Krueger Middle School

2006-2007

Staff Handbook

“The Triple Crown”

Respect

Responsibility

Ready to Learn

“Building Success One Student at a Time.”

Krueger Middle School
School-Wide Behavioral Expectations
A Guide for Teaching School-Wide Behavioral Expectations

Krueger Middle School will move from a reactive disciplinary system that relies on punishment to a proactive approach that incorporates the principles of Positive Behavioral Supports. The system of School-Wide Positive Behavior Supports will increase our capacity to reduce school disruptions, and educate all students including those with problem behaviors through the following:

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving.

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning and teaching environments.
- Train adults and peers to serve as positive models.
- Teach and model behavioral expectations.
- Create systems for providing regular positive feedback. Acknowledge students when they are doing the right thing.
- Improve social competence.
- Develop environments that support academic success.

This guide is a result of a collaborative effort of the Student Assistance Team. SAT members include Jan Severance, Tom LaFrance, Karen Hartman, Dave Johnson, Betty Catterlin, Shirlee Sweigart, Torry Ivey-Burnett, and Lisa Emshwiller.
Krueger Middle School
School-Wide Behavioral Expectations

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

School Goal:
Students at Krueger will meet the triple crown challenge by being respectful, responsible and ready to learn.

Krueger Middle School Behavioral Expectations:

“The Triple Crown”

Respect

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Teacher and Staff Responsibilities:

- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet the triple crown.
- Teachers and staff will implement MIS strategies.
  1. Movement among students in different settings.
  2. Interaction with students in different settings (4 to 1 ratio --4 positive statements to 1 negative statement). Interaction should be high frequency and high quality.
  3. Scanning students in different settings. This should include visual and auditory techniques.
- Teachers and staff will follow the Six Components of School-Wide PBS:
  1. Select and define expectations and routines. Expectations and routines need to be Observable, Acknowledgeable, and Teachable (OAT).
  2. Teach behaviors and routines directly in all settings.
  3. Actively monitor behavior (MIS).
  4. Acknowledge appropriate behavior.
  5. Review data to make decisions.
Implementation Plan

Each classroom teacher is expected to teach the behavior expectations for all settings in the school. This implementation plan should take place during the first week of school. Teachers should follow the school-wide matrix when addressing behaviors in each of the areas. The Advisor/Advisee period will be crucial in the implementation of PBS.

The critical areas identified by the Student Assistance Team are Hallway, Restroom, Cafeteria and Classroom. There are lesson plans in the appendix that address each of these areas. Individual teachers should feel free to come up with their own plan for teaching their expectations in the classroom. These lesson plans were developed by the Student Assistance team and several teachers who volunteered their time to help.

Consistency
This one word is the key to the successful implementation of PBS. The guidelines outlined in this handbook should be used as a minimum standard for the expectations that teams and individuals set. The PBS plan at Krueger was developed by the teachers at Krueger. This is not a plan placed on us by an outside force. PBS is and will remain teacher generated and motivated. This is our plan.

Patience
PBS has been proven to work, but it takes time. This is not an instant fix. We will see some immediate results, but we should not get discouraged if some of the students do not respond immediately. We all need to remain consistent with our expectations and specific positive feedback. This patience should also be applied to our plan. This is a work in progress and will grow and change over time. We will find things that work and things that do not work. PBS is flexible so it can grow and adapt to our needs as teachers.

Teaching
The reason we are all here. PBS can be boiled down to one thing teaching expectations. We can no longer assume that every child knows how to “play school”. By teaching our expectations and consistently reinforcing them we can keep more students in our classrooms, increase learning, and increase overall student success. PBS will allow us to become teachers instead of babysitters.
Acknowledgement System

The acknowledgement system is a feature of the Triple Crown behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate Krueger Middle School behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Specific Verbal Feedback
- When you observe students being respectful, responsible, and/or ready to learn, acknowledge them by giving specific positive verbal feedback such as:
  1. “That was so helpful the way you held the door open for your classmates.”
  2. “Thank you for walking with your hands and feet to yourself.”

The Lucky Horseshoe
- Acknowledge students who are exhibiting behaviors tied into the Triple Crown by giving them specific positive feedback along with a lucky horseshoe.

- Each team will establish a guideline for the number of lucky horseshoes needed to earn specific incentives. Incentives could include extra raffle tickets, free time, special seating, lunch with a teacher, privilege pass, etc.

Monthly Raffle
- Each time a student has completed one Lucky Horseshoe Sheet of 30 horseshoes, the student receives a Colt Raffle Ticket. The last Friday of each month, all weekly raffle tickets will be entered into a drawing. Raffle winners will be drawn and announced on the morning announcements.
Raffle Menu

• Read to an elementary classroom

• Sit in the Teacher’s chair

• Lunch with your favorite teacher

• Positive phone call home from their favorite teacher

• Participate as a teacher assistant

• Eat first in the cafeteria

• Free homework pass

There is more to come!!!
**Student Behavior Management Process**

1. Observe Problem Behavior
2. Problem-Solve with students
   - NO
   - YES
     - *Use Teacher Consequence (see below)
6. Teacher-managed
   - Has the teacher given the student three MIRs in the same quarter?
   - NO
   - YES
     - Continue teacher management until 3 MIRs are collected
     - Write white slip and/or referral to the office
8. **Complete Minor Incident Report (see below)**
   - **Minor Incident Reports (MIRs)**
     - Issue slip when student does not respond to precorrection, redirection, or verbal warning.
     - Notify parent with phone call or letter on 2nd and 3rd MIRs.
     - When possible, have the corrective action correspond to the behavior being corrected.

*Take concrete action to correct behavior (fill out student goal sheets, start the student on a weekly progress report, assign detention, student conferences, etc.).

**Minor Incident Reports (MIRs)**
- Language
- Lateness
- Preparedness
- Calling Out
- Put Down
- Throwing
- Refusing to Work
- Minor Dishonesty
- Touching
- Tone/Attitude
- Electronic Devices
- Dress Code Violations

Office-managed
- Weapons
- Fighting or Aggressive physical contact
- Chronic Minor Infractions
- Aggressive Language
- Threats
- Harassment
- Major Dishonesty
- Truancy
- Smoking
- Vandalism
- Alcohol
- Drugs
- Gambling

Administrator Determines Consequences
Handling Infractions of Behavioral Expectations

Krueger Middle School will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors:

**Level 1 Behaviors include:**

- Inappropriate Language
- Horseplay
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Harassment, teasing, taunting (physical and/or verbal)
- Disruption, excessive talking
- Dress code violation
- Not prepared for class

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The student should be placed on the weekly progress report (Appendix A) for a three-week period.

Step 2: If behaviors persist, the classroom teacher should call the parent to advise them that the teacher will meet with the student for the purpose of goal setting. The teacher and student will meet and complete the Goal/Strategy Sheet (Appendix B). If need be, one of the PBS staff members may be a resource for this process. If you would like to use another person as resource, please fill out the Student in Need of Assistance form (Appendix C) and put it in the PBS mailbox. The classroom teacher should phone parents to inform them of the goal sheet. An e-mail or note may be sent if phone contact cannot be made. After two weeks, parents should be contacted regarding the student’s progress or lack thereof on the goal sheet. Each parent contact should be documented in a phone log and on the goal sheet.

Step 3: If level 1 behaviors have not improved after 4 weeks, please complete the Student in Need Follow-Up (bottom of Appendix C) and put it in the PBS mailbox. The PBS team will meet and the form will be returned to you with recommendations.
**Level 2 Behaviors include:**

- Pushing/Shoving
- Abusive Language
- Theft
- Property Damage
- Truancy
- Technology Violations

Level 2 behaviors could be referred to the office at teacher discretion. Teachers will complete an Office Discipline White Slip or Referral and send it to the office. Students able to stay in the classroom may be put in isolated instruction. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available. On the same day the student is sent to the office, the teacher or staff member witnessing the incident should communicate the details to the parents by phone.

**Level 3 Behaviors include:**

- Fighting
- Arson
- Bomb threat, false alarm
- Use, possession of alcohol
- Use, possession of prescription or non-prescription drugs
- Use, possession of tobacco
- Use, possession of weapons

Level 3 behaviors should be referred to the office immediately. Teacher will complete an office referral to accompany the student. Consequences for students who engage in level 3 behaviors will include removal from the classroom for a period of time. An administrator will notify parents.
Classroom Strategies

- Set up your room to be “student-friendly”. Arrange desks for easy teacher access to all students.
- Instead of sitting at a desk during instruction, teachers should walk and wander around the room.
- During instruction challenging students should not be in the corner or back of the room, but within two to three feet of the teacher. Proximity and eye contact work wonders for increasing positive student behavior.
- Keep students on task with instructional activities at least 70% or more during academic classes (effective teachers know that unstructured time—or down time—causes problems).
- Reward all students who are following procedures in a positive way with praise, note or phone call home, privileges, field trips; or tangible incentives like raffle tickets, lucky horseshoes, etc.
- Post a schedule in an obvious place and follow it. Students need to know the daily routine.
- Teach students the expectations for each and every activity. Never assume that a student will know what you expect from them.
- Look for classroom-tested resources to motivate and manage challenging students. Positive reinforcement strategies are excellent for boosting good behavior and learning.
- Speak with other staff members who have worked with a challenging student. Find out what interventions have worked best for them. Collaborate.
General Lesson Format for Teaching Triple Crown Behaviors

When introducing behavioral expectations, follow four basic steps:

Step 1: Access prior knowledge of the Triple Crown for the specific setting.

Step 2: Identify Triple Crown behaviors for specific setting.

Step 3: Model Triple Crown behaviors for specific setting.
   - Respect
   - Responsible
   - Ready to Learn

Step 4: Review expectations of the Triple Crown for specific setting.
Cafeteria “Triple Crown” Lesson Plan
Teaching Script

Ready to learn

I. Skill Teaching - Teacher
“Today we are going to talk about ways to be ready to learn in the cafeteria at Krueger. Some ways we can show that we are ready to learn when in the cafeteria include:

• Go directly to your locker and class before and after lunch
• Always be listening for adult directions
• Be aware of new expectations”

Discuss reasons for learning to be ready to learn in the cafeteria:
Ask “What do you think are reasons for being ready to learn.”
List main ideas given by students in a synopsis statement.

II. Demonstration and Role Play
“I’m going to show you some ways to be ready to learn in the cafeteria. I am also going to show you some ways to NOT be ready to learn. I want you to watch and see if you can tell if I am being ready to learn.”

EX1: What does it mean go directly to your locker before and after lunch? State that this means to go to your locker and arrive at the cafeteria before the four minute passing period is over. It also means to get to the cafeteria using the most direct route and using the appropriate hallways, and not disturbing classes that are in session.

EX 2: What does always be listening for adult directions mean? It means responding to adult directions the first time given, and asking if you do not understand the directions. It means paying attention when adults are speaking to you and responding in a positive respectful manner.

EX 3: What does it mean to be aware of new expectations? State that being aware of new expectations means that you listen and respond to changes in rules and procedures. It means being flexible when situations require changes or unfamiliar procedures. It also means asking questions if you do not understand a rule or procedure.

NonEx 1: Someone spends five minutes in the restroom and then talks to their friends in a different grade while in the hallway. How is this behavior not demonstrating ready to learn? What can be done to makes this behavior follow the ready to learn expectation?

NonEx 2: Someone talks to their friends while ignoring adult directions to go to the lunch line. How is this behavior not demonstrating ready to learn? What can be done to makes this behavior follow the ready to learn expectation?

NonEx 3: Someone is not listening as they exit the cafeteria during an emergency situation and they get hurt. How is this behavior not demonstrating ready to learn? What can be done to makes this behavior follow the ready to learn expectation?

III. Review and Check for Understanding - Teacher

After all students have seen the demonstration and role-plays review with “What are some ways to show you are ready to learn in the cafeteria?”
Cafeteria “Triple Crown” Lesson Plan
Teaching Script

Respectful

I. Skill Teaching - Teacher

“Today we are going to talk about ways to be respectful in the cafeteria at Krueger. Some ways we can show respect when in the cafeteria include:

- Wait your turn
- Use appropriate tone, volume and language
- Respond positively to supervisors signals or directions
- Give full attention to lunch personnel when in line
- Keep hands and feet to yourself”

Discuss reasons for learning to be respectful in the cafeteria:

Ask “What do you think are reasons for learning to be respectful?”

List main ideas given by students in a synopsis statement.

II. Demonstration and Role Play

“I’m going to show you some ways to be respectful in the cafeteria. I am also going to show you some ways to NOT be ready to learn. I want you to watch and see if you can tell if I am being ready to learn.”

EX1: “What does it mean to wait your turn? State that waiting your turn means not cutting in line. It also means no more than five people at a time in the food service area and sitting and waiting at your table until released to the food line.

EX 2: What does it mean to use appropriate tone volume and language? State that using appropriate tone means not yelling or talking loudly. Use an inside voice. Use language that is acceptable for school.

EX 3: What does it mean to respond positively to supervisors signals or directions? State that responding positively means following directions the first time given. It also means to ask if you do not understand the directions, and not arguing or talking back.

EX 4: What does it mean to give full attention to lunch personnel? State that giving full attention to lunch personnel means knowing what you want to eat, having your lunch number ready, saying please and thank you to cafeteria staff and listening for directions.

EX 5: What does it mean to keep hands and feet to yourself? State that keeping hands and feet to yourself means not pushing into a line or touching people in front or behind you. It also means not putting your feet out so people might trip, not showing public affection, and not playing or other forms of “horseplay”.

NonEx 1: Someone runs up to the line and pushes other people out of the way in order to be first. How is this behavior not respectful? What can be done to make it respectful?

NonEx 2: Someone walks into the cafeteria and begins yelling to all of their friends. How is this behavior not respectful? What can make it respectful behavior?

NonEx 3: Someone is told to return to their seat multiple times and does not respond. How is this behavior not respectful? What behavior would show respectful?

NonEx 4: While in the food service area someone is talking to their friends and holding up the line. How is the behavior not respectful? What can be done to make this behavior respectful?

III. Review and Check for Understanding - Teacher

After all students have seen the demonstration and role-plays review with “What are some ways to show respectful in the cafeteria?”
I. Skill Teaching - Teacher
“Today we are going to talk about ways to be responsible in the cafeteria at Krueger. Some ways we can show responsibility when in the cafeteria include:

- Clean up after yourself
- Eat food in designated areas only.
- Know and remember your ID number
- Walk quietly to and from the cafeteria
- Deposit money into your account regularly
- Handle food appropriately

Discuss reasons for learning to be responsible in the cafeteria:
Ask “What do you think are reasons for learning to be responsible?”
List main ideas given by students in a synopsis statement.

II. Demonstration and Role Play
“I’m going to show you some ways to be responsible in the cafeteria. I am also going to show you some ways to NOT be ready to learn. I want you to watch and see if you can tell if I am being ready to learn.”

EX1: “What does it mean to clean up after yourself?” State that cleaning up after yourself means returning your tray and throwing away all trash. It also means not leaving food or trash on tables or floors. It also means making sure your table is free of spills or other messes.

EX 2: What does it mean to eat food in designated areas? State that eating in designated areas means not taking food or drink from the cafeteria. All food or drink should be consumed in the cafeteria only.

EX 3: What does it mean to walk quietly to and from the cafeteria? State that walking quietly to and from the cafeteria means observing all hallway procedures. Report directly to the cafeteria after being dismissed from your class before lunch and report directly to your class after being dismissed from the cafeteria.

EX 4: What does it mean to handle food appropriately? State that handling food appropriately means not playing with your food, keeping food on your tray or table, and not eating from other peoples trays. While in line do not touch food that you are not purchasing.

NonEx 1: Someone leaves grapes on the floor and blames it on someone else. How is this no responsible behavior? What could be done to make it responsible behavior?
NonEx 2: Someone takes their chips into a classroom to eat later. How is this behavior not responsible? What can make it responsible behavior?
NonEx 3: Someone looks into a classroom window while the class is in progress. Students in the classroom are distracted from the lesson. How is this behavior not responsible? What behavior would show responsibility?
NonEx 4: Someone takes food from someone elses tray and eats it. How is this not responsible behavior? What can make it responsible behavior?

III. Review and Check for Understanding - Teacher
After all students have seen the demonstration and role-plays review with “What are some ways to show respectful in the cafeteria?”
Restroom “Triple Crown” Lesson Plan
Teaching Script

Responsible

I. Skill Teaching - Teacher
“Today we are going to talk about ways to be responsible in the restroom. What are some ways you think that we should be responsible, respectful, and ready to learn in the restroom?” Let students give a few examples, then review the indicators below.

Responsible
- Use water, soap, and paper towels sparingly
- Flush toilet after use
- Keep restroom clean and nice
- Use facilities appropriately
- Keep water in the sink
- Walk in the restroom
- Tell an adult if a restroom needs attention

II. Demonstration and Role Play – By video
“I’m going to show you some ways to be responsible when in the restroom. I’m also going to show you some ways to NOT be responsible. I want you to watch and see if you can tell if I am being responsible.”

Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does not look like. Ask students to identify the positive examples and the non-examples. When students identify the non-examples, ask what should have been done differently.

Examples: everything listed above

Non-examples: wasting paper towels, not flushing the toilet, throwing paper towels on the floor, opening and closing doors appropriately, splashing water all over the restroom, running in the restroom, leaving a toilet over flowing without telling anyone.

Pick 2 or 3 students to role-play appropriate examples of following the expectations. Do not use students to role-play non-examples. Ask students to identify how they were being responsible in the restroom.

III. Review and Check for Understanding - Teacher

After all students have seen the demonstration and role-plays review with “What are some ways to show responsibility in the restroom?”
I. Skill Teaching - Teacher
“Today we are going to talk about ways to be responsible, respectful, and ready to learn in the restroom. What are some ways you think that we should be responsible, respectful, and ready to learn in the restroom? Let students give a few examples, then review the indicators below.

Respectful

- Respect others’ personal space and property
- Respect others’ privacy
- Lock the stall when entering it
- Use appropriate tone, volume, and language

II. Demonstration and Role Play – By video
“I’m going to show you some ways to be respectful when in the restroom. I’m also going to show you some ways to NOT be respectful. I want you to watch and see if you can tell if I am being respectful.”

Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does not look like. Ask students to identify the positive examples and the non-examples. When students identify the non-examples, ask what should have been done differently.

Examples: everything listed above

Non-examples: pushing another person in the restroom, trying to open the stall door when someone is doing their business, leaving the stall door open while doing your business, yelling and screaming in the restroom.

Pick 2 or 3 students to role-play appropriate examples of following the expectations. Do not use students to role-play non-examples. Ask students to identify how they were being respectful in the restroom.

III. Review and Check for Understanding - Teacher

After all students have seen the demonstration and role-plays review with “What are some ways to show respect in the restroom?”
Restroom “Triple Crown” Lesson Plan
Teaching Script

*Ready to Learn*

I. Skill Teaching - Teacher

“Today we are going to talk about ways to be responsible, respectful, and ready to learn in the restroom. What are some ways you think that we should be responsible, respectful, and ready to learn in the restroom? Let students give a few examples, then review the indicators below.

Ready to Learn
☐ Return directly to class when done.

II. Demonstration and Role Play – By video

“I’m going to show you some ways to be ready to learn when in the restroom. I’m also going to show you some ways to NOT be ready to learn. I want you to watch and see if you can tell if I am ready to learn.”

Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does not look like. Ask students to identify the positive examples and the non-examples. When students identify the non-examples, ask what should have been done differently.

Examples: everything listed above

Non-examples: hanging out in the restroom and spending too much time in the restroom.

Pick 2 or 3 students to role-play appropriate examples of following the expectations. Do not use students to role-play non-examples. Ask students to identify how they would be ready to learn in the restroom.

III. Review and Check for Understanding – Teacher

After all students have seen the demonstration and role-plays review with “What are some ways to show that you are ready to learn in the restroom?”
Hallway “Triple Crown” Lesson Plan
Teaching Script
Ready to Learn

I. Skill Teaching - Teacher
“Today we are going to talk about ways to be ready to learn in the hallways at Krueger. What are some ways you think we can show that you are ready to learn when in the hallways?” Let students give a few examples, and then review the expectations below. Discuss “why” these expectations are desirable.

- Go directly to your destination.
- Get everything you need for class in an appropriate amount of time.
- Stay to the right and keep moving.

II. Demonstration and Role Play
“I’m going to show you some ways to be ready to learn when in the hallway.
I’m also going to show you some ways to NOT be ready to learn. I want you to watch and see if you can tell if I am being ready to learn.”

Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does not look like. Ask students to identify the positive examples and the non-examples. When students identify the non-examples, ask what should have been done differently.

Examples: going from one destination directly to your next destination in the appropriate hallway, get everything from your locker that you need for the day (you are only allowed to go to your locker in the morning, before lunch, after lunch and at the end of the day), travel on the right side of the hallway such as when driving a car or riding your bicycle.

Non-examples: loitering in the hallway, going to locker between classes, walking on the left of the hallway or stopping to talk to friends.

Pick 2 or 3 students to role-play appropriate example of following the expectations. Do not use students to role-play non-examples. Ask students to identify how they were being ready to learn in the hallway.

III. Review and Check for Understanding
After all students have seen the demonstration and role-plays review with “What are some ways to show ready to learn in the hallways at Krueger?”
Hallway “Triple Crown” Lesson Plan
Teaching Script

Respectful

I. Skill Teaching - Teacher
“Today we are going to talk about ways to be respectful in the hallways at Krueger. What are some ways you think we can show respect when in the hallways?” Let students give a few examples, and then review the expectations below. Discuss “why” these expectations are desirable.

• Respect others’ personal space and property
• Keep hands and feet to yourself
• Have positive response to redirection

II. Demonstration and Role Play
“I’m going to show you some ways to be respectful when in the hallway. I’m also going to show you some ways to NOT be respectful. I want you to watch and see if you can tell if I am being respectful.”

Model at least 2 positive examples and 2 non-examples of the expectations. A non-example is what the desired behavior does not look like. Ask students to identify the positive examples and the non-examples. When students identify the non-examples, ask what should have been done differently.

Examples: allow others the ability to get to their locker, help others pick up supplies and books if dropped, pick up items on the floor, saying “excuse me” if you bump into someone, keep hands and feet to yourself, avoid blocking movement in the hallway and doorways, take turns at the water fountain, allow students to file out of classroom before entering, and respond appropriately to adult instruction or redirection.

Non-examples: blocking lockers, ignoring books and items on the floor, shoving or bumping, tripping or hitting others, stopping in the hallway and blocking traffic, cutting in line at the water fountain, entering the classroom before others have left, yelling or talking back to adults, or refusing to redirect behavior.

Pick 2 or 3 students to role-play appropriate example of following the expectations. Do not use students to role-play non-examples. Ask students to identify how they were being respectful in the hallway.

III. Review and Check for Understanding
After all students have seen the demonstration and role-plays review with “What are some ways to show respect in the hallways at Krueger?”
Classroom “Triple Crown” Lesson Plan
Teaching Script

Respectful

I. Skill Teaching - Teacher

“Today we are going to talk about ways to be respectful in the classroom.”

“Some ways we can be respectful in the classroom include:
(1) being aware of other’s space,
(2) choosing kind words and actions,
(3) following directions without comments or outbursts, and
(4) making choices which do not interfere with other’s ability to focus.”

Discuss reasons for learning to be respectful in the classroom:
“What do you as a student gain from being respectful in the classroom?”
[Summarize the key points discussed in terms of preventing interference with the learning process.]

II. Demonstration and Role Play

EX 1 – Being aware of others’ space (Explain and define students’ personal space.)
EX 2 – How to choose kind words and actions
(Describe various classroom scenarios and ask students to demonstrate how they use kind words and actions; Emphasize using words such as “please” and “thank you” to classmates and teachers.)
EX 3 – Following redirections without comment or outburst
“Why do teachers need to redirect some students?”
“Who would like to volunteer to be redirected and respond without comment or outburst?”
“How did it feel to be redirected without making a comment or an outburst?”
EX 4 – Making choices that do not interfere with others’ ability to focus
(Ask students to give examples from their own experiences that caused them to lose their focus. Then, give examples of disrespectful behavior in the classroom such as name-calling, hitting, tripping, writing graffiti or obscenities in textbooks)

Non-Examples to Check for Understanding:
NON-EX - Not respecting others’ space
(Take a classmate’s property, tripping a friend walking past your desk, shoving a classmate aside--not keeping your hands to yourself, moving a binder to take the seat that someone else already occupied)
“How was this behavior not respectful in the classroom, and what could I have done differently to be more respectful?”

III. Review and check for understanding - Teacher

After all students have seen the demonstration and role plays, review with “What are some ways to show respect in the classroom?”
Classroom “Triple Crown” Lesson Plan
Teaching Script

Responsible

I. Skill Teaching -
“Today we are going to talk about ways to be responsible in the classroom.”

“Some ways we can be responsible in the classroom include:
   (1) using appropriate tone, voice, and language
   (2) getting permission to speak
   (3) remaining seated and facing forward
   (4) staying focused throughout the period”

“What do you think are some reasons for learning to be responsible in the classroom?”
List main ideas given by students in a synopsis statement.

II. Demonstration and Role Play
EX 1 – “What does appropriate tone, voice, and language sound like?”
   “Why is it responsible behavior to demonstrate appropriate tone, voice, and language immediately upon entering the classroom?”
EX 2 – Get permission to speak.
   “How does a student get a teacher’s permission to speak?”
   “Why is it important for a student to get permission before speaking in the classroom?”
   Have a student to demonstrate how to properly request a teacher’s permission to speak.
EX 3 – Remaining Seated and Facing Forward
   “Why is it important for students to remain seated and facing forward throughout the class period?”
   Discuss “S.L.A.N.T.” (Sit up, Lean forward, Ask occasional questions, Nod, and Track the teacher with your eyes.)
   “How does a student demonstrate responsibility with the S.L.A.N.T. method?”
EX 4 – Staying focused the whole class period
   “What are some ways students are focused, or, how can you tell a classmate is focused during class?”
   “Why is it important that students and teachers remain focused throughout a class period?”

NON-EX 1 – Inappropriate tone, voice, and language (“How is this not responsible?”)
NON-EX 2 - Blurtiong out without permission to speak (“How is this not responsible?”)
NON-EX 3 - Leaving one’s seat or sitting sideways (“How is this not responsible?”)
NON-EX 4 - Not being focused, becoming off task (“How is this not responsible?”)

III. Review and Check for Understanding - Teacher
After all students have seen the demonstration and role plays, review with “What are some ways to show responsibility in the classroom?”
Classroom “Triple Crown” Lesson Plan
Teaching Script
Ready to Learn

I. Skill Teaching - Teacher
“Today we are going to talk about ways for students to be READY-TO-LEARN in the classroom. Some ways we can be ready-to-learn every day include:
(1) arrive to every class on time,
(2) have all supplies and materials
(3) have a reading book with you at all times,
(4) follow your teacher’s classroom procedures, and
(5) do your best on every assignment.”

“Why is being “ready-to-learn” in the classroom important?”
Summarize students’ main points with a synopsis

II. Demonstration and Role Play
EX 1 – Arrive to class on time
“What does being on time mean?”
“Why do students need to be on time?”
“Why do teachers need their students to be on time?”
“What is gained by being prompt all of the time?”
Explain how instructional time is affected and reduced by chronic tardiness and how it interferes with the learning process.

EX 2 - Have all supplies and materials
“What are typical supplies and materials that students use on a daily basis?”
“Why is it important to have a reading book with you at all times?”

EX 3 – Follow classroom procedures
“What are some examples of classroom procedures?”
“Why do you think teachers have classroom procedures?”

EX 4 - Do your best on every assignment
“What does ‘doing your best’ mean?”
“What are some different types of assignments that a teacher can give to you?”
Summarize both groups of responses to describe how students who succeed consistently do their best on all assignments.

NON-EX 1 – Stroll into class tardy, stay in the hallway talking, be off-task when class starts and the teacher begins the lesson
NON-EX 2 – Not having supplies and materials, ask to go to your locker, take a classmate’s supplies or materials (pen, paper, etc.)
NON-EX 3 – Do not follow classroom procedures, sharpen pencil after class begins
NON-EX 4 – Ignore assignments, have nothing when teacher asks for homework

III. Review and Check for Understanding – Teacher
Review the ways students can become “ready-to-learn” in the classroom.
Appendix: Forms
Krueger Middle School
Student/Teacher Goal and Strategy Sheet

Please come up with specific strategies that can lead to successfully accomplishing each goal.

Student Goal: I will respect my teacher and the guidelines of his/her classroom, and take responsibility for my actions by coming to class ready to learn.

Strategy #1:

Strategy #2:

Strategy #3:

Teacher Goal: I will help my student(s) work toward success by providing them with the needed support to meet the Triple Crown challenge (being respectful, responsible, and ready to learn).

Strategy #1:

Strategy #2:

Strategy #3:

Signatures: Student______________________   Teacher: ______________________

Parent Contact (Please list dates and times):
__________    __________    __________    __________    __________
# Weekly Progress Report
## Krueger Middle School

**Dates:** _______________  
**Student:** _________________________

<table>
<thead>
<tr>
<th>Location</th>
<th>Respectful</th>
<th>Responsible</th>
<th>Ready to Learn</th>
</tr>
</thead>
</table>
| Hallway       | ![Yes, No, N/A options](image1)  
If no, please explain. | ![Yes, No, N/A options](image2)  
If no, please explain. | ![Yes, No, N/A options](image3)  
If no, please explain. |
| Classroom     | ![Yes, No, N/A options](image4)  
If no, please explain. | ![Yes, No, N/A options](image5)  
If no, please explain. | ![Yes, No, N/A options](image6)  
If no, please explain. |
| Cafeteria     | ![Yes, No, N/A options](image7)  
If no, please explain. | ![Yes, No, N/A options](image8)  
If no, please explain. | ![Yes, No, N/A options](image9)  
If no, please explain. |
Krueger Middle School
Student in Need of Assistance

When completed, put in PBS mailbox.

Student Name: ______________________________ Date: ____________

Teacher: __________________________________________ Grade: ______

Briefly describe inappropriate behaviors including frequency, duration and setting:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Date(s) of phone contacts with parent:

(initial contact)  (2-week follow-up)  __________  __________

Parent Response: _________________________________________________________________________

Date Goal Sheet Implemented: __________

__________________________________________________________

Student in Need (Follow-up)

Please attach a copy of the following:

☐ Behavioral Goal Sheets from the last 4 weeks
☐ Weekly Conduct Sheets from the last 4 weeks

Recommendations from the Instructional Support Team:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________