type="checkbox"/> Kindness | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Love | <input type="checkbox"/> Love Learning | <input type="checkbox"/> Open Mind | <input type="checkbox"/> Optimism |
| <input type="checkbox"/> Perseverance | <input type="checkbox"/> Perspective | <input type="checkbox"/> Prudence | <input type="checkbox"/> Purpose |
| <input type="checkbox"/> Self-Control | <input type="checkbox"/> Social Intell. | <input type="checkbox"/> Teamwork | <input type="checkbox"/> Appreciate Beauty/Excell. |

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 and I helped make Violet shine by showing the above. ----->

Whole-School Activities

1. Beginning of school.....Kick-Off Assembly for Students
Procedures and Expectations taught
2. Ongoing.....“Character Strength/All-Star Ticket” Recognition
Home recognition/Pencil drawing
Grade Level All-Star Celebration
(Behavior and work expectations must be met)
3. Monthly..... All-Star Students of the Month/Lunch table
(2 students each month from each class)

Violet All-Star Celebrations!!!

Monthly whole-school celebrations to recognize our All-Star Students:

September	Grade Level Choice
October	TBD
November	Free Play Day
December	Sing-A-Long
January	Favorite Non-Electronic Game/Toy
February	Free Play Day
March	Flashlight Read-In
April	Game Station Day (outside or in cafeteria)
May	Popsicles on the Playground

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.
Frequent Incomplete Work	Student fails to complete work (home or school) on a frequent basis.
Technology Misuse	Student engages in low-intensity inappropriate use of a Chromebook, phone or any other personal device in violation of District procedures for use of technology.
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.
Defiance/Disrespect/ Insubordination/ Non-Compliance	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)	<p>Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.</p> <p><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></p>
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	Student participates in an activity that results in destruction or disfigurement of property.
Technology Misuse	Student engages in inappropriate use of a Chromebook, phone or any other personal device in violation of District procedures for use of technology.

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 Modified 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"/> Teasing/Harassment <input type="checkbox"/> Property misuse <input type="checkbox"/> Frequent Incomplete class work <input type="checkbox"/> Technology 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"/> Technology Misuse <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"/> Modified 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 d/c Referral sent home Emailed parent

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.*** (September, 2021)

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> 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 modified recess or All-Star celebration 	<ul style="list-style-type: none"> • Student calls parent • 2 modified recesses • Modified All-Star celebration • Reflection • Optional parent conference • Consider development of individual behavior plan
<p><u>Minor Problem</u> Freq. Incomplete Work, 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 modified recess or All-Star celebration 	<ul style="list-style-type: none"> • Student calls parent • 2 modified recesses • Modified All-Star celebration • Reflection • Optional parent conference • Consider development of individual behavior plan
<p><u>Minor Problem</u> Physical Contact, Prop/Tech misuse (actions that cause or may cause harm to self, others, property)</p>	<ul style="list-style-type: none"> • Student calls parent • 1 modified recess or All-Star celebration • Reflection 	<ul style="list-style-type: none"> • Student calls parent • 2 modified recesses • Modified All-Star celebration • Reflection 	<ul style="list-style-type: none"> • Student calls parent • 3 modified 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 modified recesses • Possible modification of All-Star celebration • Reflection • Optional parent conference 	<ul style="list-style-type: none"> • Student calls parent • 5 modified recesses • Modified All-Star 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 or District procedures or Lifelong Guidelines)</p>	<ul style="list-style-type: none"> • Student calls parent • 1 modified recess or All-Star celebration • Reflection 	<ul style="list-style-type: none"> • Student calls parent • 2 modified recesses • Modified All-Star celebration • Reflection 	<ul style="list-style-type: none"> • Student calls parent • 3 modified 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.** (September, 2021)