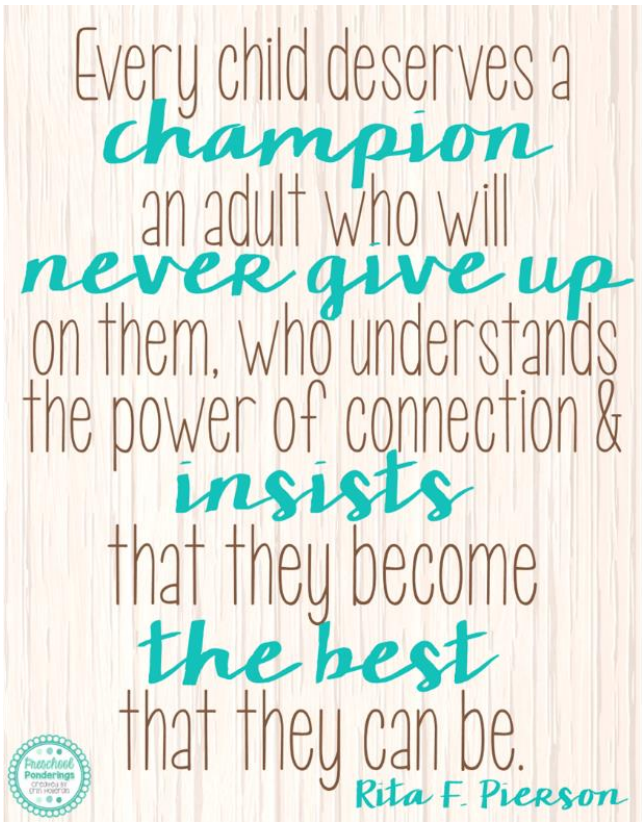
TRMS PROFESSIONAL EXPECTATIONS

#OPPORTUNITY



1 BE RESPONSIBLE

- Adhere to Special Population IEPs
- The best interest of student learning is always priority.
- **Intentional Communication.**
- **Perception is Key.**

2 EXPECT EXCELLENCE

- Inspire everyone around you!
- Teach bell to bell.
- Allow data to drive your instruction.
- Seize the opportunity!
- **Be willing to learn.**

3 ALWAYS BE PREPARED

- Be prepared to teach every day.
- Be here! Show up!
- **Bring Your Passion.**

4 RESPECT OTHERS

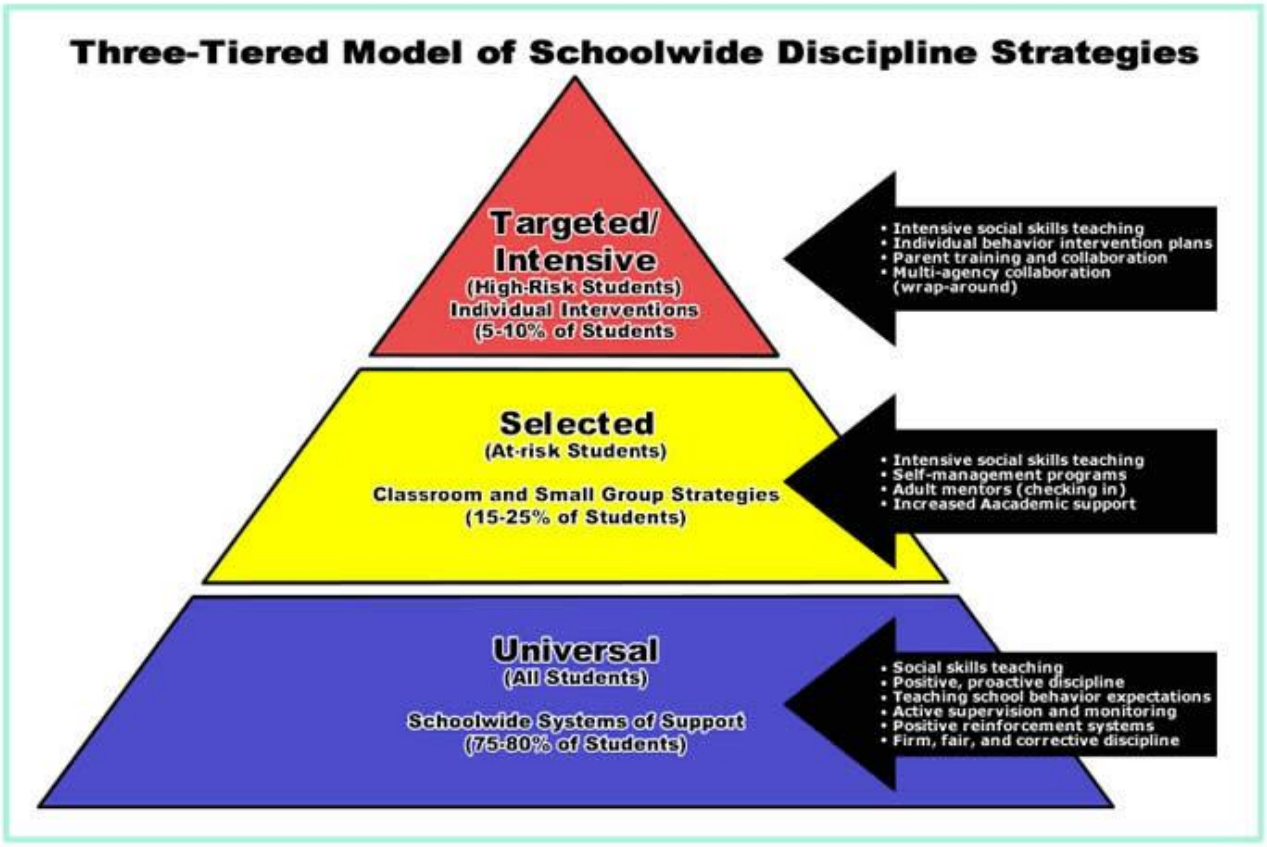
- Be a team.
- Accept help, we grow the most from learning from each other.
- **Hold each other accountable.**
- **Exhibit Professionalism.**
- **Build Good Relationships.**

5 STAY SAFE

- **180 Days of INTENTIONAL CARE toward students and one another**

Introduction to PBIS

- **What is School Wide PBIS/RTI²B?**
  - PBIS stands for Positive Behavioral Intervention and Supports. **It is a way of managing student behavior and discipline that creates a positive, nurturing school environment. Administrators, teachers and staff teach students how they are expected to behave in school. These expectations help students understand how to behave in the halls, classrooms, commons area, assemblies, events, restrooms and etc. When students do well, teachers acknowledge and praise their behavior.** That acknowledgement encourages students to continue to do well. By making sure students know what's expected and focusing on the positive, we are able to use the PBIS approach to prevent issues at school and set students up to succeed.
- **Three-Tiered Model of School-Wide Behavior Support**



- **Why is it Important to Focus on Teaching Positive Social Behaviors?**
  - **Research has showed that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience.** Teaching behavioral expectations and rewarding student for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Teaching Positive Expectations (Virtual)

Teaching Positive Expectations (In Person)

B.E.A.R.S TRMS Behavior Matrix				
	Classrooms	Restrooms	Hallways	Arrival/Dismissal
B **Be Responsible**	✓ Be attentive & actively engaged. ✓ Complete & Submit ALL Assignments. ✓ Follow Directions the 1st time. ✓ Work together to keep the classroom clean and organized.	✓ Report inappropriate behavior. ✓ VOICE LEVEL 1 or 0 ✓ Flush, wash hands & throw away trash.	✓ Pick up liter. ✓ Listen to adults in the hallway. ✓ 7th/8th VOICE LEVEL 1 or 0 ✓ 5th/6th VOICE LEVEL 0	✓ Have belongings packed before exiting. ✓ Go to designated area at arrival and dismissal
E **Expect Excellence**	**S.L.A.N.T** ✓ Sit Up ✓ Listen ✓ Ask & Answer Questions ✓ Nod your head. ✓ Track the speaker.	✓ Use facilities quickly, quietly, and correctly. ✓ Keep clean and graffiti-free.	✓ Keep appropriate spacing.	✓ Stay with your appropriate grade level. ✓ Get in line, Stay in line.
A **Always Be Prepared**	✓ Have all necessary materials. ✓ Check Google Classroom Regularly. ✓ Use a calendar to stay organized.		✓ Carry a valid hall pass when moving between transitions. ✓ Go straight to your destination.	✓ Keep belongings with you.
R **Respect Others**	✓ Raise hand to speak. ✓ Use Voice Level 1 or 0. ✓ Be mindful of others personal space and belongings. ✓ Be polite.	✓ Respect Privacy of others.	✓ Respect personal space and property. ✓ Wait your turn. ✓ Be considerate.	✓ Respect the personal space of others.
S **Stay Safe**	✓ Get permission before you move around the classroom. ✓ Use learning materials appropriately. ✓ Enter & Exit in a line.	✓ Turn off water. ✓ Report vandalism and unsafe behavior. ✓ Three person max.	✓ Walk on the right side. ✓ Wear appropriate shoes at all times.	✓ Enter/Exit Orderly ✓ Avoid horseplay at all times.

What does the expectation look & sound like?

B.E.A.R.S TRMS Behavior Matrix

	Lockers	Cafeteria	Bus	Assemblies
B			✓ Be seated, facing forward. ✓ Be positive role model. ✓ Take responsibility for your actions.	
E			✓ Report unsafe and inappropriate behavior.	
A			✓ Be aware of pick up and drop off locations. ✓ Listen for your bus.	
R			✓ Use appropriate language. ✓ Be respectful of all property	
S			✓ Be seated, facing forward. ✓ Enter & Exit slowly. ✓ Keep hands, feet and objects to self.	

What does the expectation look like?
What does the expectation sound like?

Acknowledging/Recognizing Appropriate Behavior

Tennessee Behavior Supports Project
at Vanderbilt University

Behavior-Specific Praise in the Classroom

JULY 2016

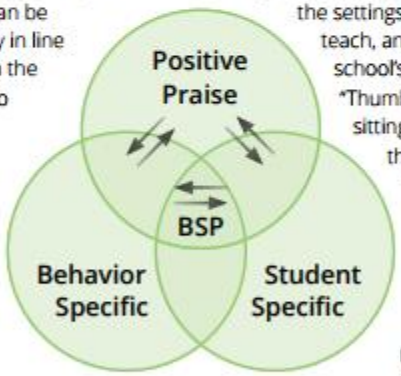
This guide was produced by the Tennessee Behavior Supports Project at Vanderbilt University – one of three projects across the state funded by the Tennessee Department of Education to provide training and technical assistance to schools as they address the behavioral needs of students. This brief was authored by Stephanie T. Villeda, Brooke C. Shuster, Lauren Magill, & Erik W. Carter.

Praise is a powerful tool for educators. When used effectively in the classroom, it can increase the social and academic performance of students, as well as improve classroom climate. General praise can be reinforcing for some students, but the most powerful praise is specific to a student's behavior. Behavior-specific praise (BSP) gives students specific, positive verbal feedback indicating approval of social or academic behavior (e.g., "Sydney, I like how you are sitting with your hands to yourself.").[1] It is an evidence-based classroom management strategy that improves student behavior by letting students know exactly what they are doing correctly.[2]

BSP can also be easily incorporated into any instructional setting.[3] For example, in the cafeteria, students can be praised for standing quietly in line while waiting for food, or in the library for reading quietly to themselves.

What Does Behavior-Specific Praise Look Like?

BSP is a nonintrusive way to reinforce the specific, desired behaviors of your students. This classroom management strategy can be differentiated based on age of students, development, the settings in which you teach, and your school's culture (e.g., "Thumbs up for sitting crisscross on the rug." versus "Thank you for engaging in our discussion about the chapter."). Using BSP can increase students' time on-task and decrease their disruptive behavior.



How much BSP should you give?

A general 4:1 ratio of praise to reprimand statements is desirable. Using about 6 praise statements every 15 minutes is also recommended.[4]

BSP Should Be:

1. A description of a desired **Behavior** (social or academic).
2. **Specific** to the student or class.
3. A positive **Praise** statement.[5]

Examples of BSP	Non-examples of BSP
Thank you for keeping your hands to yourself, Ana!	Don't touch him!
Great job being quiet, Joachim!	Good Job!
Jaime, I like that you are sharing your materials with Mohammed.	Way to go!
Great job taking turns in group discussions, class!	Stop that!
Laura, excellent use of our new vocabulary word!	That's not nice! We don't behave that way in our classroom.

Why is Behavior-Specific Praise so Important?

More than 30 years of research has indicated teacher praise is an effective management strategy for increasing students' appropriate behavior in the classroom.[6] Further, an increase in teacher BSP can also improve academic outcomes for students.[7]

When implemented consistently and correctly, BSP increases instructional time, on-task behavior, and correct academic responses. It may also decrease the teacher's time spent on correcting inappropriate behaviors. This helps create a more positive and productive classroom environment, where students know the behavioral expectations. It also builds students' confidence as they receive BSP for their actions and accomplishments.[8]

How Do I Implement Behavior-Specific Praise in the Classroom?

First, think about the behaviors you would like to see in your classroom (e.g., listening while others are speaking, giving your best effort). Write down a list of specific behaviors that will help students continue to progress academically and behaviorally in your classroom (e.g., pay attention to the speaker, raise your hand and ask questions when confused). Then use this list to begin noticing and acknowledging student behavior. You may post some of these positive behavioral expectations around your classroom as a reminder for you to praise those specific behaviors. This can also serve as a reminder for students to display the desired, specific, appropriate behaviors.

"Jontez, great job sitting in your chair and listening to me while I was explaining the math problem."

Behavior-specific praise can be implemented within any multi-tiered system of supports. The goal of multi-tiered system of supports is to proactively meet the behavioral and social needs and strengths of individual students in a unified framework based on the school's values and community. An example of multi-tiered system of supports being implemented in many schools in Tennessee is Response to Instruction and Intervention for Behavior (RTI²-B).

Ways to Remember to Use Behavior-Specific Praise (BSP) in the Classroom:

- **Remind yourself with written prompts (e.g., on the board, on post-it notes, in your lesson plans).[9]**
- **Create laminated cards of BSP statements and locate them in visible places throughout the classroom.[10]**
- **Set a goal for yourself and tally the number of BSP statements you make during a lesson.[11]**
- **Monitor your efforts by recording lessons (e.g., video, audio) to determine whether you are consistently using BSP.[12]**

How do I Teach Behavior-Specific Praise to Faculty and Staff?

There are many ways to equip educators to use BSP effectively in their classroom. One way is to provide training to faculty and staff before the school year starts. During this training, provide examples and non-examples, and allow faculty and staff to practice this strategy. Methods to do so will vary to accommodate your school and student needs.[13] Regardless of method, administrators and team leaders should provide feedback to teachers to improve and reinforce their use of BSP.[14]

Summary

BSP is an intervention you can incorporate into your classroom to increase appropriate student behaviors. BSP can help equip students with the academic, behavioral, and social skills needed to be successful. Further, this classroom management strategy may help increase the amount of time that students are on-task and decrease the amount of time that faculty and staff spend attending to disruptive behaviors. This will allow more time for academic instruction.[15]

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School-wide Expectation Lessons

TRMS Quiet Signal:

Noise/voice levels	
0	No noise/no talking
1	Whisper Voice/Partner Talk
2	Normal Voice/Table TALK

Signals work best if children can respond actively. If I raise my hand, they raise their hands. If I begin a rhythmic handclap, they finish the clapping sequence. This draws their attention away from whatever activity they're involved with and towards me.

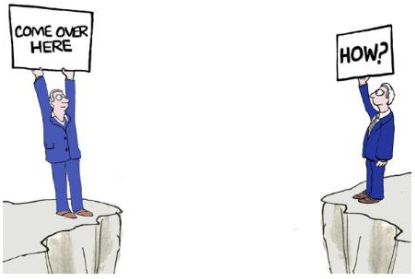
The signal for quiet at our school is a raised hand. Some use a combination verbal and hand signal: I'll say "3, 2, 1 hands up" and then raise my hand. The students need to stop what they're doing, raise their hands, and pay attention.

Reference: [Responsive Classroom: Signals for Quiet]

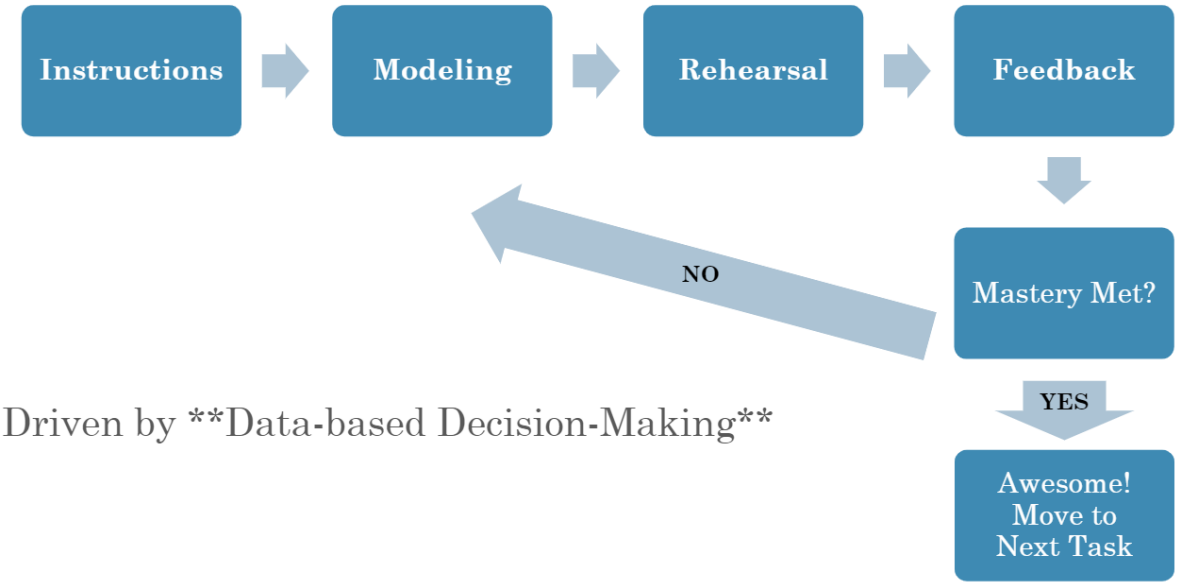
Teaching Behavior Expectations

What is BST?

BST=Behavior Skills Training



- Tips for delivering effective instructions:
  - Present a written task analysis of the skill and review it vocally.
    - Ensure the task analysis is clear and complete, as omissions may contribute to ineffective performance and ineffective feedback
  - Give specific examples and non-examples of the skill across multiple situations likely to arise in practice.
    - Use effective instructional techniques to facilitate discrimination and generalization!
  - Provide supplemental diagrams and flow charts to illustrate complex skills with multiple decision points.



Driven by **Data-based Decision-Making**

Be Responsible ▪ Expect Excellence ▪ Always Be Prepared ▪ Respect Others ▪ Stay Safe

TRMS School-wide Expectation Lesson Outline:

"Today we are going to talk about our school-wide expectations in the…" **_ONLY One Location per Lesson_**

☐Classroom	☐Cafeteria
☐Restroom/Locker Room	☐Hallways & Lines
☐Lockers	☐Arrival/Dismissal
☐Bus	☐Assembly/Field Trips

Shape student responses into observable behaviors (e.g if they say to be nice, ask for examples of being nice that equate to observable skills such as taking turns, sharing, etc…)

1. **"What are some ways to <u>Be Responsible</u> in this location"?**
2. **"What are some ways to <u>Expect Excellence</u> in this location"?**
3. **"What are some ways to <u>Always Be Prepared</u> in this location"?**
4. **"What are some ways to <u>Respect Others</u> in this location"?**
5. **"What are some ways to <u>Stay Safe</u> in this location"?**

REMINDER: Note that each location has a corresponding video to match.

Today we are going to focus on: (Use matrix for particular location) **DETAILS FOR CLASSROOMS WILL BE DIFFERENT BASED ON THE TEACHER BUT THE EXPECTATIONS WILL BE THE SAME**

Appropriate behavior for this location	Inappropriate behavior for this location
Students provide examples. What does it sound like? What does it look like?	**Teachers provide non-examples. What does it sound like? What does it look like?**

Check for understanding: (IMPORTANT: **Three positive examples for every one non-example**. Be sure to end with two positive examples).

<u>Questions will vary by location. Please add more questions at your discretion</u>

HALLWAY CHECK FOR UNDERSTANDING EXAMPLE:

- *Is it okay to walk in the hallway?*
- *Is it okay to walk on the left side of the hallway?*
- *Is it okay to use a voice level 1 (7th/8th grade) or 0 (5th/6th grade)?*
- *Is it okay to keep your hands and feet to yourself?*

Classroom	Cafeteria	Restroom/Locker Rooms	Hallways/Lines
DETAILS FOR CLASSROOMS WILL BE DIFFERENT BASED ON THE TEACHER BUT THE EXPECTATIONS WILL BE THE SAME	Is it okay to walk in the cafeteria? Is it okay to get up for more food? Is it okay to get out of your seat before being acknowledged? Is it okay to run in the cafeteria?	Is it okay to use one or two pumps of soap? Is it okay to splash the water? Is it okay to use one or two paper towels? Is it okay to turn the water off after washing our hands?	Is it okay to wave silently to friends? Is it okay to talk above a voice level 1? Is it okay to s'up nod? Is it okay to touch the walls? Is it okay for 5th/6th graders to stand in the 3rd block?

	Is it okay to push your chair up when done? Is it okay to say please when making a request? Is it okay to throw food? Is it okay to break line? Is it okay to use plastic ware appropriately? Is it okay to say thank you?	Is it okay to forget to flush the toilet? Is it okay to walk in the bathroom? Is it okay to flush the toilet? Is it okay to wait patiently? Is it okay to peek over the stalls? Is it okay to throw away your trash? Is it okay to keep your hands and feet to yourself? Is it okay to write on bathroom stalls?	Is it okay for everyone to walk on the right side of the hallway? Is it okay to leave trash on the floor? Is it okay to cut line? Is it okay to use manners when walking around others? Is it okay to pick up liter? Is it okay to listen to adults in the hallway? Is it okay to wear headphones in the hallway?
Lockers	**Arrival/Dismissal**	**Bus**	**Assembly & Field Trips**
Is it okay to use your own locker? Is it okay to keep your locker organized? Is it okay to disrespect other people's space and property? Is it okay to wait your turn? Is it okay to move in an orderly fashion? Is it okay to use someone else's locker? Is it okay to push others out of the way? Is it okay to keep your locker organized?	Is it okay to go to your designated area and watch for your ride? Is it okay to roam wherever you want outside? Is it okay to keep your belongings with your? Is it okay to leave before you are supposed to? Is it okay to enter/exit orderly? Is it okay to listen to music before morning dismissal? Is it okay to avoid horseplay at all times.	Is it okay to be seated, facing forward? Is it okay to be a positive role model on the bus? Is it okay to not take responsibility for your actions? Is it okay to report unsafe behavior? Is it okay to fight on the bus or at a bus stop? Is it okay to use appropriate language only? Is it okay to be respectful of all property? Is it okay to enter and exit the bus slowly and in a line?	Is it okay to enter in a single line? Is it okay to enter like a mob? Is it okay to follow directions? Is it okay to keep your hands and feet to yourself? Is it okay to cheer politely? Is it okay to return with your class to the designated spot? Is it okay to sit where you want? Is it okay to sit with your class? Is it okay to cheer appropriately?

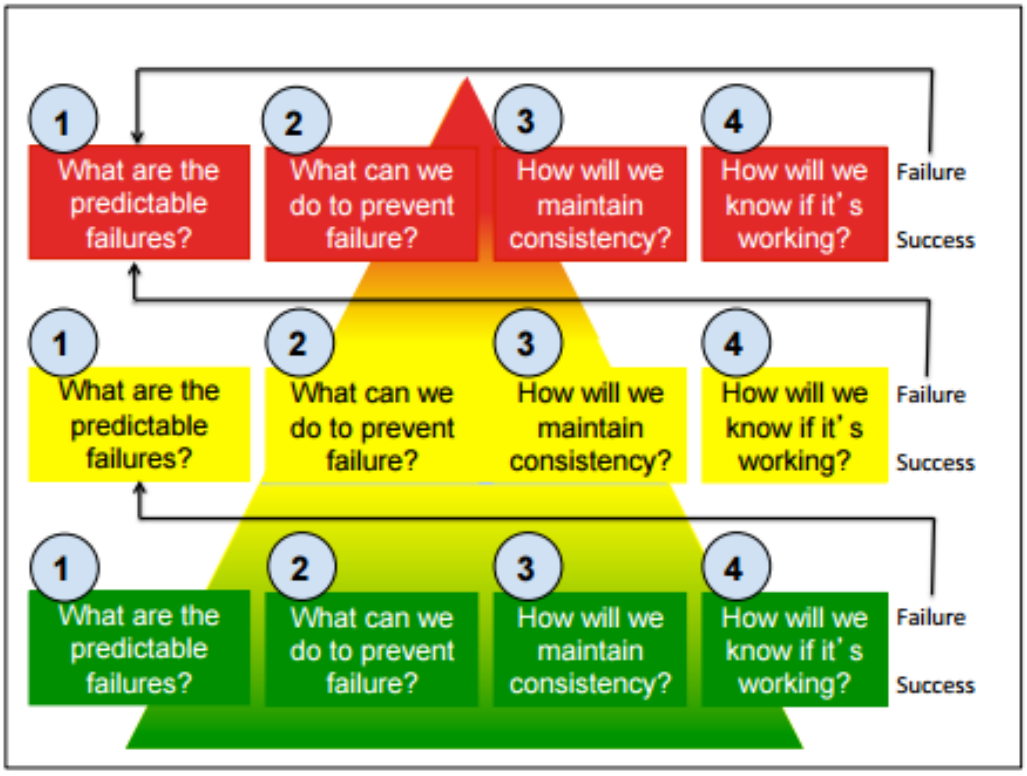
You can do unison response or individual turns or a combination there of. It's important to use your professional judgment about the level of difficulty and differentiation of the questions to gain a sense of student understanding

Demonstrate and Role Play: "I am going to show you some ways of being safe and some ways of being unsafe. I want you to watch and tell if I am meeting the expectation. Then you will get a turn to demonstrate as well" (**students only demonstrate appropriate behavior**). Role Plays: Inappropriate and unsafe behavior (**TEACHER**); appropriate and safe behavior (**TEACHER & STUDENTS**)

Assignments: Review the key behaviors periodically throughout the year. It is not necessary to list every behavior or role-play each situation every time. Use your professional judgment in deciding how many examples are covered in one sitting.

Interventions and Consequences for Problem Behavior

Accessing Problem Behaviors and Areas & Active Supervision



Active Supervision Guidelines

Active Supervision is a monitoring procedure that uses three components: moving, scanning and interacting frequently.

Moving Effectively

- Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to students requiring extra support
- Randomized
- Targets Problem Areas

Scanning Effectively

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

Interacting Frequently

- Positive contacts
- Friendly, helpful, open demeanor
- Proactive, noncontingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistently

Minor & Major Behavior Flowchart

Teacher-Managed vs Office Managed

TEACHER/CLASSROOM MANAGED	OFFICE/ADMINISTRATOR MANAGED
MINOR	**MAJOR**
Minor misbehavior on the part of the student which impedes orderly classroom procedures but can usually be handled by an individual staff member.	**Misbehavior that frequency of seriousness tends to disrupt the learning climate of the school. These also may be acts directly against persons or property that could pose a threat to the health or safety of others in the school.**

• Defiance/Disrespect/Non-Compliance
  ○ Not following classroom rules, directions, procedures
  ○ Unorganized students
  ○ Hallway & Bathroom misconduct
  ○ Not staying in line
  ○ Talking back 1st time
  ○ Refusal to do what is asked
  ○ Out of seat
  ○ No homework/Tardy to Class
  ○ Running
  ○ Minor disrespect: name calling, put downs
  ○ Minor safety concerns such as leaning back in chair, objects on floor, etc
• Disruption-Anything that distracts learners
• Dress Code
• Inappropriate Language: Student speaking calmly when inappropriate language is used.
• Physical Contact/Aggression
  ○ Not keeping hands to self
  ○ Students angry with other students
• Property Misuse/Damage
  ○ Writing on Desks
  ○ Standing on toilets
  ○ Swinging on Bathroom Doors
	• Abusive Language
	  ○ Foul language
	  ○ Cussing out a teacher or student
	  ○ Language specifically directed towards another person
	• Defiance/Disrespect/Insubordination
	  ○ Disrespect for the teacher(s)
	  ○ Defiance-refusal to work at all
	  ○ Refusal to do what is expected
	  ○ Severe emotional outbursts
	  ○ Students who consistently refuse to do what is asked.
	• Disruption: Behavior that disrupts the entire class over a long period of time when the student cannot focus on the positive behavior asked of him.
	• Fighting/Physical Aggression
	  ○ Fighting
	  ○ Violence
	  ○ Physical Abuse: fighting, biting, scratching
	  ○ Severe emotional outbursts
	• Inappropriate Display of Affection
	• Out of Assigned Area
	  ○ Leaving room without permission/Requesting to go to an area and then going to an area not requested
	• Property Damage/Vandalism: Purposefully damaging and/or destroying school or other's property
	• Technology Violation: Accessing websites that go against the TRMS Internet safety agreement.
	• Theft/Forgery: Plagiarism, Forging Signatures Stealing items that belong to school or others.
	• Truancy/Tardy: School will determine how many tardies require an ODR. Leaving school without permission.
	• Safe School Act Violations
	  ○ Threats
	  ○ Possession of Weapon(s) on school grounds.
	  ○ Major Safety Concerns

In general teachers will handle MINORS and administration will hand MAJORS, but there are times when that may need to be different.

Observe Problem Behavior

Problem Solve with Student

Is this behavior MINOR or MAJOR?

Mino

Follow Minor behavior response

Major

Complete Office Referral

Does student have?
- **3 Minor Referrals in 1 Week?**

Step 1
- ❒ Prompt
- ❒ Redirect
- ❒ Reteach
- ❒ Choice
- ❒ Consequence

Behavior stops

Give positive verbal/social acknowledgement

Behavior continues

Apply Behavior Consequence (logical, individualized)

Minor Suggestions:
1st Minor: Verbal Warning
2nd Minor: Reflection/Refocus Form (Completed @Expectation)
3rd Minor:
Classroom Consequence/Parent Contact
4th Minor: Complete ODR

ALL **MINORS** will be entered into SWIS by a PBIS Grade Level Team Member weekly.

Student minors should be discussed during weekly grade level PLCs and parents should be contacted appropriately

Student is sent to Office with completed ODR as a Major.

Minor Teacher Managed	Major Office/Admin Managed
Defiance/Disrespect/Non-Compliance Not following classroom rules, directions, procedures Unorganized students Hallway & Bathroom misconduct Not staying in line Talking back 1st time Refusal to do what is asked Out of seat No homework/Tardy to Class Running Minor disrespect: name calling, put downs Minor safety concerns such as leaning back in chair, objects on floor, etc Disruption-Anything that distracts learners Dress Code Inappropriate Language: Student speaking calmly when inappropriate language is used. **Physical Contact/Aggression** Not keeping hands to self Students angry with other students **Property Misuse/Damage** Writing on Desks Standing on toilets Swinging on Bathroom Doors	**Abusive Language** Foul language Cussing out a teacher or student Language specifically directed towards another person **Defiance/Disrespect/Insubordination** Disrespect for the teacher(s) Defiance-refusal to work at all Refusal to do what is expected Severe emotional outbursts Students who consistently refuse to do what is asked. **Disruption**: Behavior that disrupts the entire class over a long period of time **Fighting/Physical Aggression** Fighting/Violence Physical Abuse: fighting, biting, scratching Severe emotional outbursts Inappropriate Display of Affection **Out of Assigned Area:** Leaving room without permission/Requesting to go to an area and then going to an area not requested **Property Damage/Vandalism**: Purposefully damaging and/or destroying school or other's property **Technology Violation:** Accessing websites that go against the TRMS Internet safety agreement. **Theft/Forgery:** Plagiarism, Forging Signatures Stealing items that belong to school or others. **Truancy/Tardy** Safe School Act Violations

Minor Incident Reports - Example
- ❒ Prompt – Low key responses
- ❒ Redirect – restate the matrix behaviour
- ❒ Reteach – tell, show, practice, acknowledge
- ❒ Provide choice
- **Issue Minor Incident Report** – if student does not respond to pre-correction or re-direction
- Take action to correct behaviour
- Consequences need to relate to behaviour being corrected

Step 1
- ❒ Inform student of violation
- ❒ State expected behaviour
- ❒ Complete major ODR
- ❒ Send Student to ADMIN

Administrator Actions
- ❒ Review incident
- ❒ Determine consequences

Admin follows through on

Admin informs parent/ guardian

Admin provides teacher feedback

If Behavior continues
- Parent Conference
- Classroom Problem Solving Process
- Complete referral for Tier 2

Response to ALL student problem behaviour is:
Calm, Consistent, Brief, Immediate, Respectful, and Private

Systems for Correcting Behavior

Adult behavior when providing corrections is:

- ✓ Calm
- ✓ Consistent
- ✓ Brief
- ✓ Immediate
- ✓ Respectful

Strategies to respond to inappropriate behavior:

Correction Technique	*Words/actions an adult can use*
Prompt	Provide verbal and/or use visual cue.
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternative supplies to complete task or for a different type of activity that accomplishes the same instructional objective
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative (what the student should do instead)
4. Tell why the alternative is better
5. Practice (student should tell and/or show)
6. Provide feedback

Reference: Center for PBS, College of Education, University of Missouri

T.U.M.S

TOUCH

USE THEIR NAME IN A POSITIVE WAY

MAKE EYE CONTACT

SMILE

PBIS Classroom Management Checklist

PBIS Classroom Management Checklist

Teach and Review Positive Behavior Expectations

- ☐ Brief lessons on positive behavior expectations are taught at least weekly. The activities should be listed on your daily lesson plan.
- ☐ Students are actively involved in lessons
- ☐ Students have opportunities to practice behavior expectations
- ☐ Pre-corrections/reminders of expectations are given throughout the day

Teach and Review Classroom Procedures and Cues

- ☐ Procedures for transitions are taught
- ☐ Rules associated with locations and materials are taught
- ☐ Physical environment is arranged to prevent congestion, minimize distractions, allow easy traffic flow
- ☐ All class attention-getting signal is used effectively

Informal and Formal Systems of Positive Reinforcement

- ☐ 4 to 1 ratio of positives to corrections is used generally
- ☐ Classroom and/or school-wide reward system is implemented daily

Active Supervision

- ☐ Unpredictable movement around the environment
- ☐ Scanning for problems or early warning signs of trouble
- ☐ Frequent positive contacts are given
- ☐ Individuals and groups are acknowledged for following the rules
- ☐ Behavior is corrected calmly

Continuum of consequences enforced consistently and fairly

- ☐ Redirection to expected behaviors is used
- ☐ Corrective feedback is used to address problem behavior ("Try it the right way.")
- ☐ Corrections are done in private, if possible
- ☐ Increased assistance is provided to students as needed
- ☐ Students have been taught a simple problem solving strategy for conflicts
- ☐ Classroom consequence system is implemented with effectiveness

High Rates of Opportunities to Respond

- ☐ Whole group oral responses/choral responding is used
- ☐ Whole group written responses are used
- ☐ Whole group action responses are used
- ☐ Small group and partner responses are used
- ☐ Small groups share responses with the whole group

Olweus Bullying Prevention Program

- What is OBPP?
    - The Olweus Bullying Prevention Program (OBPP) prevents and/or reduces bullying in elementary and middle school. OBPP is not a curriculum, but a program that deals with bullying (peer abuse) at the school wide, classroom, individual and community levels. It is preventive and responsive as well as focused on changing norms. Bullying Prevention involves explicitly teaching students how to treat each other respectfully (i.e. what respect looks like in their school) and how students, including bystanders and the student who is bullied, should respond when peers are not being respectful. Also important, is how adults respond to bullying and they help reduce peer verbal and physical aggression.
- Why is it Important to Focus on Preventing Peer Abuse?
    - For students and their futures (mental and physical health)
    - For a healthy school climate
    - Risk management for schools
    - Supporting the larger community
- OBPP Anti-Bullying Expectations
    1. We will not bully others.
    2. We will try to help students who are being bullied.
    3. We will try to include students who are left out.
    4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.
- Responding to Peer Abuse Incidents (On-the Spot Bullying Interventions)
    - Step 1: Stop the peer abuse (bullying).
    - Step 2: Support to student who has been bullied (abused).
    - Step 3: To the student (s) who are bullied: Name the bullying behavior and refer to the four anti-bullying expectations.
    - Step 4: Empower the bystanders with appreciation if they were supportive to the student who was bullied or with information about how to act in the future.
    - Step 5: Impose immediate and appropriate consequences for the student(s) who bullied.
    - Step 6: Take steps to make sure the student who was bullied will be protected from future bullying.

Peer Abuse Information

TRMS Bullying/Peer Abuse Behavior—Guidelines & Consequences

Verbal/Cyber	Physical	Social/Relational	Sexual	Consequences
Harm to someone's self-esteem or feeling of safety	Harm to someone's body or personal property	Harm to someone's group acceptance	Harm of a sexual nature to someone's esteem, safety or boy	Any or all of the following consequences may be imposed by administration **At each Level ALWAYS** ○ Complete Incident Report Form ○ Student Reflection Form ○ Clarify Behavioral Expectations
Level 1				
○ Teasing/taunting ○ Name calling ○ Insulting remarks (verbal or written) ○ Posturing/mean facial expressions	○ Pushing/shoving ○ Tripping, causing to fall ○ Taking/throwing/hiding personal property	○ Purposeful exclusion ○ Gossiping, spreading or starting rumors	**AUTOMATIC LEVEL 2**	Loss of Technology Privilege Detention Parent Contact (email, phone, note, mail). Suspension from School Activities
Level 2				
○ Insulting remarks/pictures about intelligence, size, ability, appearance, race, religion, ethnicity, gender ○ Slander ○ **Any level 1 infraction that has occurred more than three times**	○ Hitting/slapping ○ Threatening gestures/threatening physical harm ○ Damaging property ○ Restraining by clothes/backpack ○ **Any level 1 infraction that has occurred more than three times**	○ Purposefully embarrassing or humiliating another student ○ **Any level 1 infraction that has occurred more than three times**	○ Sexual comments, drawings or gestures ○ Leering	Loss of Technology Privilege Detention Parent Contact Individual Behavior Plan Suspension from School Activities ISS/OSS
Level 3				
○ Threats ○ Physical, verbal or forced violence ○ Harassing racial or religious slurs ○ **Any level 2 infraction that has occurred more than one time.**	○ Physical fighting ○ Assault ○ Intentional destruction of property ○ **Any level 2 infraction that has occurred more than one time**	○ Extortion ○ **Any level 2 infraction that has occurred more than one time**	○ Displaying sexually explicit pictures or objects ○ Physical harassment ○ **Any level 2 infraction that has occurred more than one time**	Loss of Technology Privilege Detention Parent Contact Individual Behavior Plan Suspension from School Activities ISS/OSS Disciplinary Hearing Board Expulsion

Peer Abuse (Bullying) Incident Report: Online form HERE.