**4C. Using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.**

**Teaching Rules**

Lesson Plan

**Location #1: \_\_\_\_\_\_\_\_\_\_\_\_HALLWAY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| * Walk on the right side * Use inside voices | * Keep Right. * Whisper if you must speak. | * Walking on left side. * Yelling or screaming. |
| * Keep hands at your sides. * Keep hands at feet to yourself * Smile at another person in passing   Use a greeting in an inside voice | * Put hands in pockets or let them hang down. * Say good morning or afternoon | * Touching posters on walls or others. * No use of a greeting to another person |
| * Go your destination and return promptly. * Take care of the hall pass and return it.   Always walk | * Go to the front office and return quickly * Walk. | * Stopping to talk with friends or family * Running. |
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| --- | --- | --- |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. The School Counseling and Social Work Treatment Planner by Sarah Edison Knapp and Arthur Jongsma Jr. “Responsible Behavior Training pg. 278 | | |
| 1. [www.goleaps.com-](http://www.goleaps.com-) This website is the basis by which we will teach expectations and rules | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Students will first watch YOU TUBE created videos for each location with students modeling rules for the hallway location. The LEAP lesson “Understanding personal responsibility” will be utilized and the script will be followed. | | |
| 1. Students will be asked to journal, make a diary entry, and/or complete reflection sheet on which area of their lives they struggle to hold themselves accountable the most. | | |
| 1. Students will culminate with a practice run in the hallways. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | . August 28-29-2017 8:15-8:45  2. August 30-31 2017  3. November 28-29, 2017 (In class review of rules (Practice) first 15 minutes of class (Support can assist for all practice runs.)  4. January 12, 2018 In class review (Practice) first 15 minutes of class | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| School Counselor/Specials/Electives Teachers | | Lesson will take place in specials/electives classrooms |

**Teaching Rules**

Lesson Plan

**Location #2: \_\_\_Classroom Hallway\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| * Keep hands, feet, and objects to self * Use inside voices | * Keep Right. * Whisper if you must speak. | * Walking on the Left * Shouting and yelling |
| Focus getting to your destination   * Line up in front of the class door during transitions * Be courteous, allow others space to pass | * Put hands in pockets or let them hang down. * Wait patiently in line for the next teacher | * Touching posters on walls or others. * No use of a greeting to another person * Going to other teachers lines in front of their doors |
| * Walk to your classes or destination * Take care of the hall pass and return it | * Walk to and from classes quickly * Walk. | * Stopping to talk to friends and family. * Running |
|  |  |  |
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| --- | --- | --- |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. The School Counseling and Social Work Treatment Planner by Sarah Edison Knapp and Arthur Jongsma Jr. “Responsible Behavior Training pg. 278 | | |
| 1. [www.goleaps.com-](http://www.goleaps.com-) This website is the basis by which we will teach expectations and rules | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Students will first watch YOU TUBE created videos for each location with students modeling rules for the hallway location. The LEAP lesson “Understanding personal responsibility” will be utilized and the script will be followed. | | |
| 1. Students will be asked to journal, make a diary entry, and/or complete reflection sheet on which area of their lives they struggle to hold themselves accountable the most. | | |
| 1. Students will culminate with a practice run in the hallways. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | 1. August 29-30, 2017 8:15-8:45  2. August 31, 2017 8:15-8:45  3. November 28-29, 2017 In class review of rules (Practice) first 15 minutes of class  4. January 11, 2018 In Class review (Practice) first 15 minutes of class (Support Staff assist with practice runs) | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| School Counselor/Specials/Elective Teachers | | Lesson will take place in specials classrooms |

**Teaching Rules**

Lesson Plan

**Location #3: \_\_\_\_\_\_\_\_\_\_\_\_School Grounds\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| * Use a greeting (good morning, etc.) * Walk on the green line * Walk safely to class | Say Good morning, afternoon, or wave hello.  Make sure your feet are on the green line | Staying quiet and passing others without acknowledging them  Running or walking backwards |
| * Be courteous, allow others space to pass * Using a greeting (good afternoon etc.) * Smile | Form (Get in a single file line and walk directly on the green line) | Walking on the orange line or in the middle of both lines  No space between you and person in front of you in the line |
| * Walk quickly, but safely to your destination * Follow directions the first time given | Looking forward and moving towards your destination  Obeying instructions given by adult. | Running or walking backwards  Teacher redirecting you more than one time |
|  |  |  |
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|  |  |  |
| --- | --- | --- |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. The School Counseling and Social Work Treatment Planner by Sarah Edison Knapp and Arthur Jongsma Jr. “Responsible Behavior Training. | | |
| 1. [www.goleaps.com-](http://www.goleaps.com-) This website is the basis by which we will teach expectations and rules. | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. The LEAP lesson “Rights and Responsibilities of students” will be utilized and script followed | | |
| 1. Students will then create a list of each and every right they have that applies to education and then decide how these rights can be affected or taken based on their actions/behavior. | | |
| 1. Students will culminate with a practice run in the cafeteria (walking in, standing in line, getting utensils, sitting, talking, clean up, and dismissal). | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | January 30-31, 2018 8:15-8:45  2. February 1-2, 2018 8:15-8:45  3. April 17—18 2017 In-class review of rules (Practice) first 15 minutes of class  4. May 4, 2017 In Class Review (Practice) first 15 minutes of class (Behavior Support assistance for all practice runs) | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| School Counselor/Special Electives Teachers | | Lesson will occur in specials/electives classroom |

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| **CRITICAL ELEMENT #5 Reward and Recognition Programs** |

 **NEW element**: refer to Rewards Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules:** (2 - 6 sentences for each section)

|  |  |
| --- | --- |
| **Plan Section** | **Plan** |
| **A. What do students need to do to earn the reward?**  ⮚Link to expectations and rules  ⮚Must be measurable | **Students need to be respectful, cooperate, and be responsible others. They can do this by displaying respect, cooperation, and responsibility in several locations on campus. Students can take pride in their work, walk in the hall, use inside voices, be kind to others, and cooperate with teachers and staff. Each month will focus on our character traits and students will demonstrate each character trait linked to expectations and rules.** |
| **B. What reward/recognition will they earn?**  ⮚Include person(s) responsible for organizing | **Students will receive recognition through awards at monthly positive behavior assemblies. Students will also be featured on the morning show and share a little about behaviors they were displaying for the month.** |
| **C. How will you collect data to determine who has earned the reward?**  ⮚include person(s) responsible for organizing and analyzing | **Each classroom teacher on campus will be given a “Caught Being Good sheets” and a few PENGUIN BUCKS to distribute to students showing character traits for the month and following expectations and rules. Students receiving penguin bucks, must notify their teacher to log it on their caught being good sheets. The last week in the month, teacher will submit the names of the top 5 students from their class with the most penguin bucks and these students will be awarded for the month.** |
| **D. When and how will the reward be provided?**  ⮚Include timeline  ⮚Include actual date | **The award certificates will be given to students during the monthly positive behavior assemblies. Assemblies will begin the last week in September and will be held on the last Friday in each month until May. At the end of the school year, students receiving recognition anytime throughout the year will have a special party to celebrate (pizza party, ice-cream social, etc.). Begin Septemeber 29, 2017- May 25, 2018** |

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| **CRITICAL ELEMENT #6 Effective Discipline Procedures** |

**6A. Categorize the top 6 *most common* staff-managed misbehaviors at your school into “Minor” and “Moderate” categories. Write a short, objective, and measurable definition for each.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff-Managed Misbehaviors** | | | |
| **Minor** Misbehaviors | | **Moderate** Misbehaviors | |
| Misbehavior | Definition | Misbehavior | Definition |
| **1.Talking while teacher is teaching** | **Talking during instruction for more than 10 seconds** | **1. Repetitive Minor Misbehaviors** | **More than \_\_\_\_ minor**  **behaviors in \_\_\_\_\_ \_\_\_\_\_\_\_\_\_**  (specified time frame e.g.,   1. minutes / 2 hours / 5 days) |
| **2. Not Following Directions** | **Having to be redirected more than one time** | **2. Making disruptive sounds during lessons** | **More than 2 interruptions over 30 minutes** |
| **3. Not at assigned classroom center/group** | **Moving to another location without teacher permission or knowledge** | **3.Talking Back** | **When redirected students engages in arguing with the teacher for more that 5 seconds** |
| 1. **Mocking the teacher** | **More than 1 minute of repeating the teacher or other making faces at the teacher** | **4. Refusal to complete daily assignments** | **After 3 redirections for 2 days student still refuses** |
| 1. **Horseplaying** | **Hitting, kicking, pinching in a joking/playful manner** | **5.Sent to one area with hall pass, went elsewhere** | **More than 1 time student is caught out of their assigned area** |
| **6. Name Calling** | **Using any other name besides another students given name.** | **6.Congregating with friends in unassigned area** | **Student cutting class in other classes and are caught** |

**6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:**

|  |  |
| --- | --- |
| Consequence Menu for **Minor** Misbehaviors  (Staff’s choice of 5): | Consequence Menu for **Moderate** Misbehaviors  (Staff’s choice of 5): |
| * **Verbal Redirect** | * **Restitution** |
| * **Gestural Cues** | * **Lunch detention** |
| * **Seat Change** | * **Student conference** |
| * **Loss of Points** | * **Behavior form(reflection)** |
| * **Reteach expectations/Practice** | * **Reteach Expectations/Practice** |

**6C. List the top 5 *most common* misbehaviors at your school that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each**. (Exclude crisis situations that must follow District protocol.)

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| --- | --- |
| **Office Discipline Referrals (ODRs)** | |
| Behavior | Definition |
| 1. Repetitive moderate misbehaviors | **More than \_\_\_\_\_ moderate misbehaviors in**  **\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (specified time frame e.g., 30 minutes / 2 hours / 5 days) |
| 2. Cutting Class | More than 1 incident student is not in their assigned area within 15 minutes of the class time. |
| 1. Use of profanity | More than 1 incident student use of obscene language with friends or within earshot of the adults within the school day. |
| 1. Missing detention | More than 1 incident where student is absent from afterschool detention on their scheduled day. |
| 1. Horse-playing in the hallway | More than 2 incidents where students are redirected during hall transition. |
| 1. Instigating Conflict | More than 2 incidents where students instigate conflicts between others over a day. |

**NEW section**: refer to Discipline Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**6D.**

**Annabel C. Perry Prek-8-Discipline Flowchart**

Student Behavior Management Process

Consistently Teach and Re-Teach

School-Wide Rules/Expectations

Observe and identify problem behavior

Is the behavior Teacher or Administration managed?

**Staff managed Admin. Managed**

# Staff managed

# Administration managed

Redirect student

Re-teach behavior

Teacher/Staff vs. Administration

Managed Managed

Referring Teacher/Staff Member completes discipline referral and contacts parent

Conference with student on inappropriate behavior in this situation and of potential + /- consequences

* Aggressive physical contact
* Bullying/Harassment
* Fighting
* Property destruction
* Weapons
* Leaving school property
* Pattern of aggressive/profane language
* Dress Code
* Credible threats
* Major/chronic destruction
* Major/chronic refusal to follow school rules
* Theft
* Racial/Ethnic discrimination
* Cheating
* Inappropriate use of internet
* Direct refusal of authority
* Failure to be in one’s assigned place
* Inappropriate language
* Tardiness
* Calling out
* Teasing
* Inattentive Behavior
* Invading personal space
* Lying/giving false information
* Minor disruption
* Minor aggression-grabbing items
* Pushing past someone
* Unsafe or rough play
* Misusing property-throwing or damaging items
* Disrespectful tone

Administration follows up teacher/staff member

Complete   
Detention Slip and Contact Parent

Administrative action

Teacher and guidance counselor work with student to re-teach behavior and propose strategies for success

Administration submits referral for data input



CRISIS



FOLLOW CRISIS PROTOCOL

Did the behavior change?

YES

NO

Notice and reward correct behaviors

Complete Discipline Referral and send student and referral to the discipline office

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| **CRITICAL ELEMENT # 7: Data Collection and Analysis** |

**NEW element**: refer to Data Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**7A. Determine your Core Effectiveness Year-to-Date**:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Population:** | **826** | **Calculation to**  **determine % rate** | | **%** | **Core Evaluation** | | |
| **# Referrals** | **# Students** |
| 1 Referral | 42 | **(**Total Pop − (# of 2-5 Students) –  (# of >5 Students)**) ÷** Total Pop = | | 96 | ***Universal students****:*  *(# 0-1 Referrals should be >80%)* | **>80%?** | |
| YES | NO |
| 2-5 Referrals | 29 | (# of 2-5 Students) **÷**Total Pop = | | 3.5 | **At risk students**:  *(# 2-5 Referrals should be <15%)* | **<15%?** | |
| YES | NO |
| >5 Referrals | 4 | (# of >5 Students) **÷**Total Pop = | | 0.4 | **High risk students**:  *(# >5 Referrals should be <5%)* | **<5%?** | |
| YES | NO |
| **7B**. If all 3 are “**YES**”, your Core is Effective. **Is your core behavior curriculum effective?** | | | | | | | |
| **YES** | | | **NO** | | | | |
| If **YES**, although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year?  We will begin teaching and practice expectations and rules early in the school year so these students become familiar with our core curriculum. | | | If one or more are “**NO”**, what supports and interventions will you implement at the beginning of the next school year to improve your core? | | | | |

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| **No entry needed for Critical Elements #8 and #9.** |

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| **CRITICAL ELEMENT # 10: Monitoring Plans** |

**10A. How and what data will you use to monitor the fidelity** (frequency, consistency, documentation, etc.) **of the implementation of the SPBP?**

*“Did you do what you said you were going to do? How will you know?”*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fidelity of Implementation Plan** | | | | |
| WHO:  Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Implementation | WHEN: Dates of Analysis  (quarterly dates) | HOW: Shared with Staff and Stakeholders? |
| 1. School Counselor/Support | School-wide **expectations** and location-specific **rules** are posted across campus (“marketing”). | **100% teachers will have behavior curriculum training and given a pre/post test** | Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations. | **Teacher planning days:**  **10/20/17**  **3/23/2018**  **5/25/18** |
| 1. Assistant Principal | **Behavior lesson plans** are being taught as written | **100 percent of teachers will have behavior lesson plan in teacher log** | **During Observations/Quarterly Reviews** |
| 1. Principal | **Discipline consequences**  and **flow chart** are being used by all staff as written | Each staff member will be given and must post the discipline flow chart in their main area. | During observations/Quarterly Reviews. |

**10B. How and what data will you use to determine the success of the plan by student outcome** or need for modifications? Include a minimum of 2 different analyses.

*“If you did what you said you were going to do, did it positively impact the students? How do you know?”*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Outcome** | | | | |
| WHO:  Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Student Outcome | WHEN: Dates of Analysis  (quarterly dates) | HOW: Shared with Staff and Stakeholders |
| 1. School Counselor | See critical element 3A. Quarterly **behavior incident** data**.** | 85% of the students will have 1 less or less ODRs than previous month | 8/16/2017  10/19/2017  1/21/2018  3/22/2018 | Newsletter/School website |
| 1. Security Specialist | See critical element 4A. Quarterly **top 3 event locations** data. | 20 percent decrease students receiving referrals in this area. | RTI-B Newsletter |
| 1. School Counselor | See critical element 7. Quarterly **core effectiveness** data**.** | 80% or more students are will have 0-1 referrals | SAC Meetings/New letter |