



PRIDE Manual

Providing **R**esponsive **I**nterventions for **D**evelopmentally-Appropriate
Expectations

© 2015

Educational Solutions LLC



Eagle Academy Mission Statement

Eagle Academy Public Charter School's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners, in an inclusive learning environment.

Introduction

Research has shown that aspects of self-regulation, such as the ability to control impulses and follow directions, are more important than academic skills when entering kindergarten. However, self-regulation skills can be taught and helping preschool students develop these skills will help prepare them for a more successful transition to school. However, teachers have reported that over half of their students enter kindergarten without these skills ((Rimm-Kauffman, Pianta, & Cox, 2000). Preschool students who lack self-regulation skills experience high rates of expulsion from preschool (Gilliam & Shahrar, 2006). In the long term they are at greater risk for low academic achievement, grade retention, dropping out of school, delinquency, and criminal behavior ((Raver, 2002).

This manual, written specifically for Eagle Academy, describes three programs currently in use at the school: PBIS, Second Step, and Responsive Classroom. The approaches of the programs may differ in various ways, but the goal for all is the same- to help children develop social-emotional skills and self-regulation skills that will help them succeed in school.

For each program you will find:

- A description of the program
- Key elements of each
- The research behind its development
- A timeline for implementation
- Lesson plans
- Other materials to help as you begin to implement the programs.

Table of Contents

Eagle Academy Behavioral Policies, Procedures, and Services

Time-Out Slip and Code of Conduct Referral Form and Instructions

Tiers of Student Behavior and Responses

Tiers of Service Available to Eagle Students

PBIS

Introduction to PBIS

ABCs of Eagle- Student Expectations

Positive Statements to Reinforce ABCs- Student Expectations

Mini Lessons to Teach the ABCs of Eagle to Students

Always Do Your Best

Be Prepared

Consider Your Character

ABCs of Eagle- Teacher Expectations

Monthly Implementation of PBIS

Rule Creation

PBIS Tier 1 Implementation

PBIS Tier 2/Tier 3 Implementation

Check In, Check Out Form Sample for Preschool

Daily Progress Report Sample for Upper Grades

Links to Student Videos for PBIS

Responsive Classroom

Introduction to Responsive Classroom

Aligning PBIS and Responsive Classroom

Responsive Classroom/PBIS Interventions

Key Strategies

Morning Meeting
Rules and Logical Consequences
Guided Discovery
Academic Choice
Classroom Organization
Interactive Modeling
Positive Teacher Language
Collaborative Problem Solving
Responsive Classroom Month by Month

Second Step

Introduction to Second Step
Second Step/PBIS Interventions
Implementation Plan for Second Step-PK3
Second Step PK Scope and Sequence
Second Step K Scope and Sequence
Second Step First Grade Scope and Sequence
Second Step Second Grade Scope and Sequence
Second Step Third Grade Scope and Sequence
Second Step Materials
Supplemental Book List
Listening Song
Second Step Attention Pictures

Appendix

Fidelity Checklist
Alignment Chart for PBIS, Responsive Classroom, Second Step

**Eagle
Academy
Behavioral
Policies,
Procedures,
and Services**

Eagle Academy PCS – Code of Conduct Form - Information

___ Classroom Documentation (Level 1) ___ Pride Room Referral (Level 2-4) ___ Office referral (Behavior Specialist only)

Student: _____ Staff Member: _____ Grade: _____
(Last name, first name) (Last name, first name)

___ Major ___ Minor IEP: Y N 504: Y N Date: ___/___/___ Time: _____ AM or PM

Location	Problem Behavior	Environmental Factors	Possible Motivation
<p>(Check all that apply.)</p> <input type="checkbox"/> Classroom # _____ Math LArts STEAM Art / Music/ Library / P.E. <i>(Circle one of the above)</i>	<p>(Check only one.)</p> <input type="checkbox"/> Attendance <input type="checkbox"/> Student dress <input type="checkbox"/> Disrespectful behavior <input type="checkbox"/> Disruptive <input type="checkbox"/> Insubordination <input type="checkbox"/> Intimidation/ Threats to others <input type="checkbox"/> Fighting/Serious Physical Aggression (Circle one: with injury / without injury to others) <input type="checkbox"/> Possession or misuse of property <input type="checkbox"/> Improper use of technology <input type="checkbox"/> Abusive language <input type="checkbox"/> Theft / Stolen property <input type="checkbox"/> Weapons <input type="checkbox"/> Other major offenses	<p>(Please check one.)</p> <input type="checkbox"/> Adult Request/Directive <input type="checkbox"/> Oral Instruction <input type="checkbox"/> Individual Seat Work <input type="checkbox"/> Group Work <input type="checkbox"/> Managing Materials <input type="checkbox"/> External Interruptions <input type="checkbox"/> Classroom Transitions <input type="checkbox"/> Teasing from Peers <input type="checkbox"/> Changes to Routine <input type="checkbox"/> Guest/Substitute Teacher <input type="checkbox"/> Assembly <input type="checkbox"/> Recess <input type="checkbox"/> Subject area: _____ _____	<p>(Check the strongest motivator.)</p> <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Tasks/Activities <input type="checkbox"/> Avoid Peers <input type="checkbox"/> Avoid Adults <input type="checkbox"/> Don't Know <input type="checkbox"/> Other: _____
<input type="checkbox"/> Hallway/Stairway <input type="checkbox"/> Bathroom - Floor # _____	<input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal	<input type="checkbox"/> Other: _____	<p>Others Involved</p> <p>(Check all that apply.)</p> <input type="checkbox"/> None <input type="checkbox"/> Peer/Student(s) <input type="checkbox"/> Teacher <input type="checkbox"/> Paraprofessional <input type="checkbox"/> Other: _____
<input type="checkbox"/> Tech Lab <input type="checkbox"/> Pod (open area) <input type="checkbox"/> Office area <input type="checkbox"/> Pool	<p>Bullying Part 1</p> <input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Social / Relational <input type="checkbox"/> Written / Electronic <input type="checkbox"/> Combination of above		<input type="checkbox"/> Staff <input type="checkbox"/> Parent <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown
<input type="checkbox"/> Playground / Field <input type="checkbox"/> Gym <input type="checkbox"/> Cafeteria/Multi-purpose <input type="checkbox"/> Bus load/unload area <input type="checkbox"/> Bus <input type="checkbox"/> Car load/unload area <input type="checkbox"/> Parking lot <input type="checkbox"/> Field trip	<p>Bullying Part 2</p> <input type="checkbox"/> Cyber bullying <input type="checkbox"/> Disability <input type="checkbox"/> Racial <input type="checkbox"/> Sexual		
<input type="checkbox"/> Other: _____ _____	<p>Bullying Part 3</p> <input type="checkbox"/> Toward student(s) <input type="checkbox"/> Toward staff		

Description from Tiered Behavioral Chart: _____

Brief description of event (Facts only! Do not use other students' names.): _____

Referring Signature: _____ Date: _____

NOTE: Teacher keeps this form for tier 1 behaviors and contacts parent/guardian when appropriate. Pride Room Referrals for tier 2-4 behaviors are kept in the Pride Room and the Behavioral specialist **MUST make parent contact.**

Action Taken: Classroom Corrective Response – List all	Action Taken: Building Corrective Response – List all	Parent Notification
Eagle Tiered Behavioral Chart language:	Eagle Tiered Behavioral Chart language:	<input type="checkbox"/> No notification <input type="checkbox"/> Yes, by: _____ Date: ___/___/___ <input type="checkbox"/> Method: Phone Email Letter Copy Fax Conference Voice Mail
<p>Notes/Comments:</p> <p>Request for parent conference: Y N</p>		

Eagle Academy Time-Out Slip

Student Name _____

Date _____

Grade _____ Teacher Name _____

Time of Event _____

Event(s) that occurred that warranted a "time-out" of the classroom:

Buddy teacher's response: _____

Buddy teacher's signature: _____ Arrival/Departure Time _____

Eagle Academy Time-Out Slip

Student Name _____

Date _____

Grade _____ Teacher Name _____

Time of Event _____

Event(s) that occurred that warranted a "time-out" of the classroom:

Buddy teacher's response: _____

Buddy Teacher's Signature: _____ Arrival/Departure Time _____

Eagle Academy Time-Out Slip

Student Name _____

Date _____

Grade _____ Teacher Name _____

Time of Event _____

Event(s) that occurred that warranted a "time-out" of the classroom:

Buddy teacher's response: _____

Buddy Teacher's Signature: _____ Arrival/Departure Time _____

Instructions for Time-Out Slip and Code of Conduct Referral form

Time Out Slip	Code of Conduct Referral form
<ul style="list-style-type: none"> - Time-Out slips are written documentation for tier 1 behaviors. - Time-Out slips are to be used for students to take a break in their assigned buddy classroom. - A Time-Out slip must be completed prior to the student entering the assigned buddy room. This will identify to the buddy teacher the reason the student was sent to his/her room. - Students are allowed to stay in the Buddy Room for a maximum of 30 minutes. During this time students are allowed to cool down and should complete a written reflection sheet. If students can't complete a reflection sheet due to their age, they can verbally discuss reflections with teachers. - The Buddy Room teacher will also complete the Time-Out slip to identify their response, student arrival and student departure time. - Once the student returns to their classroom, the Time-Out slip should be placed in the student's file. 	<ul style="list-style-type: none"> - Code of Conduct Referral form is written documentation for tiered 1-4 behaviors. - Tier 1 behaviors: A Code of Conduct Referral form is completed to demonstrate a pattern of behavior and should be kept in student files. Teachers should contact parents/guardians when appropriate. - Tier 2-4 behaviors: A Code of Conduct Referral form is completed and must accompany a student when referred to the Pride Room. The Code of Conduct identifies the event/behavior to be addressed by the Behavior Specialist during the student's designated time in the Pride Room. - The Behavior Specialist will determine the appropriate intervention and/or consequence for the identified behavior. - The Behavior Specialist will notify parents for Tiered 2-4 behaviors.

Eagle PCS Tiers of Student Behavior Reference Chart

Tier Level	Examples of Behaviors by Tier	Responses/Approaches	Consequences/Escalation of Behavior
<p>Tier #1 Behaviors:</p> <ul style="list-style-type: none"> - Handled by classroom teachers, does not include removal from classroom - Teacher must document behavior in writing - Teacher can inform parent/guardian when appropriate 	<p>1.1 Attendance (tardiness, excessive absences, unexcused absences)</p> <p>1.2 Dress (out of uniform)</p> <p>1.3 Disrespectful Behavior (walking away, talking back, false information, swearing, inappropriate gestures, derogatory written materials)</p> <p>1.4 Disruptive (talking during lesson/activity, rude noises, leaving seat without permission, horseplay, throwing minor objects, false alarms),</p> <p>1.5 Insubordination (refusal to work in class, refusal to participate in school alternatives, refusal to comply with direction or instruction),</p> <p>1.6 Intimidation (harassing, teasing, instigating, minor threatening towards a peer)</p> <p>1.7 Possession/Misuse of Personal Property (using toys in class, using cell phones and listening to music devices during school hours)</p> <p>1.8 Improper Use of Technology (damaging computer software, accessing inappropriate websites),</p> <p>1.10 Theft (of minor items such as toys brought to school by other students)</p>	<ul style="list-style-type: none"> - Avoid power struggles - Refer back to classroom or school rules, ask the student to repeat the rule - Restate expectations and the expected behavior (model, engage in positive practice, or watch videos about expected behavior) - Redirect student - Sit the student in closer proximity to teacher or assistant, move them to a seat away from distracting student - Parental contact in writing or by phone - Track student behavior weekly or daily - In-class time out for an identified time - Loss of classroom privileges 	<ul style="list-style-type: none"> - Behavior contract - Teacher/Parent conference - In-school disciplinary action (exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing the student's loss of academic instruction time) *Three consecutive offenses within same day or three continual days of a specific behavior may escalate to Tier 2
<p>Tier #2 Behaviors:</p> <ul style="list-style-type: none"> - Can be handled by teacher with assistance from administrator if needed, does not include removal from school - Teacher/administrator must document behavior/resolution in writing - Teacher informs parent 	<p>2.1 Disruptive (excessive talking, refusing to remain in seat, throwing objects that may cause injury or damage property)</p> <p>2.2 Disrespectful Behavior (continual walking away and talking back, directing profanity or obscene offensive gestures towards staff)</p> <p>2.3 Intimidation/Threats to others (threatening behavior directed towards a staff member or adult of authority, inappropriate/threatening physical contact between students)</p> <p>2.4 Insubordination (chronic refusal to follow staff direction or participate in school activities, refusal to serve detention, refusal to report to office, unauthorized presence in hallway during class time, running out of the classroom or other common space, unintentional injuries to others)</p> <p>2.5 Improper use of Technology (using computer equipment without permission, intentional misuse of school equipment, accessing files/school information without permission)</p> <p>2.6 Theft (possession of property less than \$250)</p> <p>2.7 Documented pattern of persistent Tier 1 behavior</p>	<ul style="list-style-type: none"> - Avoid power struggles - Redirect student - Reinforce expectation/rules and provide student with clear, direct and concise consequences/options - Speak to student one-on-one - Take away privileges and unstructured time - Parental contact in writing or by phone - Track student behavior weekly or daily - In-class time out for an identified time 	<ul style="list-style-type: none"> - Administrator/parent conference - Temporary removal of student from classroom for less than 1 hour <ol style="list-style-type: none"> 1. Buddy Room (Try 1st) 2. Pride Room (Try 2nd) - Behavior contract - In-school disciplinary action exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing the student's loss of academic instruction time) - Possible suspension for K-3 students at administrator's discretion

<p>Tier #3 Behaviors:</p> <ul style="list-style-type: none"> - Generally handled by teacher or administrator depending on the situation and severity - Administrator involves SPED team when appropriate - Teacher/administrator must document behavior/resolution in writing - Administrator notifies guardian 	<p>3.1 Academic Dishonesty (cheating, altering report cards or notes)</p> <p>3.2 Bullying/harassment (using severe humiliating and/or intimidating language/behavior including on the internet)</p> <p>3.3 Abusive language (written or verbal use of slurs, based on actual or perceived race, color religion, national origin, sex, age, personal appearance, sexual orientation, gender identity, familial status, disability, and/or place of residence, including derogatory sexual language)</p> <p>3.4 Fighting/Serious Physical Aggression (engaging in reckless behavior that may cause harm to self or others, fighting where there is no injury or weapon)</p> <p>3.5 Defiance/Disrespect (excessive lying to or giving misleading information to school staff, possession or distribution of obscene/pornographic material on school premises)</p> <p>3.6 Inappropriate language (obscene and/or seriously offensive language or gestures)</p> <p>3.7 Disruption (verbal, written or physical threat to person/property, continuous talking out of turn, yelling, noise with materials; horseplay/rough-housing and/or sustained out of seat behavior when redirected)</p> <p>3.8 Theft (possession of stolen property more than \$250)</p> <p>3.9 Documented pattern of persistent Tier 2 behavior</p>	<ul style="list-style-type: none"> - Verbal redirection - Temporary student removal from classroom for less than half of the day <ol style="list-style-type: none"> 1. Buddy Room 2. Pride Room - Behavior contract - In-school disciplinary action (exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing student's loss of academic instruction time) - Parental contact in writing or by phone by administrator - Administrator/student conference - In-school suspension for ½ day for first time offense (with instructional work) 	<ul style="list-style-type: none"> - Parent conference - Alternative assignment or academic penalty - Out of school suspension, excluding Pre-K (Second offense: one day out of school suspension, third offense: two days out of school suspension)
<p>Tier #4 Behaviors:</p> <ul style="list-style-type: none"> - Handled by administrator and may include additional actions to support the student and stimulate corrective behaviors - Administrator involves SPED team when appropriate - Administrator documents the incident - Administrator notifies parent 	<p>4.1 Fighting/Serious Physical Aggression (fighting which creates substantial risk of or results in injury to an individual, assault with a weapon)</p> <p>4.2 Harassment/Bullying (inciting other to violence or disruption, using an article that is not normally considered a weapon to intimidate or threaten another person)</p> <p>4.2 Theft/Property Damage/ (cause of major damage to another student's property, vandalizing school/staff property that cause disruption to the school environment)</p> <p>4.5 Abusive language (continual/excessive written or verbal use of slurs based on actual or perceived race, color religion, national origin, sex, age, personal appearance, sexual orientation, gender identity, familial status, disability, and/or place of residence, including derogatory sexual language)</p> <p>4.6 Other offenses (any behavior/conduct including, but not limited to, possession/distribution of alcohol and/or drugs, gambling, arson, possession of knife, explosives/handgun, or other illegal conduct that causes disruption to the school operation or causes substantial harm to self or others)</p> <p>4.7 Documented pattern of persistent Tier 3 behavior</p>	<ul style="list-style-type: none"> - Parent conference - Seek administrator support 	<ul style="list-style-type: none"> - In-school suspension for 1 day (with instructional work) - Out of school suspension for 1-3 days - Expulsion

Tiered Behavioral Support at Eagle Academy Public Charter School

Tier 1 Services			
Tier 1 includes the behavioral support systems available to all students in the everyday classroom setting, as well as some services that may occur outside the classroom.			
Service #1, Tier 1: <i>Positive Behavior Intervention and Support (PBIS)</i>	Service #2, Tier 1: <i>Responsive Classroom (RC)</i>	Service#3, Tier 1: <i>Second Step (SS)</i>	Service #4, Tier 1: <i>Pride Room (PR)</i>
<p>PBIS is a research-based framework for providing behavioral supports and interventions that enhance students' academic and social experience. PBIS uses respectful, non-punitive strategies for teaching students positive behaviors. Students may view videos that outline expectations, be exposed to a set of classroom and school rules, or receive incentives for meeting expectations and following procedures.</p>	<p>RC is a research-based teaching approach that gives teachers concrete practices for ensuring a high-quality education for every child every day. Although the approach offers practices for improving student behavior through effective management, it goes beyond that to also offer strategies for promoting academic engagement, building a positive community, and teaching in a developmentally appropriate way.</p>	<p>SS is a collection of stories, songs, videos, and take-home activities designed to build social-emotional skills for young children. SS includes units that introduce new concepts such as listening, following directions, identifying feelings, managing anger, caring and helping, and solving problems.</p>	<p>The PR is a space in Eagle that is used to support students with behavioral challenges and reward students that exhibit positive behavior. If a student is unable to follow procedures and rules in the classroom they may be sent to the PR to reflect on their behavior and receive feedback about better ways to succeed in the classroom. A student that meets expectations or follows rules may go to the PR to choose a reward.</p>

Tiered Behavioral Support at Eagle Academy Public Charter School

Tier 2 Services			
Tier 2 includes the behavioral support systems made available to students that demonstrate signs of behavior/social/emotional challenges or difficulty integrating into classrooms.			
Service #5, Tier 2: <i>Positive Behavior Intervention and Support (PBIS)</i>	Service #6, Tier 2: <i>Student Support Team (SST)</i>	Service #7, Tier 2: <i>Primary Project (PP)</i>	Service #8, Tier 2: <i>The School Mental Health Program (SMHP) Prevention and Early Intervention Services</i>
PBIS also includes classroom based supports for students that exhibit difficulty integrating into classrooms. A PBIS Tier 2 strategy could be Check In, Check Out (CICO). CICO involves the classroom teacher starting a regular CICO checklist to track the student's daily or weekly performance. Students may receive a reward for positive CICO for an identified period of time or parents may be contacted to be made aware of difficulty meeting CICO goals.	The SST is a team of professionals from Eagle that meet regularly to create strategies to support student learning. Students that have initial challenges with social, emotional, academic or attendance issues may receive support through the SST.	PP is a national evidence-based program that helps children in pre-k through third grade adjust to school, gain confidence & social skills, and focus on learning. Through play, the PP addresses children's school adjustment difficulties and increases their chances for success. The PP targets students that show signs of risk according to classroom surveys, and does not usually select students with severe behavioral issues or IEPs for mental health.	SMHP promotes social and emotional development and addresses psycho-social and mental health problems that become barriers to learning. Prevention services are available to the entire student body, the school staff, or parents/guardians (depending on the target audience for a particular intervention). The aim is to prevent the development of serious mental health problems and to promote positive development among children and youth. Students identified at elevated risk for developing a mental health problem are offered one of a number of early intervention services. The aim is to prevent the escalation of identified risks and development of more serious mental health problems. These interventions could include involvement in support groups, skill building groups, and training or consultation for families and teachers who work with identified children.

Tiered Behavioral Support at Eagle Academy Public Charter School

Tier 3 Services		
Tier 3 includes the behavioral support systems made available to students that demonstrate signs of extreme behavior/social/emotional challenges.		
<p>Service #9, Tier 2: <i>The School Mental Health Program (SMHP) Treatment Services</i></p>	<p>Service #10, Tier 3: <i>Mobile Outreach Services Team (MOST) Counselor</i></p>	<p>Service #11, Tier 3: <i>Special Education (SPED) Services</i></p>
<p>SMHP also promotes social and emotional development and addresses psycho-social and mental health problems that become barriers to learning by providing treatment services to youth, families, teachers and school staff. SMHP places a strong emphasis on implementing Evidence-Based Programs (EBP). Examples of evidence based treatment programs implemented across SMHP include play therapy, cognitive behavioral therapy, family systems therapy, psycho-dynamic therapy, and Parent Child Interaction Therapy.</p> <p>Students in the general education population with an identified mental health concern resulting in disruption of academic and/or social-emotional functioning are offered a number of treatment services. The aim is to minimize the impact of the problem and help restore the child or adolescent to a higher level of functioning. Examples of these clinical services included individual and family counseling, and therapeutic groups (i.e., grief and loss groups). Students needing more intensive services may be referred for community mental health services.</p>	<p>MOST is an evidence-based counseling model that promotes improvements across social, emotional, academic, and behavioral domains, including: anxiety; impulse control; depression; school engagement; peer interactions; and substance use. MOST clinicians use a validated multi-disciplinary assessment instrument to identify risk factors affecting the client at the school, community, family, and individual levels. The clinicians help household members identify and access community-based services that address unmet service needs of the household.</p> <p>Clinicians utilize one of two proven therapeutic modalities, depending on the age and maturity of the child: Child Centered Play Therapy (CCPT) or Cognitive Behavioral Therapy (CBT). Clinicians provide consistent, individualized feedback to: reinforce the student’s progression to social and emotional independence and competence; raise the likelihood of pro-social behaviors; and develop effective coping strategies in school and other contexts.</p>	<p>Students that have IEPs or 504 plans related to behavior, social, or emotional issues receive services from Eagle’s SPED team. These services may include psycho-educational testing to assess eligibility for SPED, therapy from the school psychology personnel to address behavior or social/emotional growth, or recommendations to classroom teachers for supporting SPED students in classrooms.</p> <p>Some students may eventually have a behavior intervention plan (BIP) developed to formally track and support student behavior.</p>

**Positive
Behavioral
Interventions
and Supports
(PBIS)**

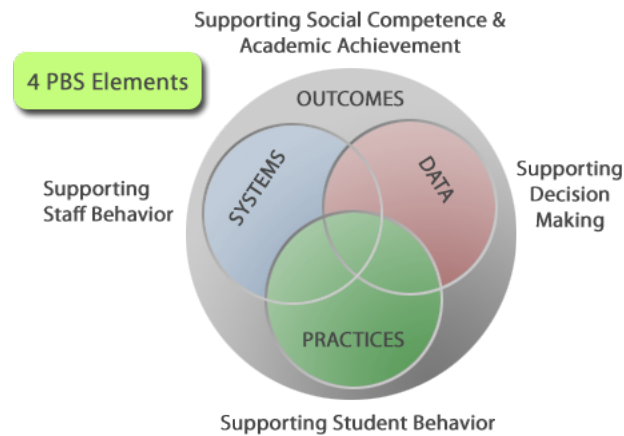
PBIS

Positive Behavioral Interventions and Supports (PBIS) is a framework for assisting school personnel to adopt and organize behavioral interventions into a continuum that enhances academic and social behavior outcomes for *all* students. As a framework, the emphasis is on a process or approach, rather than a curriculum, intervention or practice. PBIS provides a means of selecting, organizing and implementing evidence-based practices by giving equal amounts of attention to clearly defined and meaningful student outcomes, data-driven decision making and problem solving processes and preparing and supporting staff to use these practices with fidelity.

There are seven core principles of PBIS.

1. **We can effectively teach appropriate behavior to all children.** All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior.
2. **Intervene early.** It is best practice to intervene before targeted behaviors occur. Being *proactive* is more effective than being *reactive*.
3. **Use of a multi-tier model of service delivery.** PBIS uses a tiered model of service delivery to match behavioral resources with student need. To achieve high rates of success for all students, instruction needs to be differentiated in both nature and intensity.
4. **Use research-based, scientifically validated interventions to the extent available.** No Child Left Behind requires the use of scientifically-based curricula and interventions. Research based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for the majority of students.
5. **Monitor student progress to inform interventions.** Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of the intervention. The only method to determine this is to monitor the student's progress.
6. **Use data to make decisions.** A data-based decision regarding a student's response to intervention is central to PBIS practices. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. **Use assessment for three different purposes.** In PBIS three types of assessment are used: data comparing total per day, per month office discipline referrals; diagnostic determination of data by time of day, problem behavior, and location; progress monitoring to determine if the interventions are producing the desired effect

There are four key elements in the PBIS framework: outcomes, practices, data and systems.



Outcomes are the academic and behavior targets that are endorsed and emphasized by students, teachers and families. (What are the behaviors you want to see as a community?) **Practices** are the evidence-based interventions and strategies. (How will you reach the goals?) **Data** is the information used to identify status, need for change and effects of the interventions. (What data will you use to support your success?) **Systems** are the supports that are needed to enable the accurate and sustainable implementation of the practices of PBIS. (How will the practices be implemented so they can be sustained over long periods of time?)

There are also six key components of effective PBIS classrooms. They are:

- 1) **Class Expectations and rules are defined, taught, and practiced** (only have a few rules, have them posted visibly, review daily until they become practice). Some examples could include: Use appropriate voice level, raise hand to speak, follow adult directions. Also, apply your rules to EACH block of the day: arrival, learning groups, independent seat work, and whole group times. Some school wide rules can also be used as class wide rules. Procedures and routines are defined, taught, and practiced (What is routine for arrival? Do students know what to do? What are procedures for transition?).
- 2) **There is a continuum of strategies to acknowledge appropriate behavior** (Positive reinforcement is key. Research suggests anywhere from a 4-1 to 5-1 ratio of acknowledging appropriate behavior to acknowledging negative behavior).
- 3) **Continuum of strategies to acknowledge inappropriate behavior** (Negative behaviors should be acknowledged less, but they need to be identified and have a clear/consistent consequence).
- 4) **Students are actively supervised**

- 5) **Activity sequence promotes optimal instruction time and student engagement time** (Students that are engaged have less behavior problems. Try simple things like giving students dry erase boards to write answers on and hold up to demonstrate their knowledge, discussion, etc.).
- 6) **Instruction is differentiated based on need** (Students with unmet needs tend to act out. Providing appropriate instruction that meets the student at their level of need can improve behavior issues and support academic development).

The PBIS framework creates a three-tiered system of support for students. **Primary Prevention (Tier 1)** is for **all** students in the school; the interventions are universal. **Secondary Prevention (Tier 2)** is targeted intervention for students at risk for behavior problems. **Tertiary Prevention (Tier 3)** is intensive, individualized intervention for student with serious or chronic behavior problems. The table below shows the key features of each tier.

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> -School-wide expectations and routines -Teaching -Acknowledgement -Response to student misbehaviors 	<ul style="list-style-type: none"> -Allows for rapid access to intervention -Is consistent with school-wide expectations -Implements similarity across students -Allows for frequent feedback and reinforcement of appropriate behavior -Does not require intensive assessment -All staff is trained in implementation and referral process -Data collection is ongoing and used for decision-making as part of a team process. -Can be linked to academic support. 	<ul style="list-style-type: none"> -Individualized interventions matched to student's need(s) based on data -Individual counseling -Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) -Consultation with multi-agency teams

























(PBIS) was introduced in 1997 in the reauthorization of the Individuals with Disabilities Act. Since then it has been defined, described and studied extensively. However, work and research toward its development began in the 1980s when a need was identified for improved selection, implementation and documentation of effective behavioral interventions for students with behavior disorders. Researchers at the University of Oregon began a series of research studies and evaluation projects. The outcome of these studies showed that greater attention needed to be directed toward prevention, data-based decision making, school-wide systems,

social skills instruction, professional development, and student outcomes. PBIS is a result of these findings.

PBIS has been extensively researched. 16,000 school teams have been trained on the PBIS implementation framework, especially in Tier 1 prevention. Three states have more than 60% of schools involved in PBIS implementation; nine states have more than 40% and 16 states have more than 30%. Schools that are effective in their implementation have: (a) more than 80% of their students and staff who can indicate the desired positive behavioral expectations for a given school setting, (b) high rates of positive acknowledgements for contributing to a positive and safe climate, (c) have more than 70-80% of the students who have not experienced an office discipline referral for a disciplinary rule infraction, (d) a good idea about which students require more intensive behavior supports, and systems for regular review of their school-wide behavior data to guide their PBIS action planning and implementation decision making.

Additionally, since the 1980s a number of studies have documented the effectiveness of the PBIS framework at the school-wide level. The research supports improvements in problem disciplinary behavior, school climate, organizational health, student bullying behavior and peer victimization, and academic achievement. (Bradshaw, Koth, Bevens, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009; Bradshaw, Mitchell, & Leaf, 2010; Bradshaw, Reinke, Brown, Bevens, & Leaf, 2008; Horner et al., 2009; Horner, Sugai, & Anderson, 2010; Luiselli, Putnam, & Sunderland, 2002; Muscott, Mann, & LeBrun, 2008; Nelson et al., 2009; Pas, Bradshaw, & Mitchell, 2011; Sadler & Sugai, 2009; Simonsen et al., 2011; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008; Waasdorp, Bradshaw, & Leaf, in press).

ABCs of Eagle Pride

		EVERYWHERE	CLASSROOM	HALLS AND STAIRS	RESTROOM	MEAL TIME	RECESS	BUS
	Always do your best	<ul style="list-style-type: none"> - Follow adult directions - Help others - Ask for help 	<ul style="list-style-type: none"> - Do as asked - Use inside voice - Raise hand to speak 	<ul style="list-style-type: none"> - Stay together - Walk quietly - Use listening ears 	<ul style="list-style-type: none"> - One person in the stall - Flush toilet - Turn off the water 	<ul style="list-style-type: none"> - Use inside voice - Push chairs in - Eat your food 	<ul style="list-style-type: none"> - Follow directions - Take turns - Keep hands, feet and objects to self 	<ul style="list-style-type: none"> - Back to Back, seat to seat - Use inside voice 
	Be prepared	<ul style="list-style-type: none"> - Wear uniform - Be on time 	<ul style="list-style-type: none"> - Sit in assigned seat - Have pencil and paper - Turn in homework 	<ul style="list-style-type: none"> - Take one step at a time - Keep hands on rails 	<ul style="list-style-type: none"> - Wash hands with soap and water - Dry hands with one paper towel 	<ul style="list-style-type: none"> - Ask for what you need - Wait your turn 	<ul style="list-style-type: none"> - Dress for the weather 	<ul style="list-style-type: none"> - Keep on seatbelts - Take care of own things 
	Consider your Character	<ul style="list-style-type: none"> - Follow school rules - Use kind words - Use inside voice 	<ul style="list-style-type: none"> - Use materials correctly - Use kind words - Share and listen to others 	<ul style="list-style-type: none"> - Use nice words - Keep hands and feet to self 	<ul style="list-style-type: none"> - Throw paper in the trash can 	<ul style="list-style-type: none"> - Say "please" and "thank you" - Ask to throw away your plate - Chew with your mouth closed 	<ul style="list-style-type: none"> - Share with others - Solve problems in positive ways - Help make recess fun for everyone 	<ul style="list-style-type: none"> - Keep hands and feet to self - Thank the driver 

ABC Rule	Positive Statements
<p>Always do your best.</p>	<p>I really like the way you..... I see you are really trying to..... Thank you for asking a friend to help you... You did a great job.... I am so proud of you for.... Congratulations on doing a great job...</p>
<p>Be prepared</p>	<p>Thank you for waiting. You look so nice today. Thank you for wearing your uniform. It is really cold out today. I am glad you wore a coat and hat. Great job getting everything ready for the day. I am so happy you did your homework! Let's look at it together.</p>
<p>Consider your character.</p>	<p>Thank you for following our rule about.... Great job using your kind words! Thank you for being so kind (to, when)... I like the way you and ___ talked together to solve that problem. You are such a great helper- you put all of the ___ away! I appreciate your honesty about...</p>

PBIS Lesson: A- Always Do Your Best

Objective: Students will understand the school-wide expectation, *Always Do Your Best* and how this expectation is demonstrated throughout the day.

Time: One to two sessions of 15- 30 minutes.

Materials: Large chart paper, markers, poster of school-wide expectations, story Herman the Helper by Robert Krauss, song chart for “Always Do Your Best” (preferably illustrated).

Optional for older students: <https://www.youtube.com/watch?v=jGatO6vMPqw>
<https://www.youtube.com/watch?v=xn9tt0zgY9E>

Procedure:

1. Ask students what “Always Doing Your Best” means to them. Encourage them to think before answering (i.e., set a 30 second sand timer, turn a rain stick, ring a chime when they can answer your question). Remind students that you will only listen to the ideas of those students who raise their hands before speaking- be very consistent in enforcing this expectation!!
2. Write their responses on chart paper. Discuss their responses as you are writing them.
3. Show students the Eagle ABCs chart. Compare their responses to the chart. Discuss similarities and differences.
4. Show the cover of Herman the Helper. Ask students what they see and what they think the book will be about. What does being a helper have to do with the expectation “Always do your best”? Read the story aloud.
5. After you have read the story, ask students to turn and talk to their neighbors about the things Herman did that showed he was doing his best. How do the things Herman did relate to the ABCs chart?
6. Ask students to brainstorm things they can do in the classroom and in the school to be helpful.
7. Show children the song chart for “Always Do Your Best”. Teach students the song and invite them to sing it with you.*
8. Before dismissing students to the next activity, tell them you are going to ask them to tell a friend one thing they are going to do throughout the day to show that they are doing their best. Give them think time (see procedure in step 1). At the end of the time, ask the question. Pairs of students share their thoughts before moving to the next activity.

*Sing the appropriate verse of the song whenever appropriate (walking in the hallway, going to the restroom, at mealtimes, etc.).

Always Do Your Best

(Tune: The Farmer in the Dell)

I always do my best

I always do my best

I always do my best

And I feel proud.

I follow directions

And I help others

I ask for help

And I feel proud.

I raise my hand to speak

I use my inside voice

I do as I am asked

And I feel proud.

I walk quietly

I use my inside voice

I stay with my friends

And I feel proud.

Continue the song in the same vein for the other areas (restroom, meals, recess and bus).

PBIS Lesson: B- Be Prepared

Objective:

Time: One to two sessions of 15- 30 minutes.

Materials: Large chart paper, markers, poster of school-wide expectations, copy of Aesop's fable, "The Ant and the Grasshopper" for older students (or Kindergarten Countdown by Anna Jane Hayes for younger children), song chart for "Are You Prepared?" (preferably illustrated).
Optional: <https://www.youtube.com/watch?v=Y6sBbm5qUo0> (The Ant and the Grasshopper)
<https://www.youtube.com/watch?v=ripQ9jJnw1c> (The Ant and the Grasshopper) for younger students.

Procedure:

1. Ask students to think about what they do every day to get ready for school. Write their responses on chart paper. Discuss their responses as you are writing them.
2. Ask what being prepared means and how it applies to their school day. Have students turn and talk to their neighbor about this concept. Let students share their thoughts.
3. Show students the Eagle ABCs chart and discuss the expectations listed for "Be Prepared." How many of these were on the list they made?
4. Ask students why it is important to be prepared. What happens if you are not ready?
5. Ask students what animals do to prepare for the winter.
6. Read the story or fable, or show one of the videos listed above. Discuss the fable and its moral. How does this apply to the students and to Eagle's expectations?
7. Show children the song chart for "Be Prepared." Teach students the song and invite them to sing it with you.*
8. Before dismissing students to the next activity, tell them you are going to ask them to tell a friend one thing they are going to do to show that they are trying to be prepared for the day. Allow thinking time before asking students to contribute.

*Sing the appropriate verse of the song whenever appropriate (walking in the hallway, going to the restroom, at mealtimes, etc.).

Be Prepared

(Tune: If You're Happy and You Know It)

If you're ready and you know it, clap your hands.

If you're ready and you know it, clap your hands.

If you're ready and you know it that means you are prepared.

If you're ready and you know it, clap your hands!

If you're came to school on time, stamp your feet.

If you're came to school on time, stamp your feet.

If you're came to school on time, and were prepared for the day

If you're came to school on time, stamp your feet!

Continue the song in the same vein for the expectations for the other areas (restroom, meals, recess and bus).

PBIS Lesson: C- Consider Your Character

Objective: Students will understand the school-wide expectation *Consider your Character*, and how this expectation is demonstrated throughout the day.

Time: One to two sessions of 15-30 minutes.

Materials: Large chart paper, markers, poster of school-wide expectations, poster of the six character traits from Character Counts, song chart for “Character,” drawing paper, markers, individual expectations from Eagle ABCs chart written on slips of paper- one for every two or three students, iPad for filming.

Procedure:

1. Tell students you are going to talk about character and what it means to show good character. Ask students what they think having good character means. Allow thinking time and remind them that they cannot give a response until the time is up. Use a sand timer, rain stick, or chime to help them know when this happens.
2. At the end of “thinking time,” ask students to share their ideas. Write the ideas on the chart paper and discuss them as you write them.
3. Show the Eagle ABCs chart and help the students identify the character traits they gave with the ones on the chart. Did they think of some that aren’t on the chart? Where would those fit on the ABCs chart?
4. Tell students you would like them to illustrate one of the expectations on the ABCs chart or one they thought of. Give them the drawing paper and ask them to go to their table to make the picture.
5. At the end of the desired time, invite students back to the meeting area with their papers. Students who wish to share can share their pictures with the group.

Session 2:

1. Review the previous lesson with the students. Ask them what they remember about character and how it applies to their lives.
2. Show the Character Counts Chart (included on page below). Name the pillars and give a brief definition of each. Which pillar do students feel is most important, or are they all equally important?
3. Show the Eagle ABCs chart and ask which character trait is being described in each expectation.
4. Assign student partners or allow students to choose a partner on their own. Give each team one of the papers with an expectation on it. Tell them they are going to act out that expectation and tell which character traits it is linked to.

5. Allow students time to plan their presentation while you circulate, helping groups who may be having difficulty.
6. Bring students back to the carpet. Remind students of the expectations for a good audience. Invite groups of students to perform their skits. Film each group.
7. Show students the song chart for “Character”. Sing it once and then invite them to join you. Change the verses so all six traits are included.

Character Counts Pillars



Character

(Tune: Jingle Bells)

Char-ac-ter

Char-ac-ter

I will do what's right!

Use kind words, follow rules, and share with everyone.

Char-ac-ter

Char-ac-ter




I will do what's right!

Trustworthy, Responsible

I will do what's right!*

*Sing again using the four remaining Character Counts traits: Respect, Fairness, Caring, Citizenship.

ABCs of Eagle Pride (Teachers)

		EVERYWHERE	IN MY CLASSROOM	DURING PROFESSIONAL DEVELOPMENT
	Always do your best	<ul style="list-style-type: none"> - Work as a team - Strive for excellence in teaching - Encourage your students to achieve as much as they can - Always act in a professional manner - Watch students carefully on recess 	<ul style="list-style-type: none"> - Be creative! Actively engage and interest your students in classroom assignments and tasks - Differentiate instruction for students having difficulty; use data to inform instruction - Acknowledge the positives in your classroom - Remain calm, monitor tone, and stay positive when dealing with difficult situations. 	<ul style="list-style-type: none"> - Pay attention - Do not use electronic devices, including cell phones, laptops or iPads unless you are using it to take notes on the training topic
	Be prepared	<ul style="list-style-type: none"> - Bring materials with you as needed - Be on time - Assist teachers when support is needed in a common area - Encourage students to meet Eagle expectations 	<ul style="list-style-type: none"> - Have materials for my daily lesson ready - Know the lesson; leave the Teachers Guide on your desk - Prepare activities in advance to avoid improvising - Track student performance; use data to inform instruction - Turn in paperwork to administrators - Use my planning time to prepare for class 	<ul style="list-style-type: none"> - Be punctual to start training on time. Return from breaks on schedule - Bring a paper and writing instrument to the training - Pay attention to the presenter and engage in discussion.
	Consider your Character	<ul style="list-style-type: none"> - Follow school rules - Use kind words - Use inside voice - Acknowledge the positive - Show respect for students, school staff, and parents 	<ul style="list-style-type: none"> - Use materials correctly - Use kind words - Share and listen to others - Do not talk, text, or email for personal reasons in classrooms (unless it is an emergency) - Do not use classroom computers for personal reasons (unless it is an emergency) 	<ul style="list-style-type: none"> - Treat the presenter with respect by listening. - Do not engage in disruptive conversations with your co-workers

Monthly Implementation of PBIS

PBIS Element	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Establish Class Rules		X								
Review Class & School Rules Daily	X	X	X	X	X	X	X	X	X	X
Revisit & Adjust Rules				X		X		X		
4:1 Positive-Negative					X	X	X	X	X	X
5:1 Positive-Negative	X	X	X	X	X					
Tier 2 Check In/Check Out		X	X	X	X	X	X	X	X	X
PD for staff	X			X			X			X
Grade level meetings	X	X	X	X	X	X	X	X	X	X
PBIS "Pep Rally" (school-wide)*	X		X		X		X		X	
PBIS Team Meetings (weekly)	X	X	X	X	X	X	X	X	X	X

*Grade level meetings will introduce the PBIS focus for that time frame or location (i.e., recess, hallway, bathroom, etc.).

Monthly Implementation of PBIS

Before School Begins

Administrative team meets to determine school-wide plan, school-wide signals (i.e., “3,2,1, Eagle”, set goals, establish system of data collection, create Daily Progress Reports (DPRs), Check In/Check Out procedures, and Tier 3 protocols).

Members of the PBIS team are determined, including mentors, teachers, administrators, and support staff (behavioral specialist, counselor, etc.).

Provide professional development to *all* staff (professional and support) on school-wide plan, DPRs, protocols, ABCs, etc. Provide information on how the three approaches (PBIS, Responsive Classroom and Second Step) relate and work together to reinforce positive behavior. Professional development can also include having staff watch videos to further explain PBIS. Some suggested sites include:

<https://www.youtube.com/watch?v=dRrossHnrTs#t=10>

<https://www.youtube.com/watch?v=eqQ7icUA-sY> (Filmed in Maryland, this video demonstrates how schools have implemented PBIS, including rewards for students, parent outreach, and carry over into higher grades).

<https://www.youtube.com/watch?v=XBv95uMFudE> (to help explain the importance of everyone “being on the same page”).

<https://www.youtube.com/watch?v=nP1weyekwxU>

<https://vimeo.com/groups/pbisvideos/videos/96645253>

https://www.youtube.com/watch?v=_FLLQIuGk80

<https://www.youtube.com/watch?v=SKdbCdSGZkI>

<http://www.koi-education.com/blog/6-awesome-pbis-videos/>

https://www.youtube.com/watch?v=8ab_BbRyhS0

Challenge staff to work together to create a skit or video to help students understand expectations. <http://www.koi-education.com/blog/6-awesome-pbis-videos/> has several examples. Staff can also write a song to help students remember the expectations.

Grade levels meet to determine appropriate expectations, procedures, and system of positive acknowledgement and rewards. Staff spends some time watching videos and determining which, if any, will work for their class.

Training is held for substitute teachers who will be in the school.

First Month of School (August-September)

Teachers work with students to develop 3-5 classroom rules. Rules are posted prominently in the classroom. Use grade level and school-wide meetings to explain school-wide rules and expectations to students.

Individual classroom teachers practice all school-wide and classroom rules, signals, and routines with students. Rules are reviewed *daily* as part of Morning Meeting and as appropriate throughout the day (going to recess, the bathroom, etc.).

Individual classroom teacher explains tiered behavior chart. Make sure students understand how it is used. Teachers begin *consistently* following established guidelines for its use. Grade level staff meetings are held to discuss progress and make any changes that may be necessary for implementation and consistency.

Optional: Teach students “The Best I Can Be” song (at end of this section).

Older students watch a video, perhaps from:

<http://www.wsalem.k12.wi.us/content/our-schools/elementary-school/pbis-videos>

Daily Throughout the Year

Review of school wide and classroom rules and expectations. Find ways to keep this engaging and motivating (songs, chants, riddles, etc.).

Consistent use of tiered behavior chart.

Reinforcement of monthly goals established by PBIS team for positive to negative acknowledgement of meeting expectations.

Frequent positive acknowledgement of students who are exhibiting behavior consistent with the school-wide and classroom expectations for behavior.

Weekly Throughout the Year

Grade level staff meetings are held to discuss progress and make any changes that may be necessary for implementation and consistency.

Rewards activity for all students who have stayed on the top tier of the behavior chart all week. Activities can include a trip to the PRIDE room, a special snack, an opportunity to make a special craft that will be displayed on a special board, extra recess time, etc.

Monthly Throughout the Year

Grade level and staff meetings (to include support staff) are held regularly to discuss how the program is working and make any necessary changes.

Goals for positive to negative acknowledgement of meeting expectations are reviewed and adjusted as necessary.

Teachers continue to keep anecdotal records on students. Students needing Tier 2 or Tier 3 interventions are referred to the appropriate school personnel (PBIS team). Tier 2 students begin following the Check In/Check Out procedures determined by the school.

Quarterly Throughout the Year

Professional Development for all staff members, including support staff if appropriate. Staff should have input as to topics and the trainings should be interactive.

PBIS “pep rallies/grade level meetings” should be held to keep students motivated and excited about the program.

Special activities could be planned for students who have displayed excellent behavior throughout the quarter.

Teachers reflect on the rules in their classroom and their effectiveness. If necessary they work with students to create rules that are more appropriate to their classroom at the time. New rules are taught, modeled and posted.

Training on expectations and procedures are held for any new staff members, including teachers, support staff, and substitutes.

PBIS Song

The following lyrics are from the song "The Best I Can Be,"
composed by Mrs. Clendening

The Best I Can Be

I will be responsible, respectful, and safe.

I believe in me!

I will be responsible, respectful, and safe.

I'll be the best I can be!

We make good choices in school,
do what's expected.

We make good choices in school,
do what's expected.

chorus

We show respect every day,
we use good manners.
we show respect every,
we use good manners.

chorus

We keep ourselves out of harm's way,
we must act safely.
We keep ourselves out of harm's way,
we must act safely.

chorus

Classroom Rule Creation

Rules give children a sense of security and belonging, especially when they have helped create the rules. Rules define the classroom climate. Creating an environment where children feel safe and welcome, as well as supported emotionally and cognitively, is best accomplished with rules that inspire courage and that show a belief in children's desire to learn and to do well.

The most effective rules are those that help build strong learning communities and encourage student engagement in learning. Creating rules with students helps to ensure that their beliefs and intentions are included. When students help create the rules, they are more motivated to follow them. To enhance the effectiveness of rules, five guidelines should be considered. Are the rules **observable**? Are they **measurable**? Are they **positively stated**? Are they **understandable**? Are they **always applicable**?

Students should help develop three to five rules, such as "Respect each other," "Take care of classroom property" and "Take care of yourself". The rules should be stated positively and act as guiding principles to remind students of what they should do. Rules, such as these, help students practice self-control by giving them the opportunity to apply general behavioral expectations to various situations.

After students have helped create the rules, make a large poster to display them and ask students to sign the poster to show that they agree to follow them. Younger children can participate in this process as well. Pictures can be added to the poster to help them "read" the rules and they can paste their picture on the chart to show that they are going to follow them.

Review the rules daily. Rather than have students simply say them, find creative ways for the review. Make up a simple song, use a drum and have students recite the rules to the beat, play a game, invite students to act out a rule, perhaps using a puppet. It is important to keep the review as active and interesting as possible. Keep the rule chart in view of the children so they can revisit it as necessary.

As the year progresses you may want to revisit the rules, writing new ones if necessary or changing the ones you already have to make them more appropriate for the students at that time of year. Discuss the reasons for the changes ("You have grown up so much this year. Do you think we should change some of our rules? What changes do you think we should make?"). Any changes need to continue to reflect the school-wide expectations for behavior. If this is done, be sure to ask students to sign the new poster and display it prominently in the classroom.

PBIS Tier 1 Implementation

The PBIS framework creates a three-tiered support system for students. **Tier 1** is universal, intended for all students. It includes: school-wide expectations and routines, class-wide rules and expectations, acknowledgement of student behavior, response to student misbehaviors, differentiated instruction, and student engagement.

Teachers and administrators work together to establish school-wide rules and expectations. Routines are also established to help reinforce these expectations; staff receives professional development on the rules and expectations. Routines can include how to walk in the hallway, recess expectations, bathroom expectations, and recess. These rules are posted prominently throughout the school for parents to see, as well as for teachers and students to reference as they move through the building. Classroom teachers then explain and model these rules and routines for the children, and the students practice them.

Students and teachers also work together to establish three to five class-wide rules. The rules are stated positively (“I will keep my hands, feet and objects to myself,” rather than “Don’t touch anybody”) and should parallel the school-wide expectations. The rules are written on a large sheet of chart paper and the students sign the paper to show their understanding and willingness to follow the rules; they are then posted in the classroom. Rules are applied to each part of the day: Arrival, Morning Meeting, Centers and Small Group Instruction, walking in the hallway, recess, and bathroom.

After the rules are written, teachers use Interactive Modeling (see Responsive Classroom section) to show students the expectations, students then practice the expectations. Teachers and students review the rules and expectations daily until they become practice. Teachers should look for interesting and fun ways to review the rules (i.e., making up a song or chant, a rap, or riddles).

Routines and procedures are also defined, taught and practiced. These include: the *procedure for arrival* (do students know what to do, where to report?); *transitions* (what is the signal, what do students do when they hear it); *walking in the hallway*; *bathrooms*; *recess* (signal for going inside; equipment use); *fire drills*. Expectations should be reviewed and practiced as necessary- daily at the beginning of the year until students understand and use the expectations consistently. The expectations should also be reviewed and practiced regularly to help students remember and apply them consistently.

Tier 1 implementation also calls for a continuum of strategies to acknowledge positive behavior. Positive reinforcement is a key to this. Positive reinforcement adds something that will motivate the child (or classroom as a whole) to increase the likelihood they will engage in that behavior again. While this can be a tangible reward, most students respond to a high five, a smile, a star on a chart, or a hug. Research suggests that a 4:1 or 5:1 ration of acknowledging appropriate behavior to acknowledging negative behavior is effective.

While negative behaviors should be acknowledged less, there should be a continuum of strategies for acknowledging inappropriate behavior. The behaviors need to be identified and have a clear, logical and consistent consequence. When acknowledging negative behavior it is important to be *specific* about what the child did and the consequence (“You threw a block. That could have hurt someone. You need to leave the block center and find a new center.”) Consequences for behaviors should *never* include physical punishment, belittling, sarcasm, or withholding food. Taking away recess is usually ineffective, as it is the children who need the physical activity the most that lose it.

Tier 1 also requires that students be actively supervised at all times. An adult presence is usually enough to keep misbehavior from occurring and can help specific students and areas (hallways, recess, stairwells, etc.) that have a high prevalence of behavior issues. Support staff can be vital to this as their presence may be unpredictable and frequent. The same techniques used in the classroom can be applied to these situations (positive contacts, reinforcing good behavior, appropriate consequences, etc.).

In the classroom, activities should promote optimal instruction and student engagement. Use games, white boards, dramatizations, songs and chants, for example, to help keep students engaged. Employ strategies such as “turn and talk” to help all students have an opportunity to participate. Write student names on craft sticks and place them in a can. Pick a name from the can when choosing students for an activity, to answer a question, or to choose a center. This gives all students an opportunity to “be first;” it also helps those students who may be reluctant to volunteer get an opportunity to participate. It is also important to establish routines so students know what they can do when they finish one activity and are waiting for another. Students who are engaged have fewer behavior problems.

Differentiated instruction is also a key component of Tier 1. Students with unmet needs tend to act out or shut down. Providing students with instruction that meets them at their level of need can improve behavior issues and support academic development.

PBIS Tier 2/3 Implementation

The PBIS framework is structured to provide tiered interventions and supports for students. Tier 1 is intended for all students in the school, Tier 2 interventions are for students displaying at risk behavior, and Tier 3 interventions are used for students with serious or chronic behavior problems.

In Tier 2, interventions are more targeted than the universal interventions in Tier 1. Tier 2 interventions include a Behavior Education Program known as “Check In, Check Out” (CICO) (Crone, Horner, and Hawken, 2004). This is a daily process in which students

- Check in at the beginning of the day with an adult in the school
- Receive a Daily Progress Report (DPR) form to be given to each teacher at the beginning of each period
- Receive feedback on their behavior at the end of each class period
- Checks out with the same adult at the end of the day and discusses their day
- Takes CICO form home for parent to sign

Students may be referred to CICO by either acquiring three major or six overall discipline referrals within a thirty day time period, or by teacher request. The school team assesses the percentage of points earned daily and adjusts the interventions weekly. The CICO form uses the school-wide rules as the basis for scoring (i.e., Always Do Your Best, Be Prepared, Consider Your Character). For elementary aged children the DPR would reflect the school day- i.e. Arrival to Recess would be one block, Recess to Lunch, Lunch to Special, Special to Dismissal, or feedback could be given on each subject block (Math, Social Studies, etc.). A standard DPR form will include:

- Student name, grade, date
- Daily goal (points and behavior)
- Comments
- Teacher signature
- Parent signature
- Defined number of check –in periods (up to 10)
- Defined number of expectations
- A three point rating scale (0,1,2)

For younger students, the DPR could use a “Thumbs Up/Thumbs Down” system to record student progress. Progress will be monitored and graphed for at least 6-8 weeks. If there are no improvements within 2-4 weeks, the team will re-evaluate.

Students in need of Tier 3 interventions are those who display chronic or serious behavioral issues. These interventions are specific and completely individualized to the student's behavior and needs. For Tier 3 interventions to have the most success, schools need to establish:

- Efficient and effective Tier 3 team, which may include: psychologist, special education teachers, counselor, administrator, teachers, nurse, family member
- A student identification process
- A Functional Behavioral Assessment (FBA)
- A Behavior Intervention Plan (BIP)
- An overall intervention evaluation process
- A comprehensive, positive learning environment in an inclusive or specialized program.

Many videos and other resources are available online to help establish CICO routines, develop forms, and establish Tier 2 and Tier 3 interventions. CICO Forms and DPRs are included at the end of this section. Some online resources are listed below:

On-line Resources

Forms and general information: <http://www.pbisworld.com>

<https://www.pbis.org/>

Resources for students, including rewards: <http://www.pbis.org/training/student>

Lesson plans:

<http://www.pbis.org/common/cms/files/Student/Lesson%20Plans/Blank%20lesson%20plan%20to%20address%20respectful%20behavior.doc>

Video resources

Check In/Check Out https://www.youtube.com/watch?v=f8Jhy_LxWDk

General information on PBIS: <http://www.pbis.org/>




Mainly for Professional Development: <https://vimeo.com/groups/pbisvideos>



Name _____ Date _____



My goal _____ Did I meet my goal? Yes _____ I'll work harder tomorrow _____

Goals	Center Time	Large Group	Hallway	Recess	Mealtimes
Keep my hands, feet, and objects to myself. 					
Say nice things to other people. 					
Follow directions the first time. 					



Eagle Academy Daily Progress Report

Name _____ Date _____

Goal	Language Arts	Math	Specialist	Recess	Hallway
<i>Use kind words.</i>	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
<i>Follow directions the first time.</i>	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
<i>Raise your hand to speak.</i>	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
<i>Work completed.</i>	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Comments/Missing Assignments _____

Today's Goal _____ (points)

Total for Today _____ (points)

Teacher Signature _____

Parent Signature _____

Links to Student Videos for PBIS

Be sure to preview all videos before sharing them with your students. Not all videos are appropriate for all students! Follow the video with class discussions. If appropriate, pause the video at times for discussion.

To help explain PBIS

https://www.youtube.com/watch?v=HO-M_QpiG5o (this video is 9 minutes long. You may want to show different segments to supplement the expectations you are discussing. It is nicely divided into different segments such as hallway, bathroom, etc.)

https://www.youtube.com/watch?v=8ab_BbRyhS0

<https://www.youtube.com/watch?v=nP1wcyekwxU>

<https://www.youtube.com/watch?v=v48YKP4VbsY>

PBIS Kick-off

<https://www.youtube.com/watch?v=hhI05ShyWP4>

Bathroom expectations

<https://www.youtube.com/watch?v=h7XHc9tdLpE>

<https://www.youtube.com/watch?v=bN8IGdYPHf4>

<https://www.youtube.com/watch?v=mx4hyPk2x5o>

<https://www.youtube.com/watch?v=77vcyYxjo5c>

Cafeteria expectations

https://www.youtube.com/watch?v=UyIegm_Lj4w

Respect

https://www.youtube.com/watch?v=iGuT9-_Y5J4

https://www.youtube.com/watch?v=DmqRNu_Wzbc

<https://www.youtube.com/watch?v=GOzrAK4gOSo> (Sesame Street video for younger students)

<https://www.youtube.com/watch?v=3sc1JNF8X0s>

Hallway expectations

<https://www.youtube.com/watch?v=C3VRxqU0nng>

<https://www.youtube.com/watch?v=960VcOs9jRQ>

<https://www.youtube.com/watch?v=hUqOclbQEa8>

Playground expectations

<https://www.youtube.com/watch?v=z5janZII6yQ>

<https://www.youtube.com/watch?v=enF-IS4OycU>

<https://www.youtube.com/watch?v=HfBggshdSg>

<https://www.youtube.com/watch?v=1GbNKoxt1II>

Bus expectations

<https://www.youtube.com/watch?v=m1eLFCQfcG4>

<https://www.youtube.com/watch?v=pQEEFjsv9sw>

Responsive Classroom (RC)

Responsive Classroom

Responsive Classroom was developed by the Northeast Foundation for Children. It was founded on the principle that social-emotional growth and academic improvement are equally important, and that learning occurs through social interaction. It is a *pro-active* approach to behavior management rather than *reactive*. Seven basic principles form the foundation for Responsive Classroom:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn; process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. There is a set of social skills children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach...individually, culturally and developmentally...is as important as knowing the content we teach.
6. Knowing the families of the children we teach and inviting their participation is essential to children's education.
7. How the adults at school work together is as important as individual competence: lasting change begins with the adult community.

There are six main teaching strategies that are central to Responsive Classroom:

1. Morning Meeting
2. Rules and Logical Consequences:
3. Guided Discovery
4. Academic Choice
5. Classroom Organization
6. Family Communication

Other classroom practices that are basic to Responsive Classroom include:

1. Rule creation
2. Interactive modeling
3. Positive teacher language
4. Collaborative problem solving

Responsive Classroom (RC) has been researched extensively. Some of the research findings include:

- RC has been shown to “raise academic achievement, improve teacher-student interactions and promote high quality instruction in mathematics.”
(<https://www.responsiveclassroom.org/research>)
- A longitudinal study of 2904 students from beginning of second grade to the end of fifth grade in 24 schools, showed a “significant indirect effect; teachers’ use of RC practices mediated a positive relation between the RC approach and achievement outcomes (effect size=.21 for math, .28 for reading).”
(<https://www.sree.org/cpnferences/2012/program/downloads/abstracts/683.pdf>)
- During the 2008 school year, Jefferson County KY schools implemented an RC program, CARE for Kids, in 150 of its schools. The program was shown to boost scores in reading, math, science, and social studies, as well as create happier school environments.
(<http://www.jefferson.kyschools.us/Pubs/Careforkidsbook.pdf>)
- A study conducted by the University of Virginia’s Curry School of Education found that the Responsive Classroom approach had a noticeable impact on the academic and social skills of students. It showed that students in classrooms where teachers were using RC had higher test scores in reading and math, better social skills and a more positive outlook on school. Teachers also had positive outcomes. They felt better about themselves and had more positive feelings about teaching because of the effect they were having on their students.
(<http://www.responsiveclassroom.org/research>)

Responsive Classroom- PBIS Tiered Interventions

PBIS and Responsive Classroom share many fundamental principles about how to minimize problem behavior. Both approaches emphasize using positive strategies, establishing a positive environment, teaching skills, reinforcing positive behavior, and responding to inappropriate behavior. The following table shows how Responsive Classroom practices align with PBIS's tiered framework to provide a continuum of behavior supports for students.

Tier	PBIS Practice	Responsive Classroom Strategy
Tier 1	<ul style="list-style-type: none"> -Establish a school/classroom wide behavior system for all students and settings. -Establish a small number of expectations for all students. -Establish a method for teaching the expectations. -Create a continuum of practices to encourage expected behaviors. 	<ul style="list-style-type: none"> Morning Meeting Rule creation Interactive Modeling Role-playing Positive teacher language Logical consequences Classroom organization Collaborative problem-solving
Tier 2	<ul style="list-style-type: none"> -Establish additional systems for students displaying at-risk behavior. -Establish a continuum of procedures for discouraging inappropriate behavior. 	<ul style="list-style-type: none"> Additional modeling Additional role-playing Buddy teacher time out Additional collaborative problem solving Individual written agreements Parent communication
Tier 3	<ul style="list-style-type: none"> -Establish highly individualized systems for students at high risk. 	<p>Responsive Classroom is not a Tier 3 strategy. However, many of the skills and strategies from Tier 1 can be used to inform Tier 3 interventions.</p>

Morning Meeting

Morning Meeting is an essential strategy for Responsive Classroom. Done daily, it is an engaging way to start the day, build a sense of community, and set children up for success academically and socially. Each day students and teachers gather in a circle and interact with each other for 10-30 minutes (depending on the ages of the students) in a purposeful way.

Morning Meeting has four essential components:

1. **Greeting:** Students and teachers greet each other by name and practice offering hospitality. This can be done in a variety of ways- through songs, rhymes, etc.
2. **Sharing:** Students share information about important events in their lives. Students offer empathetic comments or ask clarifying questions. It may be necessary to limit the amount of questions and comments to three to maintain student interest.
3. **Group Activity:** Students and teachers participate in a brief, lively activity that fosters group unity and helps students practice social and academic skills (i.e. reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).
4. **Morning Message:** Students read and interact with a short message written by the teacher. The message helps students focus on the day's activity.

While the format of Morning Meeting is predictable, there is room for variation. Meetings should reflect the style and flavor of individual teacher and classroom. The meeting should also reflect the changes that occur during the school year.

The way each day begins sets the tone for learning and reflects what and whom we value, about our expectations for the way we will treat each other and about the way we believe learning occurs. Children's learning begins the second they walk in the buildings. It matters to them whether they are greeted warmly or ignored, whether the classroom feels chaotic and unpredictable or orderly and comforting. Every aspect of their day informs students of their classroom and their place in it. Starting the day with everyone together, face-to-face, welcoming each person, sharing news, listening to individuals and communicating as a caring group, makes several powerful statements. It communicates that every person matters, and the way we interact individually and as a group matters. It conveys that our culture is one of friendliness and thoughtfulness. It says that our culture is one of friendliness and thoughtfulness. It also says that hard work can be accomplished and important discoveries can be made by playing together. It also conveys that teachers hold authority even though they are part of the circle. Perhaps most importantly, it conveys that school is a place where courtesy, warmth and safety reign- it is okay to take a risk.

Morning Meeting is not an add-on, or something extra to make time for, but an integral part of the day's planning and curriculum. The sense of group belonging and the skills of attention, listening, expression and cooperative interaction developed in Morning Meeting are a foundation for every part of the day all day and all year long.

Rules and Logical Consequences

The phrase “Rules and Logical Consequences” encompasses both proactive and reactive discipline, both of which are necessary for a positive classroom environment. **Rules** are the proactive guidelines that help students and teachers achieve the goals of the year. The rules are always stated positively. Since people, including children are more likely to follow rules they help create, teachers work with students in the beginning of the year to develop classroom rules that come from the children and ensure that the class will have an environment conducive to achieving classroom goals. Rules should also be taught and modeled. Student compliance of rules should be acknowledged.

After the rules are created, teachers and students discuss logical consequences for not following the rules. **Logical consequences** are the reactive piece, and provide a learning experience as well as an opportunity for students to make amends for their actions. This is different from discipline centered around punishment. Often a punishment has nothing to do with the action. The term logical consequences implies that the student will make amends in a fashion that makes sense based on the offense. The goal of logical consequences is to stop children’s misbehavior and help them make more constructive choices. Logical consequences are respectful, relevant, and reasonable.

There are three kinds of logical consequences:

- 1) **You broke it, you fix it:** Children take some responsibility for fixing, as best they can, any problem or mess they have created. For example, a student knocks over a tray of food carried by another student. He helps clean it up and perhaps offers to go back and get new food.
- 2) **Loss of privilege:** When students fail to follow the rules they helped create, the logical consequence may be to lose a privilege. For example, a student is waving scissors around and using them inappropriately. A logical consequence may be that she loses the use of scissors for the remainder of center time.
- 3) **Time Out or Take a Break:** A student who is on the verge of losing control and beginning to disrupt their own or others’ ability to learn is asked to leave the group and “take a break.” The student may return when he or she has regained control and is ready to participate in a positive way. Examples of students who may benefit from taking a break include: calling out answers so other students don’t have a chance to think or whispering to a neighbor while another student is sharing information.

Loss of recess is rarely a logical consequence. **It may be a logical consequence when students disregard recess rules, do not play safely, or ignore teacher direction.** Often students with the most marginal controls are the ones who most need physical outlets. Losing recess can cause more problems than it fixes.

It is also important to remind students often and consistently that logical consequences focus on behavior, not character. Saying “I like you; I don’t like it when you hurt your friends” lets students know that you are upset with the action but still value the child.

Guided Discovery

What is it?

Guided Discovery is a teaching strategy used to introduce classroom materials, working areas, learning processes and general rules of the classroom. Its primary goal is generate interest and excitement about classroom resources and help children explore the appropriate use of materials. It also provides opportunities to introduce vocabulary, assess a student's prior knowledge, and encourage responsibility. While similar to Interactive Modeling, Guided Discovery is used when students could approach a material or activity in a number of ways and teachers want to help explore those ways and demonstrate how they look and sound in action. (See Interactive Modeling section for a more detailed explanation of Interactive Modeling.)

There are several goals for Guided Discovery:

- to excite children about classroom materials
- to help children explore materials with confidence and imagination, and build a repertoire of constructive ways to use the materials in learning
- to enable children to make independent and purposeful choices
- to establish and teach names and routines for the use, care and storage of material

Depending on the material or activity, Guided Discovery can take as little as 15 to 20 minutes, but the excitement and interest that are generated, as well as the skills children get to practice, support academic and social learning throughout the day. Because children know and understand what is expected, and have practiced it, there will be more time to teach without interruptions.

Guidelines for Guided Discovery are:

- can be done with whole group, small group, or individuals
- all children should experience Guided Discovery with new materials/processes before any children are allowed independent access
- all children are actively involved in generating rules, establishing vocabulary, and exploring expectations and possibilities for the material, center or process
- all children should have an opportunity to share work during Guided Discovery

Open-ended questions are at the heart of Guided Discovery. They occur in each step of the process. These can include questions such as "What do you know about ___?" "What are your clues?" "What is one thing you notice about _____?" There are six steps to follow when doing a Guided Discovery.

Step 1: Introduction and Naming: One of the goals of this step is to get the children excited about the material. You can create a mystery- i.e., hiding the material in a box and asking the children to predict what is inside. The tone of your voice can also help get students excited about the

material. Another goal of this step is to build a common knowledge base using open-ended questions, as well as to establish a common vocabulary.

Step 2: Generating and Modeling Students' Ideas: The teacher invites students to think through how to use the material. Although there will be times during the day that the teacher models the correct way to do something (i.e., carrying scissors properly) during guided discovery the teacher turns to the students to model their own ideas. Students and teachers work together to establish rules for the care of the materials and the care of each other when using the material. This practice also offers opportunities for students to learn through observations of their peers.

Step 3: Exploratory Play: Students begin to independently explore the material. The teacher may set some limits but children still can make choices about how to do the task. They learn to turn to their own and their classmates' resources rather than always looking to the teacher.

Step 4: Sharing Exploratory Work: Teacher invites students to share their explorations and work, encouraging students to learn to take risks. Sharing is always voluntary. This step gives opportunities to teach the language and learning opportunities which stem from sharing. It is also an opportunity to teach attentive listening and noticing.

Step 5: Clean-Up and Care of Materials: The teacher engages the children in thinking through, modeling, and practicing how they will clean up materials, put them away, and access them independently at a later time. As in all the previous steps, the children generate and model ideas.

Step 6: Extensions: As students interact with the materials and each other, this step allows students an opportunity to develop partner skills, social skills, and to extend and continue independent exploration and discovery.

Planning

Just like any other classroom learning experience, Guided Discovery needs to be planned. When planning, consider the material or area, procedures for introducing it, essential vocabulary, the "hook," and storage. The following planning sheet can be used for this process.

Guided Discovery Planning Sheet

Material _____

Center _____

Introduction Teacher _____ Assistant _____

Small Group _____ Students:

Whole Group _____

“Hook”

Essential Vocabulary

Questions

Activity

Sharing Procedures

Material Storage

Academic Choices

Academic Choice is a key strategy in Responsive Classroom. It is a way to structure lessons and activities to help students remain engaged and productive. When teachers employ this strategy, they decide on the goal of the lesson or activity, and then give students a list of options for what to learn and/or how to go about their learning to reach the goal they have determined.

When students have choices in their learning they are more highly engaged and productive. They are more excited about learning and are more willing to share their knowledge. They are likely to think more deeply and creatively, be more persistent, and use a range of skills and strategies. Research has shown that children demonstrate fewer behavior problems when they have regular opportunities to make choices in their learning.

Many teachers give children some choice of what or how to learn (Ex: Choose three problems to complete. Choose an animal to become an “expert” on. Choose whether to write a report or illustrate a series of pictures). What sets Academic Choice apart from these types of choices, and what is essential to its success, is the three phase process of planning, working, and reflecting that children go through in an Academic Choice lesson.

Planning: After the activity choices are introduced, students plan what they are going to do and sometimes how they will do it.

Working: During this phase the children complete the task based on the choices they made during the Planning phase.

Reflecting: When they have completed the task the children reflect on the work they did and the learning that occurred. This often consists of children presenting their work to the group and discussing some aspect of the process or the product. It can also consist of a private form of reflection such as a journal entry or a self-evaluation of their work.

This cycle of planning, working and reflecting mirrors natural learning. According to educational researchers, including Piaget and Dewey, as well as more recent brain research, children learn most effectively when they initiate activities based on goals they have generated, work with concrete materials, try out ideas, solve problems, are allowed to make mistakes and correct them, and have opportunities to stop and reflect on what they have done. Academic Choice reflects and nurtures this kind of learning in children.

Academic Choice is not an add-on. It is a format that can be used for many types of required lessons and activities. Therefore it can be incorporated into many parts of the day without adding to the schedule.

Academic Choice can be used for three broad purposes:

- To help children learn new skills of information
- To help children practice new skills
- To have children demonstrate mastery of skills or content

When teachers use Academic Choice to structure their lessons, children become purposeful learners who engage in an activity because they want to...not because they have to. They feel a sense of competence, autonomy and satisfaction; they take ownership of their experience in the classroom.

Classroom Organization

Research has shown “Children’s behavior is greatly influenced by the classroom environment” (Barker, 1978; Smith and Connolly, 1980). Classroom organization includes basic things such as clearly defined spaces/centers, clearly labeled materials and storage, related centers spaced close together, and furniture arranged to encourage interactions. Most importantly, it must be safe! There need to be spaces for whole group, small group and individual instruction. However, there are additional considerations: the quality of the content, storage, displays, and print. It is important to think of the classroom as a space that belongs to all members of the class, not just the teacher. The goal is to create a classroom space that encourages independence, promotes caring, and maximizes learning and positive social interaction.

Areas of the room should be clearly defined as work areas, storage areas, gathering areas, high interest reading and materials, etc. The furniture should help define these spaces and allow for free movement around the room. Children should be able to see over, and be seen over, any pieces of furniture. The desks should be arranged to encourage community and foster cooperative working. Storage areas should be labeled; children should have easy, independent access to the materials they need. Materials should be age-appropriate and safe.

Some considerations for Classroom Organization:

- It is not necessary to open all classroom centers the first day of school. Wrap centers in large pieces of bulletin board paper or gift wrap and open each one as part of a “celebration.” Do Guided Discovery for each center and do not open another center until most students have had an opportunity to enjoy the center. Follow the same procedure for each center.
- Carefully scrutinize materials you are putting in the center. Discard any broken toys, dried out markers, puzzles with missing pieces, etc.
- Rotate center materials and activities to reflect your theme and change in student interest.
- Furniture should be appropriate size for students.

Family Communication

Family communication is one of the most important teaching tools. To teach well, a teacher needs to know her students well and parents are better able to provide this information than anyone. Parents can offer unique insights into their child's strengths and challenges, feelings, and other valuable information. Parents can also support their child's learning at home. Family engagement helps children build academic and social skills, and helps reinforce the importance of what children are learning at school.

Teachers can begin building this relationship before school starts. Send a letter to the students and parents in your class introducing yourself, your classroom and tell them your hopes and goals for the year. Invite parents to write their hopes and dreams for their child and bring it on the first day of school (or before if you have a "Meet the teacher" meeting). You may also include an information form. Besides asking for basic information (name, address, phone number, birthday), ask parents to tell you two to three things you would not know about their child. Ask them also to include other important information such as allergies.

Some reasons for keeping in contact throughout the year include:

- **Families need information if they are to be partners in their child's education.** They need to know what the child is studying and what else is going on in the classroom.
- **Frequent contact fosters positive home-school relationships.** Communication that focuses only on problems does little, if anything, to foster positive school-home relationships. However, by communicating even small bits of good news all year long, families feel encouraged and supported, and are more likely to encourage and support the teacher as well.
- **Collaborative problem-solving requires trust.** Frequent positive communication helps families trust that you believe in their child's ability to learn and be a member of the classroom community. When that trust is in place it is easier to work together if difficult issues arise during the year.

There are many ways to keep in touch and make "good connections" with families. Before school begins, start thinking about how you can establish routines for regular, positive contact with families. Some possibilities are:

- **Positive news phone calls.** Call parents when you notice something positive in a child. At the beginning of the year, ask parents for a day that would be convenient for them to receive an early morning or evening call. Call at least every other week to say something positive about their child, update them on classroom happenings, and ask for their questions.
- **Periodic postcards.** These can work much the same way as postcards. At the beginning of the year buy enough postcards for the year, depending on how often you

- plan to send them out. Older students can write their own addresses on them; either you or a child's parent can address theirs.
- **Occasional emails.** While not a good idea to discuss serious or confidential matters, email can be a quick and easy way to communicate brief notes about day to day classroom life. In advance, know if parents can, and want to, use e-mail. Keep the volume of messages manageable. Mix e-mails with other types of communication. Parents are more likely to rely less on e-mail if they know you will be sharing classroom news in various ways. Finally, follow school guidelines about e-mailing parents.
 - **Weekly or bi-weekly newsletter.** Keep the newsletter brief and focused on what the children are currently learning.
 - **Daily or weekly "exit ticket".** Used with older students, this strategy is meant to help parents stay informed about classroom activities and simultaneously have productive conversations with their children. Sometime each day or week, each student fills out a half sheet of paper containing a conversation prompt, such as "Today I was proud that I _____". A child chooses one prompt to complete and takes the sheet home to share.
 - **Weekly work folders.** Choose a day each week to send work folders home with each child. Include a bright piece of paper with a positive comment and space for the parents to comment as well. After they review the papers with their child, parents write a comment if they wish and sign the slip. Keep the slips as documentation of the child's progress throughout the year.

There are many ways to communicate with families. Develop an approach that works for you and your classroom community. Keep these goals in mind: to let parents know what their child is learning in school, to set a positive tone for home-school communication and to build a trusting relationship with students' families.

Interactive Modeling

Interactive modeling is one of the essential practices of Responsive Classroom. It is a quickly paced seven-step process that can be used to teach children any academic or social skill, routine, or procedure that you want done in a specific way. It can be used by any adult anywhere in school at any time of year. Although similar to Guided Discovery, Interactive Modeling should be used when a teacher has *one* way she wants the students to do something, like sharpening a pencil. Guided Discovery is a more open-ended approach. (See the section on Guided Discovery for a more detailed description.)

Traditional modeling involves the teacher showing children how to do a skill, routine or procedure, what to notice and expects them to learn it immediately. Interactive modeling goes beyond this basic step. With Interactive Modeling, students:

- Learn exactly why the skill, routine or procedure is important to their learning and to the smooth functioning of the classroom.
- Are asked what they notice about the teacher's modeling, rather than being told by the teacher.
- See a few classmates model the routine or procedure after the teacher's initial modeling.
- Practice the routine or procedure right away.
- Receive immediate feedback and coaching from the teacher while they practice.

With Interactive Modeling, children create clear, positive mental images of what is expected of them. They do the noticing themselves, thus building up their powers of observation and their analysis and communication skills. Additionally, because they practice the skill immediately, students gain quicker expertise and stronger mastery of the procedure or skill being taught.

As stated earlier, there are seven steps of Interactive Modeling.

1. Briefly state what you will model and why.
2. Model the behavior exactly as you expect students to do it. Model the right way, not the wrong way and without describing what you're doing unless you need to "show" a thinking process.
3. Ask students what they noticed. You may need to do some prompting, but as children gain expertise with the process they will begin to notice every detail.
4. Invite one or more students to model the same way you did.
5. Again ask the students what they noticed the modelers doing.
6. Have all students model while you observe and coach them.
7. Provide feedback, naming specific, positive actions you notice and redirecting respectfully when students go off track.

An Interactive Modeling lesson can take as little as three to five minutes (demonstrating lining up) or as long as twenty minutes (teaching children how to partner chat). Because children gain mastery more quickly, they are able to spend more time on tasks. There will be less confusion in the classroom and fewer interruptions. There will be more time for teaching and more time for children to complete their work and learn.

Interactive Modeling can be used to teach many skills. Academic and social skills include: listening and responding to questions; working with a partner or small group; using technology and other resources; taking part in a whole group discussion. Classroom procedures and routines can also be taught with this procedure: arrival and dismissal routines; clean up routines; assembly procedures; transition routines (from one activity to the other, and hallway); bathroom and recess routines.

Video links for Interactive Modeling can be found at the following website:

<https://www.responsiveclassroom.org/interactive-modeling>

Positive Teacher Language

The language we use is one of our most important teaching tools. What we say and how we say it carries tremendous weight in the classroom. Our language can build a child up or tear him down. It can model respectful and caring social interactions or just the opposite. Effective language encourages and empowers children to respect and follow the rules, rather than criticizing students for not following them.

Positive teacher language is defined as “the professional use of words and tone” that helps students to learn in an engaged, active way. This includes learning social skills. To help students learn and maintain positive behaviors, adults need to carefully choose the words they use and their tone of voice. It is important to use reinforcing language. This language identifies the child’s specific positive behaviors and encourages him to continue with the behavior. This kind of language can be used to highlight a variety of students’ strengths: their skills, their attitudes, or a process they used to perform a task, whether it is an assignment, forming a team at recess, or sorting out who will sit where at lunch. Some general guidelines for using this type of language are:

- **Name concrete, specific behaviors.** To be effective, you must go beyond “Good job.” Identify specifically what the child or whole classroom did.
- **Use a warm, but professional tone.** Avoid baby talk or overly sentimental language.
- **Emphasize description over personal approval.** Focusing on children’s positive behavior and what it helps them achieve motivates them more than focusing on whether you personally like or dislike the behavior.
- **Find positives to name in all students.** By seeing not only a student’s struggles but also his successes, and naming those successes to the child, you let the child know what behaviors are working and encourage him to keep practicing those behaviors.
- **Name progress.** Knowing they are on the right track and making visible progress toward their goals motivates children to continue trying.

Effective teacher language:

- Is simple, clear, and direct.
- Is genuine and respectful.
- Focuses on the *specific actions* of the child rather than the child as a whole person.
- Avoids qualitative or personal judgment.
- Shows faith in the child’s ability to follow the rules

Using this type of language takes awareness and practice. In the end, it can be the most powerful and significant force for changing your practice and student behavior. To see a video of two teachers using positive language in their classroom, visit

<https://www.responsiveclassroom.org/positive-teacher-language>

Collaborative Problem Solving

Collaborative Problem Solving refers to a process that uses conferencing, role playing and other strategies to help resolve problems with students. It addresses a specific problem that a child is having. It is powerful because it invites the child into a conversation and asks for the child's ideas on the situation. There must be a foundation of trust and rapport between the student and teacher before a conference can be held.

The conference begins with the teacher noticing the child's moods, actions and interactions before helping the child come up with possible solutions for the problem. The conference, conducted in a non-judgmental way, sets behavioral boundaries while giving children the opportunity for autonomous thinking. These conferences should always be held away from the other children in the class. It is important the student has privacy for these talks, and that the teacher and child can focus on the conversation without interruptions. There are three steps in the process.

1. **Establishing what the teacher and student notice.** The conference begins with the teacher saying positive things he has noticed about the student- her interests, efforts and other activities. This is an essential step before talking about a behavior that isn't working.
2. **Naming the problem and the need to solve it.** Help the child see why his/her behavior is a problem and to establish that the child wants to work with the teacher to solve it. It is important for the teacher to express positive intention and to show faith that the child will make progress.
3. **Understanding the cause of the problem.** Once the teacher and the student agree that there is a problem and there is a need to solve it, they begin to explore the "why" behind the problem. Children don't always give a clear answer to our questions. A slight nod or shrug may be the only signals that it's okay to go on. Even when the cause of the behavior is clear, it is important to ask the student rather than assert your opinion. A student's confidence and trust are gained when they are invited to participate in the conversation.
4. **Generating alternatives.** It often helps to work with the student to list several alternatives before choosing one solution.
5. **Choosing one strategy to try.** The conference ends with an oral or written agreement to try one of the alternatives. It is important the student chooses an alternative that they believe will work, not just the one they think will please the teacher. If the strategy doesn't work after a few days or week, the student and the teacher return to the list of alternatives and the student chooses another strategy.

Timeline for Responsive Classroom Implementation

Key Element	Before School Starts	Begin First Day of School	Begin First Month Of School	Do Daily	Revisit Regularly	Continue All Year
Morning Meeting		X		X		X
Morning Message		X		X		X
Rules and Logical Consequences		X		X	X	X
Guided Discovery		X			X Whenever introducing new materials	X
Academic Choice			X	X	X	X
Classroom Organization	X				X	X
Family Communication	X	X			X	X
Rule Creation		X Older Students	X PK Students		X	X
Academic Choice			X	X	X	X
Positive Teacher Language		X		X		X

Responsive Classroom by Month

August (before school starts)

- **Classroom Organization**
 - Clearly defined play spaces/centers
 - Centers and materials clearly labeled
 - Related centers are placed close together
 - Furniture arranged to encourage interaction and so all students are visible from all areas of the room
 - Print rich
 - Safe
- **Family Communication**
 - Prepare a newsletter introducing yourself and any other adults in the classroom to parents. Briefly explain classroom procedures and routines, the curriculum, and any other information you feel is important.
 - Prepare a student information sheet. Include child's name, birthday, address, parent contact information, any allergies the child may have, siblings. Ask the parents to tell you two-three things they feel it is important for you to know about their child. Invite them to include a family photo or have the child draw a picture on the back.

Date Implemented	Activity	Comments
	Classroom organized: furniture is appropriate size and arranged, materials labeled, print displayed,	
	Parent newsletter written and ready to distribute on the first day of school or at pre-school parent meeting	
	Student information card prepared.	

First Day of School

- **Morning Meeting**
 - All grade levels (PK-up) begin first day of school.
 - Length is determined by age and developmental levels of students.
 - Introduce one component at a time. Carefully plan for the meeting and when to introduce each component. For younger children, it is important to teach the signal for coming to meeting, how to sit in a circle, and perhaps teach a greeting song. A possible order for introduction might be: Greeting, Group Activity, News and Announcements, Sharing. If you have older students, you may not need to spend as much time introducing the components and may want to introduce Morning Message on the first day.
 - Teach the signals you will use consistently.
 - Establish rules and procedures for Morning Meeting. Post them so children can see them and refer to them. For younger students, be sure to add pictures.
- **Positive Teacher Language**
 - Greet each student at the door, preferably by name and with a smile or a calming touch. If they are accompanied by a parent, greet the parent as well. Say something positive to each one (“I love your new shoes!” “I am so happy to have you in my class!”).
 - Notice students who are having a hard time separating from the parent. Distract them with an activity, a stuffed animal, or ask another adult to help.
 - Use positive, respectful language. Instead of saying “Don’t run!,” say “We want to keep our classroom safe. I would really like you walk instead of run.” Say “Please” & “Thank you” and encourage children to use these words as well. Be respectful when talking with parents and colleagues.
 - Go beyond “Good job” when praising students. Be specific so students know exactly what they did.
- **Family Communication**
 - Send a positive note home with each student at the end of the first day. This can be something as simple as a happy face and a line saying “_____ had a great first day of school!”
 - Be sure all families receive the letter and information sheet.

First Month of School (September)

- **Morning Meeting**

- Introduce each component of Morning Meeting. For younger students keep the meeting to 10 minutes, for older children keep it to 20 minutes or less.
- Morning Message: Begin this component with all students. Keep the message very simple for younger students “Good Morning Pre-K Stars! Welcome to school! Love Ms. Smith and Ms. Jones”. Message for older students can be longer and include a question for them to complete or a graph or survey to contribute to.
- Greeting: Introduce a new greeting each week. Model how it is to be done and give students opportunities to practice.
- Sharing: Introduce students to the concept of sharing. Establish procedures and guidelines for what is appropriate for sharing and for commenting.
- Group Activity: These are short, fast-paced activities that involve everyone in the class. Some activities have academic skill-building components and others, although they appear to be just for fun and offer practice in skills such as listening, involve following directions and exercising self-control.

- **Positive Teacher Language**

- Continue to greet students and parents at the door by name. Make a positive statement to each one, or ask a question such as “What did you have for dinner last night?”
- Send a positive note home with each child at least once during each week.
- Continue using positive, respectful language and pleasant tones when talking with children, parents, and colleagues. Instead of saying “Don’t run!,” say, “I would be really sad if you got hurt. Please walk.” When you hear children using the same type of language with their peers, let them know how pleased you are. Rather than saying “Good job”, be more specific. Say “I heard you ask Jamal if you could please have a turn. I am really proud of you for being so respectful.”
- Begin using non-verbal cues to signal behavior expectations, i.e., give students “thumbs up” from across the room if you see them doing something appropriate.
- Avoid sarcasm.

- **Rule Creation and Logical Consequences**

- Work with students to create 3-5 classroom rules. Help them phrase the rules positively. For example: “We only use walking feet in the classroom and in the hallway. Running feet are for the playground.” Be sure the language used to create the rule is appropriate for the student’s level. Also, be sure the rules align with the school-wide ABCs. Write the rules on chart paper. Ask older students to sign the chart; younger students can put their picture on the chart. Display the chart prominently in the classroom and refer to it daily.

- Talk to older students about logical consequences. Ask them what they would consider a logical consequence for each of the rules posted.
- Send the rules the class developed home with the students along with a note explaining the process to families.
- Begin to *consistently* enforce rules. Remind students of school wide rules when moving around the building.
- **Interactive Modeling and Guided Discovery**
 - Follow the procedures for Interactive Modeling for classroom routines (lining up, transition signals, walking in the hallway, lunchroom, sharpening pencils, etc.). Be sure to include recess and the playground!
 - Do a Guided Discovery for materials and activities that are more open-ended. Invite students to offer suggestions for their use. Work with them to develop storage ideas and procedures for cleaning up and putting the materials away.
- **Family Communication**
 - Develop a procedure for communicating regularly with families and the frequency of the communications. Offer parents the options of a note, a phone call or an e-mail. Let them know that these will be sent consistently. Tell students you will be communicating regularly with parents. Send home brief, **positive** note with each child every week for the first month of school.
 - Develop a procedure for sending home weekly folders and a communication system for parents to sign and ask any questions they may have. Begin sending folders home. Keep the day consistent throughout the year so parents know when to expect it.
 - Sometimes it may be necessary to contact a parent between these regularly scheduled communications. In the event additional communication is needed make sure you have an alternate method of communicating with the family.
- **Academic Choice**
 - Begin giving older students some choices. They can choose a math game to play, a group to work with, or perhaps whether to demonstrate their knowledge of a topic by writing a story or making a diorama.
 - For younger students, begin establishing routines for choosing centers. Have a rotation plan in place and use Interactive Modeling to demonstrate the practice. Begin to open centers, one or two at a time and do a Guided Discovery for each one.
- **Collaborative Problem Solving**
 - Begin taking anecdotal records for each student. Notice patterns, i.e., a student who always asks to go to the bathroom when it is time for math.

- **Classroom Organization**

- Continue to monitor your classroom. Are there things that aren't working? Do some students need to be separated? When you are working with a small group can you monitor all of the other children?
- Continue to open one or two centers at a time. Do a Guided Discovery for each, explaining materials and activities. Have storage options available, as well as labels for shelves and materials. It is not necessary to include all materials that might be included in the center. Start with a few materials at a time, i.e., put out a few blocks, one or two colors of paint, one or two games.

October

- **Morning Meeting**

- Continue daily Morning Meeting. The Morning Message, greeting, and activity can begin to be more complex for older students.
- Include a student helper. The helper can choose the group activity or the greeting, be the “reporter” (read the message) or the “weatherman”.
- Begin to introduce literacy and math skills in the Morning Message. Younger students can begin to find letters, numbers, punctuation marks, student names, etc. Older students can help fill in words, correct spelling and grammar.
- Review ABC chart and classroom rules. Find creative ways to do this- chants, songs, raps, etc.
- Include a student helper. The helper can choose the group activity or the greeting, be the “reporter” (read the message) or the “weatherman”.
- Introduce “Turn and talk” as a strategy. Use it when appropriate at various times throughout the day.

- **Positive Teacher Language**

- Greet students as they arrive at school.
- Continue using positive, respectful language when you are talking with students and communicating with parents and colleagues. Praise students when you hear them using the same types of words.
- Avoid sarcasm.

- **Rule Creation and Logical Consequences**

- Continue daily review of classroom rules and ABC chart.
- **Consistently** enforce rules and logical consequences.
- Discuss any infractions privately with the student(s) involved.

- **Interactive Modeling and Guided Discovery**
 - Reinforce routines and expectations that have been modeled. Remind students of expectations.
 - Model use of any new materials or any new routines (i.e., assembly behavior).
 - Do Guided Discovery for new materials that are introduced in to centers. This could be because of a new theme or simply the addition of new materials.
- **Family Communication**
 - Continue weekly/bi-weekly communication with families. Keep these communications as positive as possible.
 - Plan for parent-teacher conferences or progress reports if necessary.
- **Academic Choice**
 - Increase student opportunities for choice. For older students offer at least one opportunity a day to choose an activity. They could choose a way to demonstrate their knowledge, a choice of activities, whether to work in a group or on a project by themselves.
 - For younger students continue to implement a system of center choice. This should include a means of center rotation and of choosing an activity in each center.
- **Collaborative Problem Solving**
 - Continue observing students and keeping anecdotal records for each one. Use these records to help you determine which students may be in need of a problem-solving conference. Hold conferences as warranted and establish goals with students.
- **Classroom Organization**
 - Add new materials and change centers as needed to enhance themes and units of study. Brainstorm ideas with students about materials and activities to be included. “We are studying animals. I was thinking we could make our dramatic play area a veterinarian’s office. What kinds of things should we add to our center to make it like a vet’s office?” Label all materials and storage containers.
 - Continue to monitor room arrangement and seating to accommodate students. Do desks need to be raised and new chairs brought in? Are there students who need to be separated?

November

- **Morning Meeting**
 - Continue daily Morning Meeting, making sure to include all elements. Focus on a literacy skill each day for younger students and a question of the day for older students. For older students this could be solving a math problem, answering a survey, etc.
 - Continue to change the greeting and activity to make them exciting and challenging.
 - Use “Turn and Talk” regularly as a strategy.

- **Positive Teacher Language**
 - Continue using positive language and tones in all communications with students, parents, and colleagues.
 - Continue to praise students' efforts as they increase the amount of positive and respectful language they use with their peers.
 - Avoid sarcasm.
- **Rule Creation and Logical Consequence**
 - Review rules and ABCs charts daily.
 - Consistently enforce rules and logical consequences.
 - Discuss any infractions privately with the students involved.
- **Interactive Modeling and Guided Discovery**
 - Do Interactive Modeling and Guided Discovery for any new materials, activities and centers.
 - Reinforce rules and routines previously introduced (lining up, bathroom, playground, recess, etc.) Refer to the ABC chart and review how these routines align with the ABC chart.
- **Family Communication**
 - Maintain communications established at the beginning of the year. Keep communications positive.
 - Continue sending home weekly folders. Notice which parents are not reviewing and signing them. Talk to the parents and try to find out why they are not reviewing them. Work together to resolve the problem.
- **Academic Choice**
 - Continue to look for ways to offer students choice throughout the day- whether it is choice of assignment, how to demonstrate knowledge or center choice. Students can also choose group activities during Morning Meeting, choose songs or stories, or choose a game to play at recess
- **Collaborative Problem Solving**
 - Continue taking anecdotal notes for all students.
 - Use the records to hold conferences with students in need of assistance.
 - Follow up with students who have had a conference. Make changes as necessary
- **Classroom Organization**
 - Continue to make changes to the environment as necessary. This includes materials, activities, furnishings and print.
 - Add new books to the library.
 - Check for broken toys, puzzles with missing pieces, dried up art materials, and torn books; discard according to school policy.
 - Replenish markers, crayons and pencils.

December

- **Morning Meeting**
 - Continue to look for ways to vary Morning Meeting without changing the basic format of the meeting. This could be done with new greetings or new activities.
 - Give students a topic for sharing, i.e., their favorite book, something funny that happened when they were little, their favorite place to visit.
 - Give students more opportunities for leadership during the meeting. For younger children this could include being the “pointer”, filling in numbers or letters, or choosing a song. Older children can help write the message by adding a question or sentence, be the class reporter, or lead one of the activities.
- **Positive Teacher Language**
 - Be positive and respectful when talking to students, parents, and colleagues.
 - Use positive and respectful language in all communications.
 - Praise students when they speak to their peers or an adult in a respectful way.
 - Avoid sarcasm.
- **Rule Creation and Logical Consequences**
 - Review classroom rules and ABCs chart daily. Review rules throughout the day for centers and activities.
 - Consistently enforce classroom and school-wide rules, using logical consequences as needed for reinforcement.
 - Discuss any infraction privately with the students involved.
- **Interactive Modeling and Guided Discovery**
 - Use the appropriate strategy for introducing new materials or routines.
 - Review rules and procedures for all routines and materials previously introduced. Do this daily.
- **Family Communication**
 - Continue sending folders home weekly. Review and respond to parent communications.
 - Continue communication schedule established earlier in the year. Be sure to communicate with each family at least once every two weeks.
 - Maintain positive tone when communicating with families.
- **Academic Choice**
 - Build choice into as many activities as possible.
 - Monitor student choices. If a student is making the same choice each time (choice of center, activity, etc.) encourage them to try something different. This could be accomplished through a **Collaborative Problem Solving** conference or by working with him in a new center or with a new activity.

- **Collaborative Problem Solving**
 - Continue taking anecdotal records on each student. Hold conferences as necessary.
 - Hold follow-up conferences with students. Make changes in their plan as necessary.
- **Classroom Organization**
 - Add materials, activities and print as necessary to reflect current theme.
 - Ask for student input about changes they would like to see in the classroom environment.
 - Continue checking for toys and materials that need to be removed from the environment.
 - Notice which print students interact with. Remove any print that may have become “wallpaper”.
 - Keep word wall current.

January

- **Morning Meeting**
 - It’s a new year. Find new and interesting ways to conduct Morning Meeting. Change the greeting on your Morning Message, make a rebus message, give each student a word in the message- invite them to work together to assemble the message in a chart tablet and read it.
 - Find new greetings and activities.
 - Write the greeting ideas on one color 3x5 card, and an activity on a different color card. Students choose one of each for that day’s meeting.
 - Add an Afternoon Meeting. Done at the end of the day, it helps students recall their experiences throughout the day. Use their thoughts to write an Afternoon Message. Post the message in the hall for parents to see.
 - Continue to use strategies such as “Turn and Talk” to increase student engagement.
- **Positive Teacher Language**
 - Welcome students and parents at the door as you did the first day of school. Be sensitive to students who may have a difficult time separating from a parent after the break. Help them find an activity to make the separation easier.
 - Send a brief positive note home with each child at the end of the day. Say something positive to each child as they leave for the day.
 - Continue modeling respectful, positive language and tone when speaking with students, parents and colleagues. Praise students when they use the same language.
 - Avoid sarcasm.

- **Rule Creation and Logical Consequences**
 - Review classroom rules with students. Ask if they think an additional rule or two are necessary. Hold a class discussion and add any new rules (stated positively). Make a new rules chart and ask the students to sign it (some younger children may be able to sign their names, others can add their pictures). Display the chart in the classroom and refer to it as necessary.
 - Send the new rules home for parents to see.
 - Ask students what they think a logical consequence would be for any new rules.
 - Discuss any infractions with the students involved.
- **Interactive Modeling and Guided Discovery**
 - Review rules and expectations for classroom routines and activities, including Morning Meeting, transitions, bathroom, and cafeteria and for moving throughout the building.
 - Do Guided Discovery for new centers, materials and activities.
- **Family Communication**
 - Send home a newsletter on the first day back. Include a new information sheet (like the one that was sent home the first day of school). Ask parents to note any changes, if any, in their information. Ask them to add any new information (changes in family, how the child feels about school)
 - Maintain weekly/bi-weekly communication with parents. Make sure the original means of communication are still fine with the parent. If not, establish a new means of communication.
- **Academic Choice**
 - Continue to offer students opportunities to make choices throughout the day.
 - If necessary, make new center choice charts and student cards. For younger students, review procedures for choosing centers.
 - Find new ways to add choices to older students' days.
 - Monitor students' choices. If students consistently choose the same center or activity, talk to them about the reason and help guide them to try something different.
- **Collaborative Problem Solving**
 - Maintain anecdotal records for each student. Continue to notice trends
 - Hold conferences with students s warranted.
 - Hold follow-up conferences with students who were already working on a plan. Make any necessary adjustments to their plans. Find alternate activities if necessary.
- **Classroom Organization**
 - De-clutter! Put away all unnecessary materials.
 - Check classroom furniture. Do any students need new desks or chairs? Is any of the furniture broken or splintered?

- Remove broken toys, dried up markers, paints, broken crayons, or puzzles with missing pieces.
- Change print in the classroom as necessary. Update word wall.

February

- **Morning Meeting**
 - Continue daily Morning Meeting, including, greeting, message, sharing, and activity.
 - Review rules and ABCs chart daily as part of the meeting.
 - Continue Afternoon Meeting, if begun.
- **Positive Teacher Language**
 - Continue to use positive, respectful language all day every day.
 - Greet students and parents daily.
 - Go beyond “Good job” when praising students. Be specific.
- **Rule Creation and Logical Consequences**
 - Review rules and ABCs chart daily.
 - Consistently enforce rules and consequences.
- **Interactive Modeling and Guided Discovery**
 - Continue reinforcing routines. Model expectations for any new activities that may occur.
 - Do Guided Discovery for new materials, activities, and centers.
- **Family Communication**
 - Continue sending folders home weekly. Continue to include a brightly colored paper for parents to write their comments. Keep the comment sheets throughout the year.
 - Continue weekly/bi-weekly parental communication.
 - Note any parents who do not return folders or who you are unable to contact for the weekly call. Try to find the cause and work to remedy it.
- **Academic Choice**
 - Continue to find ways to build choice into your day.
 - Students choose groups to work with, teammates, or assignments.
 - Younger children choose centers. Add variety to the process of choosing a center. Students can find a partner (i.e., match upper and lower case letters, rhyming words). When they have found their partner, the two choose a center and go together. At the end of one center rotation, give them the option of changing centers and going without their partner.

- **Collaborative Problem Solving**
 - Continue keeping anecdotal records and holding conferences with students as warranted.
 - Hold follow-up conferences and make changes as necessary.
- **Classroom Organization**
 - Make changes in the environment as necessary, including furniture, materials and print

March

- **Morning Meeting**
 - Continue daily Morning Meeting.
 - Without changing the format of the meeting, make changes as necessary to keep the meeting exciting. Increase complexity of greetings and activities (ex: Try a greeting from another language).
 - Continue Afternoon Meeting and message.
- **Positive Teacher Language**
 - Continue to use positive, respectful language when talking to students, parents, and colleagues.
 - Continue being specific when telling students they have done something positive. “Good job” is not specific enough.
 - Avoid sarcasm.
- **Rule Creation and Logical Consequences**
 - Continue consistently enforcing rules and consequences.
 - Review rules and ABCs chart at least once daily, more frequently if warranted.
 - Revisit and revise rules as necessary.
 - Discuss any infraction with student(s) involved.
- **Interactive Modeling and Guided Discovery**
 - Continue modeling routines and expectations. Reinforce those already in place.
 - Do Guided Discover for new centers, activities and materials.
- **Family Communication**
 - Continue sending home weekly folders, including brightly colored sheet for parents to sign and return with comments.
 - Continue weekly/bi-weekly parent contact. Maintain log of parents who are not communicating and try to find out the reason.
- **Academic Choice**
 - Continue offering students choices whenever possible.
- **Collaborative Problem Solving**
 - Maintain anecdotal records on each student.
 - Hold problem solving conferences as warranted.

- Continue observations and follow up conferences with students who have a plan in place. See what is and isn't working and work together to develop a new plan if necessary.
- **Classroom Organization**
 - Make changes in the environment as necessary.
 - Continue to label all storage units and shelves.
 - Continue de-cluttering.

April

- **Morning Meeting**
 - Continue daily Morning Meeting. If you have not already done so, turn more responsibility for the meeting over to the students.
 - Continue daily review of rules and ABCs charts.
 - Continue Afternoon Meeting and Message.
 - Use strategies such as “Turn and Talk” daily.
- **Positive Teacher Language**
 - Continue using positive, respectful language when interacting with students, parents and colleagues.
 - Avoid sarcasm.
 - Greet students at parents daily, using their name and making a positive comment.
- **Rule Creation and Logical Consequences**
 - Consistently enforce rules and consequences. Talk with students about any infractions.
 - Revisit rules if necessary. If changes are made, make new rule chart, have students sign it, and send a copy of the new rules home with students.
- **Interactive Modeling and Guided Discovery**
 - Continue these two strategies for any new routines, materials, centers or activities.
- **Family Communication**
 - Continue weekly/bi-weekly communication with families, maintaining positive tone and language.
 - Continue sending folders home weekly, adding the brightly colored paper to encourage cross communication.
- **Academic Choice**
 - Continue offering students choice whenever possible.
- **Collaborative Problem Solving**
 - Continue monitoring students and talking anecdotal records.
 - Continue follow up conferences with students who have developed action plans through this strategy. How are they feeling about the process?

- Begin writing final reports of students who have participated in this process. What changes were noticed? Are there further actions that need to be taken?
- **Classroom Organization**
 - Continue de-cluttering. Put away materials no longer needed. If putting them in boxes, clearly label the box as to its contents and possibly the appropriate month(s) or themes.

May

- **Morning Meeting**
 - Continue Morning and Afternoon Meetings. Students should be conducting a large part of the meeting.
 - Continue daily review of classroom and school wide rules, as well as ABCs chart.
 - Use strategies such as “Turn and Talk” daily.
- **Positive Teacher Language**
 - Continue to use positive, respectful language and tone when interacting with students, parents and colleagues. Avoid sarcasm.
 - Open parent-teacher conferences with a positive statement about the child.
 - Praise students when you hear them using positive, respectful language in their interactions.
- **Rule Creation and Logical Consequences**
 - Consistently reinforce all rules- classroom and school-wide.
 - Discuss infractions privately with involved students.
 - Review rules daily.
- **Interactive Modeling and Guided Discovery**
 - Model routines that may be new (i.e., practicing for a program).
- **Family Communication**
 - Begin to plan final conferences and report cards. Begin all verbal and written communication with at least one positive statement about each child.
 - Continue weekly/bi-weekly family communications.
 - Continue sending folders home weekly. Continue including bright paper for parents to sign and send their communication.
- **Academic Choice**
 - Continue offering students choices whenever possible.
- **Collaborative Problem Solving**
 - Continue monitoring students and holding conferences when appropriate.
 - Continue end of year conferences with students who have participated in the process.
 - Continue writing final reports for students who participated in the conferences.

- **Classroom Organization**
 - Continue de-cluttering and packing materials. Clearly label boxes with names of materials, and appropriate theme and/or month(s).
 - Dispose of broken toys, torn books, games and puzzles with missing pieces.

June

- **Morning Meeting**
 - Continue Morning Meeting and all of its components through the last day of school.
 - Allow students to choose their favorite activities and repeat them.
 - Continue daily review of rules and ABCs chart.
- **Positive Teacher Language**
 - Continue positive, respectful language and tone in all communications with students, parents and colleagues.
 - Open all parent teacher conferences and report card comments with a positive comment about the child.
 - Praise students when you observe them being positive language in their communication with others.
- **Rule Creation and Logical Consequences**
 - Consistently enforce all classroom and school-wide rules and logical consequences.
 - Discuss infractions privately with students involved.
 - Review rules daily.
- **Interactive Modeling and Guided Discovery**
 - Do Interactive Modeling as needed for any new activities (school activities, end of year assemblies, etc.).
- **Family Communication**
 - Complete end of year report cards; hold conferences.
 - Continue weekly/bi-weekly communications with families.
 - Continue sending folders home with students weekly.
- **Academic Choice**
 - Continue offering choices to students when appropriate.
- **Collaborative Problem Solving**
 - Hold final conferences with students who participated in the process.
 - Write final comments for each student.
- **Classroom Organization**
 - Prepare classroom for the summer. Follow school policies for the end of the year.
 - Pack materials and label for use in the next year.

Second Step

(SS)

Introduction to Second Step

The Second Step program was developed by The Committee for Children to help students learn basic social-emotional skills. Developed over twenty years ago, the program is for students in pre-kindergarten through eighth grade. It uses games, videos, music, take home activities and stories to help teachers instill social-emotional skills in their students. The program is designed to increase children's school success by building their social-emotional competence and self-regulation skills. It accomplishes this through four key elements:

- *Brain Builder Games*: children play short five-minute games called "Brain Builders. They are designed to help students focus their attention, use their memory and control their behavior- skills known collectively as executive-functioning skills. Research has linked these skills to school readiness.
- *Skills for Learning*: Students learn four self-regulation skills that are necessary for successful learners: focusing attention, listening, using self-talk, and being assertive.
- *Emotion Management and Problem Solving*: Managing emotions is a key component of self-regulation and the program helps children develop skills to manage strong emotions. Problem-solving skills also contribute to self-regulation. Children are taught that when they are having a problem with a peer it is useful to calm down first and then to apply the program's Problem-Solving Steps to help them solve the problem safely.
- *Transitioning to Kindergarten*: A unit in the pre-kindergarten program helps children get ready to transition successful to kindergarten. Children review the skills and concepts learned throughout the program and think about how the skills they have learned will help them in kindergarten.

Second Step materials come in kit form. Materials for each grade level are packed in a kit that include photo-lesson cards, take home activities and family letters, posters, a CD, assessments, and posters. Kits for PK and kindergarten include puppets and kits for first through third grade include a lesson DVD. Teacher guides detail the scope and sequence for that grade level, brain builder games, examples of the family communications, and songs.

Elementary lessons cover four main skill areas: Skills for Learning; Empathy; Emotion Management and Problem Solving. PK also adds a unit on Transitioning to Kindergarten. Lessons are to be taught in order and the scripts are to be followed as written.

Second Step has been extensively researched in preschool (Early Learning program), elementary and middle school. All studies found that students participating in Second Step showed significant gains in their knowledge of social-emotional skills. Research is being conducted now to learn the impact of the Bullying Prevention unit on bullying and peer victimization.

PK 3 Second Step Monthly Implementation Guide

(Since there is no PK3 version of Second Step, a story based program that aligns with Second Step has been created to work on social-emotional skills for students entering school. The implementation guide is summarized below and PK3 teachers will be given books and lesson plans to implement the below units. This packet will be handed out as a supplement to the PRIDE manual.)

Weeks*	Unit	Books	Weekly Theme
1-3	Ready for School	<u>Llama, Llama Misses Mama</u> <u>The Night Before Preschool</u>	Separating from Home New Experiences
4-8	Skills for Learning	<u>Howard B. Wigglebottom Learns to Listen</u> <u>The Very Busy Spider</u>	Listening Focusing attention
9-14	Empathy	<u>The Way I Feel</u> <u>I Was So Mad</u> <u>Glad Monster, Sad Monster</u>	Identifying Feelings Identifying Anger Same or Different Feelings
15-21	Emotion Management	<u>Wemberly Worried</u> <u>Llama, Llama Mad at Mama</u> <u>When Sophie Gets Angry, Really Really Angry</u> <u>Llama Llama Red Pajama</u>	We Feel Feelings in Our Bodies (Worried) Managing Anger Managing Anger Managing Waiting
21-25	Friendship Skills and Problem Solving	<u>Making Friends</u> <u>How Do Dinosaurs Play with Their Friends?</u> <u>Max and Ruby</u>	Having Fun with Friends Having Fun with Friends Thinking of Solutions

***Weeks since beginning program, not weeks in school**

Second Step PK Scope and Sequence

Weeks	Unit	Skills	Weekly Themes
1-6	Skills for Learning	Listening Focusing attention Using self-talk Being assertive	Welcoming Listening Focusing attention Self-talk Following directions Asking for what you need or want
7-12	Empathy	Identifying one's own and others' feelings Taking other perspectives Showing care and concern for others	Identifying feelings (happy, sad) More feelings (Surprised, scared) Identifying anger Same or different feelings Accidents Caring and Helping
13-18	Emotion Management	Understanding strong feelings Identifying one's own strong feelings Calming down strong feelings	We Feel Feelings in Our Bodies (Worried) Strong Feelings (Frustrated) Naming Feelings Managing Disappointment Managing Anger Managing Waiting
19-25	Friendship Skills and Problem Solving	Making and keeping friends Calming down and using problem-solving steps	Fair Ways to Play (Play together, trade, take turns) Having Fun with Friends Inviting to Play Saying the Problem Thinking of Solutions Speaking Up Assertively
26-28	Transitioning to Kindergarten	Reviewing program skills and concepts Thinking about how program skills will help in kindergarten	Learning in Kindergarten Riding the Kindergarten Bus Making New Friends in Kindergarten

Second Step Kindergarten Scope and Sequence

Weeks	Unit	Skills	Concepts
1-5	Skills for Learning	Listening to Learn Focusing Attention Following Directions Self-Talk for Staying on Task Being Assertive	Following Listening Rules helps everyone learn. Our brains get smarter every time we use them. Focusing attention involves using your eyes, ears, and brains. You can focus your attention just by thinking about it and the more you do it, the better you get at it. Using self-talk helps you focus attention. Listening and following directions are important Skills for Learning. Repeating directions help you remember them. Following directions involves using your eyes, ears, and brain. <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head. Self-talk helps you focus and maintain attention. Being assertive involves using an assertive posture (face the person you're talking to, head up and shoulders back) and assertive tone of voice (clear, firm voice, use respectful words). Assertive communication is the best way to ask for help.
6-11	Empathy	Feelings More Feelings Identifying Anger Same or Different? Accidents Caring and Helping	If you can name your own feelings, it will help you figure out how other people feel. All feelings are natural. Some feelings are comfortable, and some are uncomfortable. Physical clues can help you identify others' feelings. Situational clues can help identify others' feelings. It is natural to feel angry, but feeling angry is uncomfortable. It is not okay to be mean or hurt others. Empathy means feeling and understanding what someone else feels, People can have different feelings about the same situation. It is okay for people to have different feelings about the same thing. An <i>accident</i> is when you do something you didn't mean to do. When you cause an accident, it's important to say so, so others won't think you did it on purpose. <i>Compassion</i> means caring about how someone else feels. When you feel empathy for someone, compassion is a good way to show it. You can show you care by saying or doing something kind.

12-18	Emotion Management	<p>We Feel Feelings in Our bodies</p> <p>Managing Frustration</p> <p>Calming Down</p> <p>Strong Feelings</p> <p>Handling Waiting</p> <p>Managing Disappointment</p> <p>Handling Being Knocked Down</p>	<p>You can use physical clues in your body to identify your feelings.</p> <p>All feelings are natural.</p> <p>It is important to talk to an adult when you are feeling worried.</p> <p>Feelings vary in strength.</p> <p>Strong feelings need to be managed.</p> <p>Saying “Stop” and naming your feelings are ways to calm down.</p> <p>Belly breathing calms down strong feelings.</p> <p>Belly breathing pushes the belly out when you breathe in.</p> <p>The Calming-Down Steps can help manage feeling excited/impatient while waiting.</p> <p>Finding quiet things to do that won’t distract others also helps you wait.</p> <p>Being mean or hurting others when you are angry is not okay.</p> <p>Feeling angry is natural. Hurtful, mean behaviors are not okay.</p> <p>Learning to relax can help you calm down.</p> <p>When you don’t get what you want, you can feel disappointed.</p> <p>Strong disappointment can lead to feeling sad or angry.</p> <p>When you get hurt, it’s important to calm down before you do anything else.</p> <p>You need to ask for more information and not assume that the action was intentional.</p>
19-25	Problem Solving	<p>Solving Problems</p> <p>Inviting to Play</p> <p>Fair Ways to Play</p> <p>Having Fun with Our Friends</p> <p>Handling Having Things Taken Away</p> <p>Handling Name Calling</p> <p>Reviewing Second Step Skills</p>	<p>You need to calm down before you solve a problem.</p> <p>The first step in solving problems is to use words to describe the problem.</p> <p>The second step in solving problems is to think of lots of solutions.</p> <p>When you see other kids being left out of play, it is important to notice and have empathy for them.</p> <p>Inviting others to play is a caring thing to do.</p> <p>Playing with others is a way to get to know them.</p> <p>Sharing, trading and taking turns are fair ways to play.</p> <p><i>Sharing</i> means playing together with a toy.</p> <p>When children play in fair ways, everyone has fun.</p> <p>Other children sometimes have different wants or preferences.</p> <p>Choosing to have fun with others rather than get your own way helps you be friends.</p> <p>It is important to calm down first before solving problems.</p> <p>If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it.</p> <p>It is not okay to grab things away from others.</p> <p>It is not okay to call people names that hurt their feelings.</p> <p>If someone calls you a name, you can ignore the person or respond assertively.</p> <p>If the person doesn’t stop calling you names, you should tell a grown-up.</p>

Second Step First Grade Scope and Sequence

Weeks	Unit	Skills	Concepts
1-5	Skills for Learning	Listening to Learn Focusing Attention Following Directions Self-Talk for Learning Being Assertive	Following Listening Rules helps everyone learn. Your brain gets smarter every time it works hard. Focusing attention involves using your eyes, ears, and brain. The more you practice focusing attention the better you get at it. Using self-talk helps focus attention. Listening and following directions are important Skills for Learning. Repeating directions help you remember them. Following directions involves using your eyes, ears, and brain. Self-talk means talking to yourself out loud in a quiet voice or inside your head. Self-talk helps you focus and maintain attention. Being assertive involves using an assertive posture (face the person you're talking to, head up and shoulders back) and assertive tone of voice (calm, firm voice, use respectful words). Assertive communication is the best way to ask for help.
6-11	Empathy	Identifying Feelings Looking for More Clues Similarities and Differences Feelings Change Accidents Showing Care and Concern	Identifying your own feelings helps know how other people feel. Everyone experiences strong feelings sometimes. Some feelings are comfortable, and some are uncomfortable. Physical clues can help you identify others' feelings. Situational clues can help identify others' feelings. Understanding how others feel improves relationships. People can have different feelings about the same situation. It is okay for people to have different feelings about the same thing. People can have different feelings about the same situations at different times. Feelings may change over time. Being inviting and welcoming can change people's feelings. An <i>accident</i> is when you do something you didn't mean to do. It is important to accept responsibility for an accident to prevent others from assuming it was intentional. <i>Compassion</i> is empathy in action. People feel better when others show them care and concern.

12-16	Emotion Management	Identifying Our Own Feelings Strong Feelings Calming Down Anger Self-Talk for Calming Down Managing Worry	<p>You can use physical clues in your body to identify your feelings. All feelings are natural. It is important to talk to an adult when you are feeling worried. Feelings vary in strength. Strong feelings need to be managed. Saying "Stop" and naming your feelings are ways to calm down. Belly breathing calms down strong feelings. Belly breathing pushes the belly out when you breathe in. Being mean or hurting others when you are angry is not okay. Positive self-talk is an effective strategy for calming down strong emotions. Counting is an effective Way to Calm Down. The Ways to Calm Down can help students manage worry. Talking to a grown-up helps when you are worried.</p>
17-22	Problem Solving	Solving Problems Part 1 Solving Problems Part 2 Fair Ways to Play Inviting to Join In Handling Name Calling Reviewing <i>Second Step</i> Skills	<p>You need to calm down before you solve a problem. The first step in solving a problem is to use your words to describe the problem. The second step is to think of lots of solutions. Part of problem solving is thinking about consequences. The final step of problem solving is to pick the best solution. Sharing, trading and taking turns are fair ways to play. <i>Sharing</i> means playing together with a toy. It is important to notice and have empathy for children who are left out of play. Inviting others to play is the right thing to do. Playing with others is a way to get to know them better. It is not okay to call people names that hurt their feelings. If someone calls you a name, you can ignore the person or speak assertively. If the person doesn't stop calling you names, you should tell a grown-up.</p>

Second Step Second Grade Scope and Sequence

Weeks	Unit	Skills	Concepts
1-4	Skills for Learning	Being Respectful Focusing Attention and Listening Being Assertive	Thinking about how others want to be treated and treating them that way helps you be respectful. Being respectful helps you be a better learner. Focusing your attention and listening help you be a better learner. Focusing your attention and listening are ways to show respect. <i>Self-talk</i> means talking to yourself in a quiet voice or inside your head. Self-talk helps you focus, stay on task and follow directions. Being <i>assertive</i> means asking for what you want or need in a calm and firm voice. Being assertive is a respectful way to get what you want or need.
5-10	Empathy	Identifying Feelings Learning More About Feelings Feeling Confident Respecting Different Preferences Showing Compassion Predicting Feelings	When you feel strong feelings, it's hard to think clearly. Focusing attention on your body gives you clues about how you are feeling. Thinking about your feelings helps the thinking part of your brain get back in control. Some feelings are comfortable, some are uncomfortable. People can have different feelings about the same situation. People's feelings can change. <i>Empathy</i> is feeling or understanding what someone else is feeling. Practicing helps you build your confidence. Feeling confident helps you do your best and makes you proud. Noticing how others feel and understanding that their feelings can change helps you have empathy. Having empathy helps you notice when others have different preferences from yours. Respecting others' preferences helps you get along better with them. Noticing and understanding what someone is feeling helps you have empathy. When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help. Showing care and concern is called showing <i>compassion</i> . Accidents happen. If something happens to you by accident, think about how it could have been an accident and find out more information. If you do something by accident...think about how the other person feels, apologize, and offer to help.

12-16	Emotion Management	Introducing Emotion Management Managing Embarrassment Handling Making Mistakes Managing Anxious Feelings Managing Anger Finishing Tasks	<p>When you feel strong feelings, it's hard to think clearly.</p> <p>Focusing attention on your body gives you clues about how you are feeling.</p> <p>Thinking about your feelings helps the thinking part of your brain get back in control.</p> <p>Using a stop signal and naming our feeling are the first two Calming Down Steps.</p> <p>Everyone makes mistakes but if you're feeling strong feelings, it's important to calm down.</p> <p>Making mistakes helps you learn, because mistakes show you what you need to practice more.</p> <p>You can use belly breathing to calm down.</p> <p>Negative self-talk can make strong feelings even stronger.</p> <p>When you feel anxious and really worried about something, calming down helps.</p> <p>Using positive self-talk can help you calm down.</p> <p>Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.</p> <p>It's important to calm down angry feelings so you don't do something hurtful.</p> <p>Being assertive is a respectful way to get what you want or need.</p> <p>Calming down helps you stay focused and on task at school.</p> <p>Using positive self-talk helps you stay focused and on task so you can be a better learner.</p>
17-22	Problem Solving	Solving Problems (Part 1) Solving Problems (Part 2) Taking Responsibility Responding to Playground Exclusion Playing Fairy on the Playground Reviewing <i>Second Step</i> Skills	<p>Calming down helps you think so you can solve problems.</p> <p>Following steps can help you solve problems.</p> <p>Saying the problem with blame is respectful.</p> <p>Solutions to problems must be safe and respectful.</p> <p>When you hurt someone's feelings, it's important to take responsibility.</p> <p>Taking responsibility means admitting what you did, apologizing, and offering to make amends.</p> <p>Being left out is a problem.</p> <p>Inviting someone who is being left out of play is the respectful compassionate thing to do.</p> <p>When you can't agree on rules for a game, it's a problem.</p> <p>Finding a respectful way to agree on rules helps you get along better with others,</p>

Second Step Third Grade Scope and Sequence

Weeks	Unit	Skills	Concepts
1-4	Skills for Learning	Being Respectful Learners Using Self-Talk Being Assertive Planning to Learn	Focusing your attention and listening help you be a better learner. Focusing your attention and listening show respect. <i>Self-talk</i> means talking to yourself in a quiet voice or inside your head. Self-talk helps you focus, stay on task and follow directions. Being <i>assertive</i> means asking for what you want or need in a calm/firm voice. Being assertive is a respectful way to get what you want or need. Making a plan can help you be a better learner. A plan is good if the order makes sense, it's simple and you can do it.
5-10	Empathy	Identifying Others' Feelings Understanding Perspectives Conflicting Feelings Accepting Differences Showing Compassion Making Friends	Looking for clues on a person's face or body and in the situation helps you notice and understand how the person is feeling. All feelings are natural. People can have different feelings about the same situation and their feelings can change. <i>Empathy</i> is feeling or understanding what someone else is feeling. Thinking about others' perspectives helps you have empathy for them. You can have conflicting feelings about a situation. Having empathy helps you notice when others have different preferences from yours. Having empathy helps you understand and accept how others are the same as or different from you. Accepting and appreciating others' differences is respectful. Focusing attention on and listening to others can help you have empathy and show compassion. You can say kind words or do helpful things to show your compassion. Focusing attention and listening to others help you make conversation. Making conversation helps you make friends and get along better with others.

11-16	Emotion Management	Introducing Emotion Management Managing Test Anxiety Handling Accusations Managing Disappointment Managing Anger Managing Hurt Feelings	<p>When you feel strong feelings, it's hard to think clearly.</p> <p>Focusing attention on your body gives you clues about how you are feeling.</p> <p>Thinking about your feelings helps the thinking part of your brain get back in control.</p> <p>Using a stop signal and naming our feeling are the first two Calming Down Steps.</p> <p>You can use belly breathing to calm down.</p> <p>Calming down helps you handle accusations calmly and thoughtfully.</p> <p>It's important to take responsibility when you've made a mistake.</p> <p>Negative self-talk can make strong feelings even stronger.</p> <p>Using positive self-talk can help you calm down.</p> <p>Setting a new goal and making a plan to achieve it are positive ways to handle disappointment,</p> <p>Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.</p> <p>It's important to calm down angry feelings so you don't do something hurtful.</p> <p>Being assertive is a respectful way to get what you want or need.</p> <p>Calming down when your feelings have been hurt can help you avoid jumping to conclusions.</p> <p>Thinking of other explanations and getting more information can help you avoid jumping to conclusions.</p>
17-22	Problem Solving	Solving Problems Part 1 Solving Problems Part 2 Solving Classroom Problems Solving Peer-Exclusion Problems Dealing with Negative Peer Pressure Reviewing <i>Second Step</i> Skills	<p>Calming down helps you think so you can solve problems.</p> <p>Following steps can help you solve problems.</p> <p>Saying the problem without blame is respectful.</p> <p>Solutions to problems must be safe and respectful.</p> <p>Solutions can have positive or negative consequences.</p> <p>Getting along with others helps you be a better learner at school.</p> <p>Being assertive is a safe, respectful solution to problems like being excluded.</p> <p>Excluding others is not nice or respectful.</p> <p>Being assertive can help you resist negative peer pressure.</p> <p>Using <i>Second Step</i> skills can help you be a better learner and get along with others.</p>

Second Step Materials List

Included in the Kit –PK3 (Second Step Aligned Story Program)

- Books for each lesson plan
- Detailed lesson plans and instructions
- Relevant songs or poems

Included in the Kit –PK4

- 28 durable 11" x 17" color photo Weekly Theme Cards
- 5 Unit Cards for teachers
- *Join In and Sing* CD
- 3 colorful classroom posters
- 4 Listening Rules Cards
- 1 set of Feelings Cards
- 28 take-home activities
- 2 high-quality puppets—boy and girl
- Teaching Materials Notebook

Included in the Kit -K

- 25 durable 11" x 17" color photo-lesson cards and 4 Unit Cards
- Teaching Materials Notebook with:
 - 25 Following Through Cards
 - Take-home activities and Family Letters
 - Assessments and handouts
- 5 colorful classroom posters
- 4 Listening Rules Cards
- 2 high-quality puppets (Puppy and Snail)
- Plush Be-Calm Bunny
- *Sing Out Loud* CD

First grade

- 22 durable 11" x 17" color photo-lesson cards
- Teaching Materials Notebook with:
 - 22 Following Through Cards
 - Take-home activities and Family Letters
 - Assessments and handouts
- 5 colorful classroom posters

- 4 Listening Rules Cards
- 2 high-quality puppets (Puppy and Snail)
- Grade 1 lesson DVD
- *Sing Out Loud* CD

Included in the Kit Grade 2

- 22 durable 11" x 17" color photo-lesson cards
- Teaching Materials Notebook with:
 - 22 Following Through Cards
 - Take-home activities and Family Letters
 - Assessments and handouts
- 4 colorful classroom posters
- 4 Skills for Learning Cards
- Grade 2 lesson DVD
- *Sing and Step* CD

Included in the Kit Grade 3

- 22 durable 11" x 17" color photo-lesson cards and 4 Unit Cards
- Teaching Materials Notebook with:
 - 22 Following Through Cards
 - Take-home activities and Family Letters
 - Assessments and handouts
- 4 colorful classroom posters
- 4 Skills for Learning Cards
- Grade 3 lesson DVD
- *Sing and Step* CD

Supplemental Second Step Book List

Unit #1-Skills for Learning

Listening and Following Directions			
Author	Title	Year	Ages
Meiners, Cheri J.	<u>Listen and Learn</u>	2003	4-8
Binkow, Howard and Susan F. Cornelison	<u>Howard B. Wigglebottom Learns to Listen</u>	2006	3-8
Ledster, Helen, and Lynn Munsinger	<u>Listen, Buddy</u>	1997	4-8
Showers, Paul and Alike	<u>The Listening Walk</u>	1993	4-8
Cook, Julia	<u>The Worst Day of My Life</u>	2011	4-8
Cook, Julia	<u>My Mouth Is a Volcano</u>	2006	4-8
Jones, Christianne C.,	<u>Lucy Walker, Non-Stop Talker</u>	2013	4-6
Shannon, David	<u>No David!</u>	1998	4-8
Murphy, Stuart J.	<u>Percy Listens Up</u>	2012	2-5

Focusing Attention/Self Regulation			
Emberley, Ed	<u>Go Away Big Green Monster</u>	1992	3-6
Shannon, David	<u>David Goes to School</u>	2001	4-8
Shannon, David	<u>David Gets Into Trouble</u>	2002	4-8
Wells, Rosemary	<u>Kindergators Hands Off Harry!</u>	2011	4-8
Murphy, Stuart J.	<u>Percy Gets Upset</u>	2011	2-5
Bang, Molly	<u>When Sophie Gets Angry, Really, Really Angry</u>	1999	4-8
Wall, Rachel	<u>Sometimes I'm Bombaloo</u>	2002	4-8
Javernick, Ellen	<u>What If Everybody Did That?</u>	2010	5-8
Javernick, Ellen	<u>You Get What You Get</u>	2013	4-6
Viorst, Judith	<u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u>	2009	3-7
Sendak, Maurice	<u>Where the Wild Things Are</u>	1963	3-8
Cotter, Bill	<u>Don't Push the Button!</u>	2013	4-8

Staying on Task/Perseverance			
Kraus, Robert	<u>Leo the Late Bloomer</u>	1994	4-8
Giff, Patricia Reilly	<u>Today Was a Terrible Day</u>	1980	5 & up
Piper, Watty	<u>The Little Engine That Could (original edition reprint)</u>	1978	3-7
Carle, Eric	<u>The Very Busy Spider</u>	1995	1-5
Stevens, Janet	<u>Tortoise and the Hare</u>	1985	5 & up
Davidson, Margaret	<u>I Have a Dream</u>	1991	7-10
McKissack, Pat	<u>Flossie and the Fox</u>	1986	4-8
Cook Julia	<u>I Just Want to Do It My Way!: My Story About Staying on Task and Asking For Help</u>	2013	5-12
Spires, Ashley	<u>The Most Magnificent Thing</u>	2014	3-7
Mills, C.	<u>7x9=Trouble</u>	2004	7-10
Wolff, P.R.	<u>The Toll-Bridge Troll</u>	1995	4-7

Being Assertive			
Meiners, Cheryl J.	<u>Feel Confident!</u>	2013	4-8
Bridges, Shirin Yim	<u>Mary Wrightly, So Politely</u>	2013	4-8
Rath, Time	<u>How Full Is Your Bucket for Kids</u>	2009	5-8
Cook, Julia	<u>Bully B.E.A.N.S.</u>	2009	4 & up
DePaola, Tomi	<u>Oliver Button is a Sissy</u>	1979	5 & up
Sendak, Maurice	<u>Where the Wild Things Are</u>	1963	3-8
Carlson, Nancy	<u>I Like Me!</u>	1990	3-5
Nicle, John	<u>The Ant Bully</u>	1999	4-8

Unit 2-Empathy

Feelings			
Aliki	<u>Feelings</u>	1986	4-8
Rotner, Shelley	<u>Lots of Feelings</u>	2003	3-6
Curtis, Jamie Lee	<u>Today I Feel Silly and Other Moods That Make My Day</u>	2007	4-8
Cain, Janan	<u>The Way I Feel</u>	2000	3-8
Seuss, Dr.,	<u>My Many Colored Days</u>	1998	3 & up
Freymann, Saxton	<u>How Are You Peeling?</u>	2004	4-8
Modessit, Jeanne	<u>Sometimes I Feel Like a Mouse</u>	1996	4-8
Evans, Lezlie	<u>Sometimes I Feel Like a Storm Cloud</u>	2007	6 & up
Carle, Eric	<u>The Very Lonely Firefly</u>	1999	6-8
Godwin, Patricia	<u>I Feel Orange Today</u>	2001	3-5
Avery, Charles E.	<u>Everybody Has Feelings</u>	1998	2 & up
Kachenmeister, Cheryl	<u>On Monday When It Rained</u>	2001	5 & up
Boddy, Marlys	<u>ABC Book of Feelings</u>	1991	4 & up
Carlson, Nancy	<u>I Like Me!</u>	1990	3-6
Carlson, Nancy	<u>ABC I Like Me!</u>	1999	4-6
Daywalt, Drew	<u>The Day the Crayons Quit</u>	2013	5-8
Emberley, Ed	<u>Glad Monster, Sad Monster</u>	1997	3-6
Diesen, Deborah	<u>The Pout Pout Fish</u>	2008	3-7
Marshall, Natalie	<u>The Big Book of Happy</u>	2015	3-5

Accidents			
Willems, Mo	<u>I Broke My Trunk</u>	2011	4-8
Arnold, Tedd	<u>No Jumping on the Bed!</u>	2012	4-6
Stone, Rosetta	<u>Because a Little Bug Went Ka-Choo!</u>	1975	3-7
Gradisher, Martha	<u>Who Spilled the Milk?</u>	2005	4-5
Algrim, David	<u>Oops-a-Daisy</u>	2009	3-5
Lester, Helen and Lynn Munsinger	<u>It Wasn't My Fault</u>	1989	4-8

Caring and Helping			
Henkes, Kevin	<u>Lily's Plastic Purple Purse</u>	2006	4-8
Henkes, Kevin,	<u>Chrysanthemum</u>	2008	4-8
Arnold, Tedd	<u>Even More Parts</u>	2007	4-8
Christiansen, Candice	<u>The Mitten Tree</u>	2009	3-6
Silverstein, Shel	<u>The Giving Tree</u>	1964	5-8
Williams, Vera	<u>A Chair for My Mother</u>	2007	4-8
Wilson, Karma	<u>Bear Feels Sick</u>	2007	3-8
Charles, Veronika	<u>The Birdman</u>	2006	5-8
McPhail, David	<u>The Teddy Bear</u>	2005	3-6
McGovern, Ann	<u>The Lady in the Box</u>	2014	7-10
Wilson, Karma	<u>Bear Feels Scared</u>	2008	3-8

Unit 3- Emotion Management

We Feel Feelings in Our Bodies			
Henkes, Kevin	<u>Wemberly Worried</u>	2000	4-8
Ironside, Virginia	<u>The Huge Bag of Worries</u>	2004	3-5
Durant, Alan	<u>Billy Monster's Daymare</u>	2008	4-8
Stimson, Joan	<u>Worried Arthur</u>	1994	3-6
Moses, Brian	<u>I'm Worried</u>	1998	4-8
Browne, Anthony	<u>Silly Billy</u>	2007	4-7
Uff, Caroline	<u>The Worry Monster</u>	2007	3-5
Bright, Rachel	<u>Walter and the No Need to Worry Suit</u>	2012	4-8
Guanci, Anne Marie	<u>David and the Worry Beast</u>	2007	4-9
Cook, Julia	<u>Wilma Jean the Worry Machine</u>	2012	5-8
Helsley, Donalisa	<u>The Worry Glasses: Overcoming Anxiety</u>	2012	4-8
Wolff, Ferida	<u>Is A Worry Worrying You?</u>	2005	4-8
Hoffman, Mary	<u>The Great Big Book of Feelings</u>	2013	4-7

Managing Frustration			
Mulcahy, William	<u>Zach Gets Frustrated</u>	2012	5-8
Loftis, Chris	<u>I Want It Now</u>	2003	4-8
Crary, Elizabeth	<u>I'm Frustrated</u>	1992	3-8
Meiners, Cheri J.,	<u>Try and Stick With It</u>	2004	4-8
Schiller, Abbi	<u>Sally Simon Simmons' Super Frustrating Day</u>	2013	4-6
Murphy, Stuart J.	<u>Percy Gets Upset</u>	2011	2-5
Cook, Julia	<u>I Just Don't Like the Sound of No!</u>	2011	5-8
Green, Andi	<u>The Very Frustrated Monster</u>	2012	4-8

Calming Down Strong Feelings			
Verdick, Elizabeth	<u>Calm Down Time</u>	2010	1-3
Meiners, Cheri J.	<u>Cool Down and Work Through Anger</u>	2010	4-8
MacClean, Kerry Lee	<u>Peaceful Piggy Meditation</u>	2004	5-9
Dahl, Michael and Oriol Vidal	<u>Little Monkey Calms Down</u>	2014	2-4
Dewdney, Anna	<u>Llama, Llama Mad at Mama</u>	2007	2-5
Murphy, Stuart J.	<u>Percy Gets Upset</u>	2011	2-5
Daywalt, Drew	<u>The Day the Crayons Quit</u>	2013	5-8
Carle, Eric	<u>The Grouchy Ladybug</u>	1999	3-8
Wells, Rosemary	<u>Time Out for Sophie</u>	2013	2-5
Bang, Molly	<u>When Sophie Gets Angry, Really Really Angry</u>	1999	4-8

Handling Waiting			
Kraus, Robert	<u>Leo the Late Bloomer</u>	1994	4-8
Dewdney, Anna	<u>Llama Llama Red Pajama</u>	2005	3-5
McGuire, Andy	<u>Remy the Rhino Learns Patience</u>	2010	1-5
Krauss, Ruth	<u>The Carrot Seed</u>	1993	4-8
Yolen, Jane	<u>Owl Moon</u>	1987	2-6
Morgan-Vanroyen, Margaret	<u>Patient Rosie</u>	2000	3-6
Fox, Mem	<u>Harriet You'll Drive Me Wild!</u>	2000	3-7
Willems, Mo	<u>Waiting Is Not Easy</u>	2014	6-8

Managing Anger			
Meyer, Mercer	<u>I Was So Mad</u>	2000	3-7
Sendak, Maurice	<u>Where the Wild Things Are</u>	2012	4-8
Bang, Molly	<u>When Sophie Gets Angry... Really Really Angry</u>	2004	4-8
Spelman, Cornelia Maude	<u>When I Feel Angry</u>	2000	4-8
Kaiser, Cecily and Cary Pillo	<u>If You're Angry and You Know It</u>	2004	4-6
Kurtzman-Counter, Sam	<u>When Miles Got Mad</u>	2013	4-8
Lite Lori	<u>Angry Octopus: An Anger Management Story</u>	2011	5-8
Oram, Hiawyn	<u>Angry Arthur</u>	2008	3-7
Verdick, Elizabeth	<u>Teeth Are Not For Biting</u>	2003	2-3
Agassi, Martin	<u>Hands Are Not for Hitting</u>	2002	3-6
Meiners, Carol	<u>Cool Down and Work Through anger</u>	2010	4-8
Verdick, Elizabeth	<u>How to Take the GRR Out of Anger</u>	2002	8-13
Dewdney, Anna	<u>Llama Llama Mad at Mama</u>	2007	2-5
Lachner, Dorothea	<u>Andrew's Angry Words</u>	1997	4-8
Yolen, Jane	<u>How Do Dinosaurs Say I'm Mad?</u>	2013	3-5

Managing Disappointment

Al-Ghani, Kay	<u>The Disappointment Dragon</u>	2013	5-6
Wells, Rosemary	<u>Noisy Nora</u>	1999	3-5
Bermis, Aamir Lee	<u>I Hate to Be Sick</u>	2004	6-8
Freeman, Don	<u>Corduroy</u>	1976	2-5
Berry, Joy	<u>Let's Talk About Feeling Disappointed</u>	2010	3-5
Capaculli, Alyssa Satin	<u>Katy Duck Is a Caterpillar</u>	2009	2-5
Spalding, Andrea	<u>The Most Beautiful Kite in the World</u>	2005	4-6
Viorst, Judith	<u>Alexander and the Terrible, Horrible, No Good Very Bad Day</u>	2012	6-9

Handling Being Knocked Down

Wells, Rosemary	<u>Hands Off Harry!</u>	2011	4-8
Ludwig, Trudy	<u>Confessions of a Former Bully</u>	2014	6-9
Berger, Samantha	<u>Martha Doesn't Say Sorry</u>	2009	3-6
Keats, Ezra Jack	<u>A Letter to Amy</u>	1998	3-7
Ludwig, Trudy	<u>Sorry!</u>	2006	7-9
Mayer, Mercer	<u>I'm Sorry!</u>	2000	3-6
McBratney, Sam	<u>I'm Sorry</u>	2006	4-7

Unit 4- Problem Solving

Solving Problems

Berenstain, Stan and Jan	<u>The Berenstain Bears and the Trouble With Friends</u>	1987	4-8
Lionni, Leo	<u>Swimmy</u>	2010	3-7
Henkes, Kevin	<u>A Good Day</u>	2010	1-8
Viorst, Judith	<u>Alexander and the Terrible Horrible No Good Very Bad Day</u>	1987	6-9
Daywalt, Drew	<u>The Day the Crayons Quit</u>	2013	5-8
Williams, Vera	<u>A Chair for My Mother</u>	2007	4-8
Austin, Margot	<u>A Friend for Growl Bear</u>	1999	3-6
Willems, Mo	<u>Knuffle Bunny</u>	2004	3-6
Zion, Gene	<u>Harry the Dirty Dog</u>	1976	4-8
Brown, Marc	<u>Arthur's Eyes</u>	1986	3-6
Humphrey, Sandra McLeod	<u>If You Had to Choose, What Would You Do?</u>	1995	4-8
Meiners, Cheri J.	<u>Talk and Work It Out</u>	2005	4-8
Grossett and Dunlap	<u>Max Makes a Friend</u>	2002	3-6

Inviting to Play			
Cook, Julia	<u>Teamwork Is Not My Thing and I Don't Like to Share</u>	2012	5-12
Berenstain, Stan and Jan	<u>The Berenstain Bears and the In-Crowd</u>	1989	4-8
Kreie, Chris	<u>Who Wants to Play Just for Kicks?</u>	2011	6-8
Davis, Jacky	<u>Ladybug Girl and the Bug Squad</u>	2011	3-5
DePaola, Tomie	<u>Oliver Button Is a Sissy</u>	1979	5-8
Howe, James	<u>Horace and Morris But Mostly Dolores</u>	2013	4-8
Willems, Mo	<u>Can I Play Too?</u>	2010	4-8
Alborough, Jez	<u>Hit the Ball Duck</u>	2008	3-6
O'Neill, Alexis	<u>The Recess Queen</u>	2002	4-8
Carle, Eric	<u>Do you Want To Be My Friend?</u>	1995	2-6
Meiners, Cheri J.	<u>Join In and Play</u>	2003	4-8
Davis, Jacky	<u>Ladybug Girl and Bumblebee Boy</u>	2009	3-5
Border, Terry	<u>Peanut Butter and Cupcake</u>	2014	5-8

Fair Ways to Play			
Berenstain, Stan and Jan	<u>The Berenstain Bears Play a Good Game</u>	2009	4-8
Bender, Marie	<u>I Am Fair</u>	2003	4-8
Small, Mary	<u>Being Fair: A Book About Fairness</u>	2005	5-8
Allan-Meyer, Kathleen	<u>Play Fair, Little Bear</u>	2003	2-6
Finchler, Judy	<u>You're A Good Sport, Miss Malarkey</u>	2002	5-9
Lasky, Kathryn	<u>Tumble Bunnies</u>	2005	5-8
Higgins, Melissa	<u>I Am Fair (I Don't Bully)</u>	2014	4-8
Rockwell, Anne	<u>Brendan and Belinda and the Slam Dunk</u>	2007	4-6
Child, Lauren	<u>I've Won, No, I've Won, No, I've Won</u>	2006	3-7
Reiss, Mike	<u>The Boy Who Wouldn't Share</u>	2008	4-8
Binkow, Howard	<u>Howard B. Wigglebottom Learns About Sportsmanship</u>	2011	4-8
Wheeler, Lisa	<u>Dino Football</u>	2013	4-7

Having Fun With Friends			
Yolen, Jane	<u>How Do Dinosaurs Play With Their Friends?</u>	2006	3-6
Lobel, Arnold	<u>Frog and Toad Are Friends</u>	2003	4-8
Warburg, Sandol Stoddard	<u>I Like You</u>	1990	4-8
Hatkoff, Isabella	<u>Owen and Mzee</u>	2006	4-9
Lionni, Leo	<u>Little Blue and Little Yellow</u>	1995	4-8
Hemingway, Edward	<u>Bad Apple: A Tale of Friendship</u>	2012	3-5
Meiners, Cheri	<u>Join In and Play</u>	2003	4-8
Mayer, Mercer	<u>Just My Friend and Me</u>	2001	3-7
Eastman, P.D.	<u>Big Dog, Little Dog</u>	2003	3-7
Hoban, Russell	<u>Best Friends for Frances</u>	2009	4-8
Rogers, Fred	<u>Making Friends</u>	1987	3-6
Mercer, Mayer	<u>Just My Friend and Me</u>	1988	3-7

Handling Having Things Taken Away			
Berenstain, Stan and Jan	<u>The Berenstain Bears And Too Much TV</u>	1984	4-8
Berenstain Stan and Han	<u>The Berenstain Bears Get the Gimmies</u>	1988	4-8
Meiners, Cheri J.	<u>Cool Down and Work Through Anger</u>	2010	4-8
Crary, Elizabeth	<u>I Want It</u>	1996	4-8
Yolen, Jane	<u>How Do Dinosaurs Play With Their Friends?</u>	2006	3-6
Bang, Molly	<u>When Sophie Gets Angry...Really, Really Angry</u>	2004	4-8
Briggs, Nadine	<u>How to Make and Keep Friends: Tips for Kids to Overcome 50 Common Social Challenges</u>	2010	8-10
Cook, Julia	<u>Bully B.E.A.N.S.</u>	2009	4-8
Bardhan-Quallan, Sudipta	<u>The Mine-O-Saur</u>	2008	4-8
Reiss, Mike	<u>The Boy Who Wouldn't Share</u>	2008	4-8
Crary, Elizabeth	<u>I Want It!</u>	1996	4-8
Lionni, Leo	<u>It's Mine</u>	1996	3-7

Handling Name Calling			
DePaola, Tomie	<u>Oliver Button Is a Sissy</u>	1979	5-8
Howe, James	<u>Pinky and Rex and the Bully</u>	1996	5-8
Henkes, Kevin	<u>Chrysanthemum</u>	1991	4-8
Kroll, Virginia	<u>Eddie Longpants</u>	2005	4-6
Levert, Mirielle	<u>Hooway for Wodney Wat</u>	2002	4-8
Wilson, Jacqueline	<u>My Brother Bernadette</u>	2002	5-7
Sadu, Itah	<u>Name Calling</u>	1992	4-8
Levy, Janice	<u>Alley Oops</u>	2005	5-8
Ada, Alma Flor	<u>My Name is Maria Isabel</u>	1995	7-10
Dewdney, Anna	<u>Llama Llama and the Bully Goat</u>	2013	3-5

Listening Song

Eyes are watching 

Ears are listening 

Voices quiet 

Bodies calm 

This is how we listen 

This is how we listen 

At group time 

At group time 



© 2011 Committee for Children

Eyes Watching

(put fingers to corners of eyes)



© 2011 Committee for Children

Ears Listening

(cup ears with hands)



Voice Quiet
(put finger to lips)



Body Calm
(hug torso with both arms)

Appendix

Providing Responsive Interventions for Developmentally-Appropriate Expectations (PRIDE) Program Fidelity Checklist Overview

Teacher _____ Observer _____ Date _____

Scoring System	3 -Strong evidence of implementation	2-Some evidence of implementation	1- Little or no evidence	N- Not Observed
-----------------------	---------------------------------------------	------------------------------------------	---------------------------------	------------------------

PRIDE Model PBIS Expectations			
Activity	Indicators	Comments	Score
School-Wide Rules	<ul style="list-style-type: none"> -Teachers are aware of school-wide rules/expectations -Teachers teach school-wide rules/expectations through videos, modeling -Students follow school-wide rules/expectations in key areas (hallways, bathrooms, playground, cafeteria) 		
Classroom Level Rules	<ul style="list-style-type: none"> -3 to 5 positively stated rules are developed with the children early in year and are visibly posted in classrooms -Classroom level rules align with school-wide rules -Rules are practiced and referred to regularly until they are routinely followed 		
Positive Language Use	<ul style="list-style-type: none"> -Teachers acknowledge students following rules/meeting expectations -Teachers provide positive reinforcement to students -5 to 1 goal of positive comments to negative 		
Instruction	<ul style="list-style-type: none"> -Instruction is engaging or makes an attempt to engage students (hands-on activities, props, engaging read alouds, games, multi-sensory activities) -Differentiated instruction occurs in classroom 		
Tracking Behavior	<ul style="list-style-type: none"> -Method of tracking student behavior is in place (can be whole class or individual) -System in place to rewards students for following rules/meeting expectations -For students with extreme behaviors, a regular check in, check out behavior tracking system may be used 		
Transitions or Movement to New Spaces	<ul style="list-style-type: none"> -Teachers review expectations before transitioning to a new area or activity (ex: teacher reviews expectations for how students will use materials in centers prior to moving to dramatic play centers) 		

	-When students have trouble with transitions, expectations are reviewed/taught		
--	--------------------------------------------------------------------------------	--	--

PRIDE Model Responsive Classroom Expectations

Activity	Indicators	Comments	Score
Morning Meeting	-Students know routines -Interactive		
Morning Message	-Interactive -Student participation		
Greeting	-Students respectful -Understand routines		
Activity	-All students participate -Opportunities for student choice		
Intentional Modeling/Guided Discovery	-Evidenced by student behaviors -Students understand routines -Students use materials responsibly		
Well planned Classroom	-Safe -Organized -Materials and shelves labeled -Ease of traffic flow		
Children have choice	-Centers or activities -Students understand routines for switching		
Systems are in place for students to indicate choices	-Choice charts -System for choosing so the same students don't always get first choice		
Rule Creation	-Rules created by students -Rule poster signed by all students -Rules posted and reviewed daily		
Logical Consequences for behaviors	-Students understand consequences of their behaviors		
Positive Teacher Language	-Evidenced in interactions with staff, students and parents -5-1 ratio of positive comments or acknowledging positive instances of meeting rules/expectations vs. negative comments or scolding failing to meet rules/expectations		
Positive Student-Student Interactions	-Student to student -Student to teacher		

Regular Family Communication	-Weekly folders -Weekly/biweekly communication between teacher and family via phone, email, or notes		
Students and Teacher work together to solve problems	-Teacher keeps anecdotal records of student behavior -Conferences held regularly for students in need		
<i>PRIDE Model Second Step Expectations</i>			
Activity	Indicators	Comments	Score
Weekly Theme Activities	-Followed in sequence -Necessary materials available and used -Lesson card used -Scripts followed		
Key vocabulary	-Taught during lesson -Reinforced throughout the day		
Brain Builder Games	-Children actively participate in games -Games are used with the appropriate theme -Games become more challenging as children are ready -Older children can verbalize the skills practiced		
Songs	-Songs for each theme are taught and included in the lesson and throughout the day -Students are allowed to participate in movement activities		
Family Connections	-Family letters are sent home at appropriate intervals. -Home Links are sent home weekly. -Parents have access to Second Step website.		
Books	-Students interact with the books included in the program. -Students chose to read the books independently.		
Daily Use of Skills	-Adults use the skills taught daily. -Vocabulary taught in the lessons is applied to real life situations. -Students exhibit understanding of skills and concepts taught		

Aligning PBIS, RESPONSIVE CLASSROOM, and SECOND STEP

<p>What is Responsive Classroom? Responsive Classroom is a research-based teaching approach that gives teachers concrete practices for ensuring a high-quality education for every child every day. Although the approach offers practices for improving student behavior through effective management, it goes beyond that to also offer strategies for promoting academic engagement, building a positive community, and teaching in a developmentally appropriate way.</p>	<p>What is PBIS? PBIS is a framework for providing behavioral supports and interventions that enhance students' academic and social outcomes. The PBIS framework does not provide or require schools to use specific practices. Instead, it names essential features of an effective behavior support system. These include: 1) the use of respectful, non-punitive, prevention-oriented practices, 2) a focus on skill teaching 3) the use of evidence-based practices, 4) the availability of a continuum of interventions that meet the needs of all students 5), ongoing assessment of students' needs, 6) data-based decision making</p>	<p>What is Second Step? Second Step is a Tier 1 universal, classroom based curriculum that teaches foundational social-emotional and self-regulation skills through songs, videos, posters, and stories.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

General Alignment/Overlap of PBIS, Responsive Classroom, and Second Step:

PBIS, Responsive Classroom, and Second Step hold, as a central tenets, the use of respectful, non-punitive strategies for teaching students positive behaviors and self-regulation. Responsive Classroom's array of practices for teaching positive behaviors and promoting optimal student learning matches the components identified by PBIS as essential to a comprehensive school-wide discipline system. Schools adopting Responsive Classroom can use the PBIS framework to ensure systematic decision making, and schools adopting PBIS can use Responsive Classroom practices to meet the PBIS goal of supporting positive behavior in all students. Second Step represents a way to teach and reinforce some of the concepts PBIS/Responsive Classroom target. The approaches of the programs may differ in various ways, but the goal for all is the same- to help children develop social-emotional skills and self-regulation skills that will help them succeed in school.

<u>Responsive Classroom</u>	<u>PBIS Framework</u>	<u>Second Step</u>
Leadership actions for establishing a school discipline policy that staff and parents support	An agreed-upon and common approach to discipline	Teaches key skills that build student discipline and self-regulation.
Stated purpose of <i>Responsive Classroom</i> : To ensure a high-quality education for every child every day. Schools using <i>Responsive Classroom</i> may have their own statement of purpose that is a variation of (and compatible with) <i>Responsive Classroom</i> 's stated purpose.	PBIS calls for positive statement of purpose; a school implementing both Responsible Classroom and PBIS could use Responsive Classroom's statement of purpose if desired. The PBIS framework has a general goal for high quality education for every child through use of: engaging instruction, differentiated instruction, school-wide and classroom level rules that set up expectations for behavior, positive reinforcement and acknowledgement of positive behavior, etc.	Second Step's statement of purpose is to build social-emotional skills and self-regulation skills. These skills enable students to follow school-wide and classroom level rules as well as have access to high quality education.
Responsive Classroom includes methods for creating rules that students are invested in:	PBIS also includes methods for creating a small number of positively stated behavior and procedural expectations for all students and staff (school-wide and classroom level)	Second Step teaches students concepts that help them understand and

<ul style="list-style-type: none"> • 3–5 positively stated rules in each classroom • 3–5 positively stated rules for the school 		<p>internalize rules and learn to interact in a socially appropriate manner.</p>
<p>Practical ways to teach how to translate the rules into action:</p> <ul style="list-style-type: none"> • Interactive Modeling • Guided practice • Role-playing • Positive teacher language: reminders and specific reinforcing feedback 	<p>Procedures for teaching students the behavior expectations</p> <ul style="list-style-type: none"> • Interactive Modeling (direct modeling of classroom rules by classroom teacher, modeling of school-wide rules/expectations through videos) • Guided practice (teachers support students in practicing application of rules daily, this can involve stating/reviewing rules daily, discussion of how to handle a certain situation, etc.) • Positive teacher language: PBIS has a strong focus on using positive language, particularly to acknowledge when students are following rules/procedures. PBIS has a goal of having 4 times as many positive comments acknowledging good behavior as negative comments addressing poor behavior. 	<p>Second Step teaches students appropriate behavior and social/emotional skills.</p>
<p>Strategies for creating an environment that promotes positive behavior:</p> <ul style="list-style-type: none"> • Morning Meeting • Frequent verbal connecting of behaviors with rules • Academic Choice • Positive teacher language: reminders and specific reinforcing feedback • Closing circles • Communications with parents about behavior expectations 	<p>A continuum of procedures for encouraging students to choose behaviors that meet expectations. PBIS has procedures/expectations/ rules for each time of the day, so they can be applied to times like Morning Meeting, Closing Circle. PBIS also targets connecting rules to behavior verbally (both positively acknowledging behavior with the rules and explaining why certain behavior does not fit within the rules). PBIS encourages home connections! Tracking or behavioral mechanisms/rewards at school can be passed along to parents for use at home. Positive teacher language to parents is encouraged in the form of positive letters home acknowledging good behavior.</p>	<p>Introduction of regular units, lessons and concepts. These concepts are taught through stories, music, videos, charts, and take-home assignments.</p>
<p>Respectful, productive ways to respond to misbehavior:</p> <ul style="list-style-type: none"> • Teacher proximity and nonverbal cues • Positive teacher language: redirections • Additional modeling and role-playing 	<p>A continuum of procedures for discouraging students from choosing rule-breaking behavior</p> <ul style="list-style-type: none"> • Teacher proximity and nonverbal cues • Positive teacher language to acknowledge meeting expectations • Outlining expectations prior to activities or times of the day 	<p>A continuum of social skills are taught, these skills encourage students to follow rules, resolve conflicts, wait patiently, listen to teachers and</p>

<ul style="list-style-type: none"> • Logical consequences • Buddy teacher time-out • Problem-solving conferences • Problem-solving class meetings • Student–student conflict resolution • Individual written agreements • Problem-solving with parents 	<ul style="list-style-type: none"> • Reviewing rules/expectations and tying them to behavior • Rewards for positive behavior • Tracking positive behavior • Problem-solving with parents 	peers, etc.
Explicitly teaching skills that children need in order to meet behavior expectations and giving reinforcing feedback when children meet these expectations	Explicitly teaching skills that children need in order to meet behavior expectations and giving reinforcing feedback when children meet these expectations	Explicitly teaching social and emotional skills that enable children need in order to meet behavior expectations
Responding to inappropriate behavior in ways that respect children, stop the behavior, and help the children get back to learning	Responding to inappropriate behavior in ways that respect children, stop the behavior, and help the children get back to learning	Teaching social and emotional skills that help students avoid inappropriate behavior
<i>Responsive Classroom</i> assessment tools to measure fidelity of implementation	Procedures for regularly and frequently monitoring the effectiveness of the discipline system (classroom level rules)	Units include lesson concepts as well as objectives that can be measured

General Differences Between PBIS, Responsive Classroom, and Second Step: PBIS is more focused on incentives and tracking individual student behavior, Responsive Classroom is more focused on impacting behavior through teacher practice and group incentives. Second Step is really a Tier 1 strategy, though some schools use the programs in small groups for students that need additional practice and support learning key social-emotional and self-regulation skills.

Responsive Classroom	PBIS
Favors using positive teacher language and avoiding the use of tangible rewards, unless necessary	Allows tangible incentives (individual or class based), but also sees the teacher as playing a vital role in changing student behavior through things such as positive language, practicing rules, etc. Rewards for classrooms or individual students do not HAVE to be tangible (they can be positive reinforcement or an educational activity the students like/appreciate)
Positive behavior is generally acknowledged for the whole classroom or by referring to students in general (ex: “I see students are ready to listen with their eyes and ears on the teacher.”)	Positive behavior can be acknowledged for the whole class or for individual students (ex: “I like the way Tasuan is raising his hand and waiting to be called upon.”)
Responsive Classroom recommends using no further reinforcement if none is needed (no charts, no incentives)	PBIS allows using consistent reinforcement at the classroom or individual level

Addressing the Differences Between PBIS and Responsive Classroom:

- 1) Only use incentives/tangible rewards in your classroom IF you feel they are necessary and if non-tangible rewards are not working. Non tangible rewards and teacher behaviors such as positive reinforcements should always be abundantly present for both approaches.
- 2) Acknowledge positive behavior at the classroom level primarily; acknowledge specific students (if you feel it is necessary to change/improve the behavior of specific children). Just make sure you are acknowledging the POSITIVE behavior ONLY if you acknowledge specific children (i.e., BOTH PBIS and Responsive Classroom discourage singling out specific children as examples of negative behavior).
- 3) If your classroom does not need incentives or chart to improve behavior, don't use them. If your classroom does need incentives or rewards, feel free to use them.
- 4) Do classroom level rewards and individual rewards, if needed