

















# Rivera Expectations Lesson Plan

## Hallway

Act Responsibly	Gives Respect	Listens and Learns	Encourages Kindness	Stays Safe
*Go directly to destination *Keep hallway clean *Report injuries, disturbances, & incidents to staff	*Walk silently *Move to right side of an oncoming classes.	*Go directly to destination, so learning can continue.	*Share the walkway with others	*Hands by my side *Eyes looking forward *Stay to the right *Leave a safe space between me and the person in front of me

### Positive Teaching Examples

### Negative Teaching Examples

- Face forward
- Keep personal space (Use an arm length to show personal space.)
- Follow directions
- Silent
- Leave bulletin boards alone
- Walk on the right side of oncoming classes

- Looking backwards
- Running hand or pencil along the wall
- Running
- Talking loudly
- Walking too close to another person
- Walking next to your friends in a group

### Practice/Role Playing Activities

### Check for Understanding

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### Restroom

Act Responsibly	Gives Respect	Listens and Learns	Encourages Kindness	Stays Safe
*Avoid playing in the restroom. *Return promptly. *Report all misuses to an adult	*Value Privacy *Close and lock the stall door *Flush the toilets *Wash hands with soap and water	*Quickly return to class, so learning can continue	*Waits for a turn patiently	*Walk in/out of restroom. *Watch for others coming out the door *Keep water in the sink *Keep your hands, feet, and objects to yourself
<b>Positive Teaching Examples</b>			<b>Negative Teaching Examples</b>	
<ul style="list-style-type: none"> <li>● Wait quietly in line for your turn</li> <li>● Flush the toilet</li> <li>● Wash your hands: turn on the water, 1 pump of soap</li> <li>● When finished, return quickly to classroom</li> </ul>			<ul style="list-style-type: none"> <li>● Throwing wet paper towels</li> <li>● Standing in a group to get into restroom</li> <li>● Yelling in the restroom</li> <li>● Splashing water</li> <li>● Looking under/over stalls</li> <li>● Hanging on the doors</li> </ul>	
<b>Practice/Role Playing Activities</b>				
<b>Check for Understanding</b>				

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Positive Teaching Examples			Negative Teaching Examples	
Practice/Role Play Ideas				
Check for Understanding				

## Acknowledgment System Overview

### Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior; we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative interaction (**5:1 ratio**). As a staff, it is very easy to get caught up on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At **Rivera Elementary** we use **Eagle Feather Tickets** to acknowledge students for appropriate behavior. Through this program, we hand out **Eagle Feathers** to students for following the school rules and for going above and beyond without being asked.

When recognizing students with an acknowledgment (**Feather Ticket**), it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

*“Ethan, I wanted to thank you for helping pick up the books someone knocked on the floor. You were being very responsible and it really helped me out. Here is an Eagle Feather ticket.”*

Ideally, students should be given these acknowledgments immediately following the behavior and be told exactly why they received it. In order to promote expected behavior, it is important that students know when and why they are being acknowledged.

### Who should be handing out acknowledgments?

**All staff** in the school should be provided with the **EAGLE Feather** ticket acknowledgments. The acknowledgment system will be posted in each classroom.

### How many acknowledgments should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.

### How often should assemblies/ announcements be held to recognize students for positive behavior?

During morning announcements an Awesome Eagle Nomination may be read on the PA system describing the positive behavior that was witnessed by a staff member. Assemblies are a chance for schools to celebrate positive behavior and regularly re-teach students the school-wide rules.

## Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible. In providing consequences, we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time, staff is encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaches expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal or PBIS team lead.

It is essential that staff and administration refer to the **Discipline Flow Chart** when asking the following questions:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following pages contain materials outlining the consequence system at our school:

- Office versus Staff Managed Behavior (Discipline Flowchart)  
Office Discipline Referral form (ODR)

### **School-Wide Information System (SWIS)**

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about School-wide programming and individual students in need of additional support.

### **Rivera Elementary Behavior (School Rules) Posters**

School Rules Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.