

<b>Written By: PBIS Tier I Core Team</b>	<b>Updated: July 2023</b>
<b>Area Focus: Classroom</b>	<b>Grade Level: K - 4</b>
<b>Lesson Summary:</b> In the <i>classroom</i> , staff and students will stay safe, obey rules, use kindness, take responsibility, and have respect.	
<b>LEARNING TARGET:</b> Using I DO / WE DO / YOU DO, students will see, model, and demonstrate appropriate behavior in each area of the building based on SOUTH.	
<b>RATIONALE:</b> Fidelity of implementation will determine the success of our positive behavior supports and intervention program (PBIS). These plans are scripted to ensure consistency for students and clarity for staff. It is imperative that you use the plans as written and all the resources provided. We're counting on it!	
<b>Lesson Design</b>	
<b>Teaching Examples (Role play appropriate behavior)</b> Staying Safe looks like this: <ul style="list-style-type: none"><li>• Moving furniture slowly and carefully</li><li>• Walking to seat, entering, exiting classroom</li><li>• Using classroom equipment correctly such as scissors, chairs, sharpeners, writing utensils, computers</li></ul> Obeying the rules looks like this: <ul style="list-style-type: none"><li>• Listening attentively to the speaker</li><li>• Following directions from adults</li><li>• Using appropriate <b>ZONE</b> voice (refer to zone chart)</li></ul> Using kindness looks like this: <ul style="list-style-type: none"><li>• Respecting others personal space and belongings</li><li>• Using manners with "please", "thank you", "excuse me", "sorry"</li><li>• Using appropriate conversation and language with learning talk, WOW words, friendly conversations</li></ul> Taking responsibility looks like this: <ul style="list-style-type: none"><li>• Being on time is arriving by 835AM, returning to class promptly from nurse, bathroom, and other learning areas</li><li>• Being prepared is coming to class ready to learn (backpack, homework, signed forms, etc.)</li><li>• Valuing honesty is telling the truth the first time</li><li>• Engaging in learning is raising your hand, collaborating, and participating.</li><li>• Being proud of your work is doing your best</li><li>• Using self-control is making good choices, taking care of yourself</li></ul> Having respect looks like: <ul style="list-style-type: none"><li>• Accepting feedback from peers, teachers, staff and redirection appropriately.</li><li>• Responding to feedback and redirection appropriately</li><li>• Allowing for personal space</li><li>• Valuing others' ideas and opinions</li></ul>	

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**We Do:**

Role Play: Teachers and students practice each behavior together

**You Do:**

Practice: Students will provide appropriate examples of behaviors and demonstrate for the teacher

**Follow up Reinforcement:**

Teachers will show how the Clip-Chart is used for students to self-monitor their behavior progress for the day.

- Punch cards – Punched for each move up. Full cards go to the office for Principals 100 Club and Monthly Drawing
- SOUTH Shout-Outs also move clips
- Principals 100 club
- Monthly incentives

**Resources**

**Required:**

SOUTH Punch cards  
Zone chart  
SOUTH Shout-Outs  
Hole punch

**Optional:**

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<b>Written By: PBIS Tier I Core Team</b>	<b>Updated: July 2023</b>
<b>Area Focus: Hallways / Stairways / Common Areas</b>	<b>Grade Level: K - 4</b>
<b>Lesson Purpose:</b> In the <i>hallways, stairways, and other common areas</i> , staff and students will stay safe, obey rules, use kindness, take responsibility, and have respect.	
<b>LEARNING TARGET:</b> Using I DO / WE DO / YOU DO, students will see, model, and demonstrate appropriate behavior in each area of the building based on SOUTH.	
<b>RATIONALE:</b> Fidelity of implementation will determine the success of our positive behavior supports and intervention program (PBIS). These plans are scripted to ensure consistency for students and clarity for staff. It is imperative that you use the plans as written and all the resources provided. We're counting on it!	
<b>Lesson Design</b>	
<b>Teaching Examples:</b>  <b>I Do:</b> Staying Safe looks like this: <ul style="list-style-type: none"><li>• Keeping hands at your side</li><li>• Walking on the silver line</li><li>• Facing forward and following the person in front of you at a safe distance</li></ul> Obeying the rules looks like this: <ul style="list-style-type: none"><li>• Staying on the right side of the hallway</li><li>• Using <b>ZONE 0</b> voice</li><li>• Taking steps one at a time and using the handrail</li></ul> Using kindness looks like this: <ul style="list-style-type: none"><li>• Respecting others personal space by maintaining a safe distance</li></ul> Taking responsibility looks like this: <ul style="list-style-type: none"><li>• Going only where you have permission to go and returning promptly</li><li>• Modeling appropriate hallway behavior for others to follow</li><li>• Using self-control is making good choices</li></ul> Having Respect looks like: <ul style="list-style-type: none"><li>• Be considerate of others' workspaces</li><li>• Be mindful of others' personal space and property</li></ul> <b>We Do:</b> Role Play: Teachers and students practice each behavior together  <b>You Do:</b> Practice: Students will provide appropriate examples of behaviors and demonstrate for the teacher	

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**Follow up Reinforcements**

Matrix expectations for hallways / stairways / common areas

Teacher will show:

- SOUTH Shout-Out slips and explain what how that transfers to the punch cards.
- Information is communicated verbally back to the classroom teacher.

**Resources**

**Required:**

Matrix expectations for hallway  
Zone charts

**Optional:**

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<b>Written By: PBIS Tier I Core Team</b>	<b>Updated: July 2023</b>
<b>Area Focus: Cafeteria</b>	<b>Grade Level: K - 4</b>
<b>Lesson Summary:</b> In the <u>cafeteria</u> , staff and students will stay safe, obey rules, use kindness, take responsibility, and have respect.	
<b>LEARNING TARGET:</b> Using I DO / WE DO / YOU DO, students will see, model, and demonstrate appropriate behavior in each area of the building based on SOUTH.	
<b>RATIONALE:</b> Fidelity of implementation will determine the success of our positive behavior supports and intervention program (PBIS). These plans are scripted to ensure consistency for students and clarity for staff. It is imperative that you use the plans as written and all the resources provided. We're counting on it!	
<b>Lesson Design</b>	
<b>Teaching Examples:</b> <b>I Do:</b> Staying Safe looks like this: <ul style="list-style-type: none"><li>• Walking to your table and walking to return your trays</li><li>• Staying in your seat</li><li>• Touching only your own food and drinks</li></ul> Obeying the rules looks like this: <ul style="list-style-type: none"><li>• Sitting on your bench appropriately with your feet on the floor</li><li>• Using <b>Zone 2</b> during breakfast/lunch and <b>Zone 0</b> at the end of lunch</li><li>• Following directions from adults the first time</li><li>• Raising your hand for help.</li><li>• For breakfast, hanging belongings on hooks as directed.</li></ul> Using kindness looks like this: <ul style="list-style-type: none"><li>• Using appropriate friendly conversations with a <b>Zone 2</b> voice</li><li>• Using manners with "please", "thank you", eating with mouth closed.</li></ul> Taking responsibility looks like this: <ul style="list-style-type: none"><li>• Keeping your tray, table, self, and the floor clean</li><li>• Throwing and recycling garbage as directed</li><li>• Using self-control by waiting in line and respecting personal space</li></ul> Having Respect looks like: <ul style="list-style-type: none"><li>• Cleaning up the space around you</li><li>• Being mindful of others' personal space and property</li><li>• Being patient and waiting your turn</li><li>• Responding to directions appropriately</li></ul>	

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**We Do:**

Role Play: Teachers and students practice each behavior together

**You Do:**

Practice: Students will provide appropriate examples of behaviors and demonstrate for the teacher

**Follow up Reinforcements**

SOUTH (spelled out) competition chart.

- Best grade of the day recognized on PM announcements.
- First grade to spell SOUTH wins incentive prize

Matrix expectations for cafeteria

Teacher will show:

- SOUTH Shout-Out slips and explain what how that transfers to the punch cards.
- Negative behavior is communicated verbally back to the classroom teacher.

Office Referral for individual students as needed.

**Resources**

**Required:**

Matrix Expectations for Cafeteria  
SOUTH Spelling Chart  
Zone Charts

**Optional:**

<b>Written By: PBIS Tier I Core Team</b>	<b>Updated: July 2023</b>
<b>Area Focus: Playground</b>	<b>Grade Level: K - 4</b>
<b>Lesson Summary:</b> On the <u>upper and lower playgrounds</u> , staff and students will stay safe, obey rules, use kindness, take responsibility, and have respect.	
<b>LEARNING TARGET:</b> Using I DO / WE DO / YOU DO, students will see, model, and demonstrate appropriate behavior in each area of the building based on SOUTH.	
<b>RATIONALE:</b> Fidelity of implementation will determine the success of our positive behavior supports and intervention program (PBIS). These plans are scripted to ensure consistency for students and clarity for staff. It is imperative that you use the plans as written and all the resources provided. We're counting on it!	
<b>Lesson Design</b>	
<b>Teaching Examples:</b>	
<b>I Do:</b>	
Staying Safe looks like this <b>LOWER PLAYGROUND</b>	
<ul style="list-style-type: none"><li>• Using only the blacktop for play</li><li>• Using the equipment correctly:<ul style="list-style-type: none"><li>- Walking up the steps and keeping feet first down the slide</li></ul></li><li>• Keeping hands, feet, and objects to yourself</li></ul>	
Staying Safe looks like this <b>UPPER PLAYGROUND</b>	
<ul style="list-style-type: none"><li>• Playing in designated areas as directed (athletic equipment / shed off limits)</li><li>• Using the equipment correctly:<ul style="list-style-type: none"><li>• Walking up the steps and keeping feet first down the slide</li><li>• Maintaining a safe distance</li><li>• Keeping hands, feet and objects to yourself</li></ul></li></ul>	
Obeying the rules looks like this:	
<ul style="list-style-type: none"><li>• Following the whistle, the first time</li><li>• Lining up where directed promptly with <b>Zone 0</b> voice</li><li>• Playing games fairly</li><li>• Respecting learning environments (not distracting classrooms)</li></ul>	
Using kindness looks like this:	
<ul style="list-style-type: none"><li>• Including everyone in games and play</li><li>• Taking turns and using manners</li><li>• Respecting others personal space</li><li>• Using friendly and appropriate <b>Zone 4</b> voice</li></ul>	
Taking responsibility looks like this:	
<ul style="list-style-type: none"><li>• Displaying good sportsmanship</li></ul>	

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- Returning equipment promptly
- Using self-control by making good choices and taking care of yourself

Having Respect looks like:

- Getting assistance when needed
- Resolving conflicts peacefully
- Being mindful of others' personal space and property
- Responding to directions appropriately

**We Do:**

Role Play: Teachers and students practice each behavior together

**You Do:**

Practice: Students will provide appropriate examples of behaviors and demonstrate for the teacher.

**Follow up Reinforcements**

Matrix expectations for playground

Teacher will show:

- SOUTH Shout-Out slips and explain what how that transfers to the punch cards.
- Negative behavior in these areas will be communicated verbally back to the classroom teacher.
- Office Referral for individual students as needed.

**Resources**

**Required:**

Matrix expectations  
Zone charts

**Optional:**



<b>Written By: PBIS Tier I Core Team</b>	<b>Updated: July 2023</b>
<b>Area Focus: Bathrooms</b>	<b>Grade Level: K - 4</b>
<b>Lesson Summary:</b> In the <u>bathroom</u> , staff and students will stay safe, obey rules, use kindness, take responsibility, and have respect.	
<b>LEARNING TARGET:</b> Using I DO / WE DO / YOU DO, students will see, model, and demonstrate appropriate behavior in each area of the building based on SOUTH.	
<b>RATIONALE:</b> Fidelity of implementation will determine the success of our positive behavior supports and intervention program (PBIS). These plans are scripted to ensure consistency for students and clarity for staff. It is imperative that you use the plans as written and all the resources provided. We're counting on it!	
<b>Lesson Design</b>	
<b>Teaching Examples:</b> <b>I Do:</b> Staying Safe looks like this <ul style="list-style-type: none"><li>• Washing your hands with soap (2 pumps) and water when finished</li><li>• Keeping hands, feet, and personal belongs to yourself</li><li>• Walking in and out of the bathroom</li></ul> Obeying the rules looks like this: <ul style="list-style-type: none"><li>• Using the urinals and toilets appropriately</li><li>• Flushing the toilet when finished and be sure it is clean</li><li>• Using <b>Zone 1</b> voice at all times</li></ul> Using kindness looks like this: <ul style="list-style-type: none"><li>• Respecting the privacy of others</li><li>• Using a friendly and appropriate conversation in a <b>Zone 1</b> voice</li><li>• Using manners by saying "please", "thank you", "excuse me"</li></ul> Taking responsibility looks like this: <ul style="list-style-type: none"><li>• Using the bathroom only when necessary</li><li>• Keeping the bathroom clean and reporting problems to an adult</li><li>• Returning to your classroom promptly</li><li>• Using self-control by making good choices and taking care of yourself</li></ul> Having Respect looks like: <ul style="list-style-type: none"><li>• Getting the assistance of an adult if needed</li><li>• Being considerate of others' privacy</li><li>• Keeping the bathroom clean</li></ul>	

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**We Do:**

Role Play: Teachers and students practice each behavior together.

**You Do:**

Practice: Students will provide appropriate examples of behaviors and demonstrate for the teacher

**Follow up Reinforcements**

Matrix expectations for bathrooms

Teacher will show:

- SOUTH Shout-Out slips and explain what how that transfers to the punch cards.
- Negative behavior in these areas will be communicated verbally back to the classroom teacher.

**Resources**

**Required:**

Matrix expectations  
SOUTH Shout-Outs  
Zone charts

**Optional:**

<b>Written By: PBIS Tier I Core Team</b>	<b>Updated: July 2023</b>
<b>Area Focus: Bus</b>	<b>Grade Level: K - 4</b>
<b>Lesson Summary:</b> On the <u>bus</u> staff and students will stay safe, obey rules, use kindness, take responsibility, and have respect.	
<b>LEARNING TARGET:</b> Using I DO / WE DO / YOU DO, students will see, model, and demonstrate appropriate behavior in each area of the building based on SOUTH.	
<b>RATIONALE:</b> Fidelity of implementation will determine the success of our positive behavior supports and intervention program (PBIS). These plans are scripted to ensure consistency for students and clarity for staff. It is imperative that you use the plans as written and all the resources provided. We're counting on it!	
<b>Lesson Design</b>	
<b>Teaching Examples:</b> <b>I Do:</b> Staying Safe looks like this: <ul style="list-style-type: none"><li>• Staying in your assigned seat at all times</li><li>• Keeping your hands, feet, and objects to yourself and the aisle clear</li><li>• Keeping yourself and all belongings inside the bus</li></ul> Obeying the rules looks like this: <ul style="list-style-type: none"><li>• Using friendly and appropriate <b>Zone 2</b> voice</li><li>• Obeying the bus driver, the first time</li></ul> Using kindness looks like this: <ul style="list-style-type: none"><li>• Using friendly and appropriate conversations</li><li>• Respecting others personal space and others belongings</li><li>• Using good manners such as "please", "thank you", "excuse me", and "sorry"</li></ul> Taking responsibility looks like this: <ul style="list-style-type: none"><li>• Taking care of personal belongings such as backpacks, coats, umbrellas, lunchboxes, and electronics</li><li>• Use self-control is making good choices and taking care of yourself</li></ul> Having Respect looks like: <ul style="list-style-type: none"><li>• Getting assistance for others if needed</li><li>• Being patient</li><li>• Being mindful of others' personal space and property</li><li>• Responding to directions appropriately</li></ul> <b>We Do:</b> Role Play: Teachers and students practice each behavior together	

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**You Do:**

Practice: Students will provide appropriate examples of behaviors and demonstrate for the teacher.

**Follow up Reinforcements**

Traffic Light Behavior Monitoring for each day.

- Explain RED / YELLOW / GREEN whole bus recognition
- Designated students to take the completed card to the bus monitor

Tracking Board – Main Lobby

- Weekly Bus Winners

Office Referral for individual infractions

Matrix expectations for bus

Teacher will show:

- SOUTH Shout-Out slips and explain what how that transfers to the punch cards.
- Negative behavior in these areas will also be communicated verbally back to the classroom teacher.

**Resources**

**Required:**

Matrix expectations for Bus  
Zone charts  
Traffic Lights Card for Each Bus

**Optional:**

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